

This study was funded by the Joint Information Systems Committee (JISC) as part of the JISC Usage and Impact Study of JISC-funded Phase 1 Digitisation Projects & Toolkit for the Impact of Digitised Scholarly Resources. For more information about the project, or for contact information:

<http://microsites.oii.ox.ac.uk/tidsr/welcome>



[Cover image: Census of Great Britain 1841, History of the Census of Great Britain, 1841, p. 85, TNA RG 27/1, available at <http://www.histpop.org>]

JISC Phase 1 Usage and Impact / TIDSR Final Report

Table of Contents

1	Executive Summary	7
1.1	The projects	7
1.2	Recommendations	9
2	Background	11
2.1	Measuring Impact: Previous Studies.....	11
2.1.1	UCL LAIRAH	11
2.1.2	Berkeley Digital Resources	12
2.1.3	MIT OpenCourseWare	13
2.1.4	Rice Impact of Digital Resources on Humanities	14
2.1.5	Wolverhampton-Loughborough Digital Repository Management Practices	14
2.2	Gaps in Previous Studies	15
3	Aims and Objectives	16
4	Methodology and Implementation	17
4.1	Quantitative Measures	17
4.1.1	Webometrics.....	17
4.1.2	Analytics	18
4.1.3	Log files	18
4.1.4	Scientometric/Bibliometric analysis	19
4.1.5	Content analysis	19
4.1.6	Quantitative Methods: General Limitations	20
4.2	Qualitative Measures.....	20
4.2.1	Stakeholder Interviews	20
4.2.2	Resource surveys/Referrer Analysis	21
4.2.3	User feedback	21
4.2.4	Focus groups	22
4.2.5	Questionnaires/Surveys.....	22
4.2.6	Qualitative Methods: General Limitations.....	22
5	Case studies	24
5.1	Histpop: The Online Historical Population Reports	24
5.1.1	About the project.....	24
5.1.2	What we learned.....	24
5.2	19 th Century British Library Newspapers	27
5.2.1	About the project.....	27
5.2.2	What we learned.....	27
5.3	British Library Archival Sound Recordings	30
5.3.1	About the project.....	30
5.3.2	What we learned.....	31
5.4	British Official Publications Collaborative Reader Information Service (BOPCRIS): 18 th Century Official Parliamentary Publications Portal	33
5.4.1	About the project.....	33
5.4.2	What we learned.....	33
5.5	Wellcome Medical Journals Backfiles	35
5.5.1	About the project.....	35
5.5.2	What we learned.....	35
6	Toolkit for the Impact of Digitised Scholarly Resources (TIDSR)	37
7	Overall lessons learned and conclusions	38
8	References cited	40

Appendixes: Detailed Reports.....	41
9 Webometrics Report	42
9.1 Introduction	42
9.2 Summary of methodology	42
9.2.1 Selection of project URLs	43
9.2.2 Problems in running the analysis	43
9.2.3 Selection of comparator sites	43
9.2.4 Note about limitations	44
9.2.5 Definition of terms.....	44
9.3 Project 1 – Histpop.....	45
9.3.1 Project 1 Comparator sites	45
9.3.2 Overview of results	46
9.4 Project 2 – 19 th Century British Library Newspapers	47
9.4.1 Project 2 Comparator sites	47
9.4.2 Overview of results	48
9.5 Project 3 – British Library Archival Sound Recordings	50
9.5.1 Project 3 Comparator sites	50
9.5.2 Overview of results	51
9.6 Project 4 – BOPCRIS: 18 th Century Official Parliamentary Publications Portal	52
9.6.1 Project 4 Comparator sites	52
9.6.2 Overview of results	53
9.7 Project 5 – Wellcome Medical Journals Backfiles.....	54
9.7.1 Project 5 Comparator sites	54
9.7.2 Overview of results	55
9.8 Conclusion.....	56
10 Log File Report	57
10.1 Introduction	57
10.2 Methodology.....	57
10.3 Results.....	57
10.4 Conclusions	60
11 Scientometric Report.....	61
11.1 Scientometrics/Bibliometrics Background.....	61
11.2 Software Tools	62
11.3 Suggested further sources	63
11.4 Data in this Report	63
11.5 Scientometrics/Bibliometrics Results	64
11.5.1 Project 1 – Histpop.....	64
11.5.2 Project 2 – 19 th Century British Library Newspapers	65
11.5.3 Project 3 – British Library Archival Sound Recordings	66
11.5.4 Project 4 – BOPCRIS: 18 th Century Official Parliamentary Publications Portal	68
11.5.5 Project 5 – Wellcome Medical Journals Backfiles	69
12 Content Analysis Report	71
12.1 Introduction	71
12.2 Methods.....	71
12.3 Results.....	72
12.4 Nexis news media search.....	72
12.5 Google Blog search.....	75
12.5.1 Project 1 – Histpop.....	76
12.5.2 Project 2 – 19 th Century British Library Newspapers	82
12.5.3 Project 3 – British Library Archival Sound Recordings	87
12.5.4 Project 4 – BOPCRIS: 18 th Century Official Parliamentary Publications Portal	96

12.5.5	Project 5 – Wellcome Medical Journals Backfiles	98
12.6	Conclusion	100
12.7	Related readings	100
13	Interview Report	101
13.1	Introduction	101
13.2	Methodology.....	101
13.2.1	Interview guide	102
13.3	Results.....	104
13.3.1	Importance of close contact with users when developing a project.....	104
13.3.2	Digitised Projects and lack of contact with custodians of original collections	105
13.3.3	Discrepancy between intended usage and perceived success	105
13.3.4	Project impacts revealed through interviews with users	106
13.4	Conclusions	107
13.5	Related readings	107
14	User feedback report.....	109
14.1	Report on user feedback: Histpop	109
14.1.1	Contacting Histpop.....	109
14.1.2	Accessing user feedback	109
14.1.3	Results of user feedback	110
14.2	Conclusions	111
15	Referrer Analysis Report.....	113
15.1	Methods.....	113
15.1.1	Using web log analysis to identify use of resources for teaching and learning.....	113
15.1.2	Using inlink analysis to identify use of resources for teaching and learning.....	116
15.2	Complete Results	118
15.2.1	Detailed Results	118
16	Focus Group Report.....	120
16.1	Introduction	120
16.2	Methodology.....	120
16.3	Results.....	121
16.3.1	Attitudes toward digital resources	121
16.3.2	Training and support.....	122
16.3.3	Discovery and Search behaviour.....	123
16.3.4	Citation practices	124
16.3.5	Trust	125
16.4	Specific resources.....	126
16.4.1	Project 1 – Histpop.....	126
16.4.2	Project 2 – 19th Century British Library Newspapers.....	127
16.4.3	Project 3 – British Library Archival Sound Recordings	127
16.4.4	Project 4 – BOPCRIS: 18 th Century Official Parliamentary Publications Portal	128
16.4.5	Project 5 – Wellcome Medical Journals Backfiles	128
16.5	Conclusions	128
16.6	Selected References related to Focus Groups	129
16.7	Studies of digital resources using focus groups	130
17	Survey Report	131
17.1	Introduction	131
17.2	About the Survey Design.....	131
17.3	Survey Questions and Structure	131
17.4	Executive Summary of Findings	133
17.5	About the Respondents	134
17.6	Awareness and Use of Five JISC-Funded Projects.....	139

17.7	Overall Awareness of Digital Resources and Attitudes toward Digitisation.....	150
17.8	Online Work and Research Habits	153
17.9	Collaboration and Dissemination of Work.....	156
18	Toolkit for the Impact of Digitised Scholarly Resources (TIDSR) Website.....	161
19	Bibliography on Impact Studies and Related Publications	166

Acknowledgements

This research was generously funded through the JISC Digitisation Programme. We would like to thank JISC for their support on this project. We would also like to thank those involved with the JISC Phase I digitisation projects who provided their time and assistance with this research.

1 Executive Summary

The primary aims of the project were to measure the impact of five JISC funded digitisation projects, and to assemble a *Toolkit for the Impact of Digital Scholarly Resources*, which provides open access to a set of approaches and tools available to measure and potentially improve the usage and impact of current and future digitisation projects.

The project assessed the usage and impact of five specific JISC funded digitisation projects, using a variety of research methods in order to reach a more comprehensive understanding of the uses and impacts of these resources. Quantitative measures included webometrics, log file analysis, scientometric (or bibliometric) analysis, and content analysis. These were complemented by an array of qualitative measures (stakeholder interviews, resource surveys, user feedback, focus groups, and questionnaires) that captured information about the whole cycle of usage and impact. The qualitative measures allowed us to examine the impact of the projects from the point of view of various stakeholders, starting with the host institutions (including libraries and archives), the personnel at the host institutions responsible for implementation (including the developers and engineers of the systems and curators and archivists of the collections), and stretching all the way to the various types of end users and the uses they represent.

In developing the *Toolkit for the Impact of Digital Scholarly Resources* (TIDSR, located at <http://microsites.oii.ox.ac.uk/tidsr/>), we have recorded a set of best practices for the assessment of the impact of digitisation projects. This toolkit includes a number of elements which will aid other researchers and funding bodies to assess the impact of digitisation projects. The toolkit contains measures that have been judged to be effective measures of impact. The TIDSR will help funding bodies, and others, make recommendations (on the basis of our qualitative and quantitative findings) for the construction of digital project sites, precisely in order to enhance the measurability of impact.

1.1 The projects

Histpop: The Online Historical Population Reports

<http://www.histpop.org>

The Online Historical Population Reports project, which was publicly launched in 2007, digitised some 200,000 pages of census and registration material for the British Isles and provides free online access to the complete British population reports for Britain and Ireland from 1801 to 1937. While overall awareness of the Histpop resource in a general survey of users of digital humanities resources was low (16% awareness in the UK and 12% awareness overall, n=550), among those who use the resource, we found strong indications both in the survey data and in qualitative interviews that it is an important resource for the niche audience it serves. While Histpop has had relatively little news coverage, there was relatively good coverage in blog postings when compared to the other resources in this study (n=51, second highest among these projects). It has a clear, memorable name and website URL, and is relatively well linked to by other domains (n=214). The project has benefitted from some courses beginning to use it as a teaching tool, which increases the likelihood that students will be aware of the resource as they develop higher level projects later in their academic careers. Because of the specialised nature of the resource, Histpop is unlikely to generate traffic and usage comparable to collections with a more general audience.

19th Century British Library Newspapers

<http://www.bl.uk/reshelp/findhelprestype/news/newspdigproj/paperdigit.html>

The first phase of the 19th Century British Library Newspapers project digitised over 2,000,000 pages of content, providing free access to a virtual library of nationally, regionally and locally important digitised British newspapers from 1800 to 1900. The digital material is free to users in UK Higher Education (HE) and Further Education (FE) colleges, and is also available free of charge in British Library reading rooms. The collection has been very well advertised, with at least 17 news articles about the collection, which is consistent with the excellent dissemination of news about resources at the British Library in general. This level of dissemination has resulted in strong awareness: in our survey of users of digital humanities resources, 77% of the UK portion of the sample and 61% of the overall sample (n=550) were aware of this collection. In qualitative interviews, the 19th Century British Library Newspapers collection was well-known and highly regarded. As a collection with general appeal to scholars and the lay historians, there is every indication that the uses and impacts of this resource will continue to grow.

British Library Archival Sound Recordings

<http://sounds.bl.uk/>

The British Library Archival Sound Recordings (Phase 1) project digitised more than 12,000 items totalling 3,900 hours of segmented recordings. The content includes a wide variety of sounds, including oral history recordings, field recordings of traditional music, rare classical and popular music recordings, soundscapes, wildlife sounds, public debates, and other sound materials. The digital material is free to users in UK Higher Education (HE) and Further Education (FE) colleges, and is also available free of charge in British Library reading rooms. Like the 19th Century British Library Newspapers, the British Library Archival Sound Recordings benefit from their association with the other high quality collections at the British Library, and from the British Library's strong efforts to publicise their collections. This collection had the second highest number of news articles (n=15), and the second highest level of awareness in our survey of users of digital humanities resources (54% awareness among UK respondents and 36% overall, n=550). However, although awareness was strong, there was less evidence of use, with only 8% of respondents reporting using the collection at least on occasion. In qualitative interviews and focus groups, there was evidence that one barrier to greater usage and impact is that many researchers are not really sure how to use audio materials effectively in their research. This points to an opportunity for creators of multimedia collections to enhance the resource's impact by better demonstrating the kinds of uses to which researchers can put collections such as these.

British Official Publications Collaborative Reader Information Service (BOPCRIS): 18th Century Official Parliamentary Publications Portal

<http://www.parl18c.soton.ac.uk/parl18c/digbib/home>

The 18th Century Parliamentary Publications digitised material is drawn from the University libraries at Southampton and Cambridge Universities and the British Library. Digitised material includes Journals of the House of Commons and Lords, Parliamentary Registers, Sessional Papers of the House of Commons, Acts, Bills and other related materials. The original publications were often poorly indexed, and the complex inter-relationships between the documents difficult to understand. Digitisation has not only drawn the collection together, but has also allowed researchers to make new connections. Access to the collection is available free of charge to the UK Higher Education community. After the end of our study, BOPCRIS announced that all access would be through the ProQuest commercial site and that direct access would be discontinued. It will be important for the collection stewards to track whether this enhances or limits the impact of the collection in the long

run. In the survey data we collected, awareness of the ProQuest “House of Commons Parliamentary Papers” collection, which includes the BOPCRIS materials, was the highest among all collections (83% awareness among UK users), although the BOPCRIS 18th Century collection itself had somewhat lower awareness (51% UK awareness, 37% overall awareness, n=550). The BOPCRIS collection was also well publicised, with at least 13 relevant news articles, nearly as many as the two British Library collections. Neither the BOPCRIS site for the materials nor the ProQuest site had strong evidence of inlinks from other webpages, although the general BOPCRIS homepage was quite well linked to (n=545 domains), indicating that users may find this collection through general awareness of BOPCRIS activities.

Wellcome Medical Journals Backfiles

<http://library.wellcome.ac.uk/backfiles/>

The Wellcome Medical Journals Backfiles project has digitised the complete backfiles of a number of important and historically significant medical journals. The digitised content, an estimated 3 million pages, is freely available on the internet via PubMed Central (<http://www.pubmedcentral.gov/>) and is mixed in among the other medical content in that resource. Because the Wellcome Backfiles collection is housed within this much larger collection of contemporary medical literature, the Wellcome Medical Journals Backfiles collection is particularly difficult to trace using some of the techniques used in this study, such as webometrics. With other measures, however, such as bibliometrics, we see evidence that the project has been comparatively well discussed in the academic literature for such a new resource, with 18 unique citations to the collection in the citation analysis, mainly in articles discussing the trend toward digitising collections in the biomedical domain rather than to specific materials within the collection. Finding evidence of citations to the digitised journal materials is a challenge, since many researchers using all the collections discussed here often cite the material in such a way that appears as if they have consulted the original physical materials, with the effect that any use of the digital resource is not obvious. In the general survey of users of digital humanities resources, there was relatively low awareness of the collection (34% among UK respondents, n=75), and low usage (9% of respondents overall reported using the resource regularly or on occasion). Among actual users (n=38), however, 61% felt that the collection was important to their research, a proportion second only to Histpop users among the five projects studied. This suggests that this, like Histpop, may be a niche resource in terms of overall awareness but is nevertheless very important to the smaller number of users for whom it is relevant.

1.2 Recommendations

While the above summaries relate to the five specific projects providing data for this study, the combination of methods and data collected overall allow us to make some recommendations for ways to enhance usage and impact overall for digitised scholarly resources. Among the key findings and recommendations of the project are:

- Close contact with users when developing a project is key
- Designs which allow for serendipitous discovery of materials by users and for flexible uses have more possibilities for impact
- Plan on measuring impact from the beginning of any new project
- Monitor impact regularly, but don't become bogged down by it
- Build in sustainability strategies
- Follow on funding that includes funds for the analysis of impact data should be sought by projects and provided by funders, particularly since many impacts have a lag time and won't happen immediately at the end of the project.
- Use the measures for impact to try to enhance impact, through active promotion
- It is essential to view multiple sources of evidence when evaluating impact, and to examine these sources from different directions or points of view

- Inclusion within trusted gateways are important to long-term impact
- There are important generational shifts taking place as younger researchers are developing research habits that will become mainstream as they replace their elders
- Avoid changing URLs
- Custodians of original / analogue resources (librarians, archivists, curators, etc.) should be involved in the creation of the digital resource

These key findings are presented in more detail starting on page 38.

2 Background

There has been an increasing interest recently among funding bodies to find ways to measure the impact that the projects they fund have on a broader audience. This JISC project reflects that concern, but other agencies are also engaging in similar efforts. In the U.S., for instance, the National Science Foundation (NSF) has required submissions to address the broader impact of their proposals since the mid-1990s, but has recently re-iterated the importance of describing in detail the broader impacts of proposed activities as an integral part of all proposals (Echogoyen, 2008) and has showcased the broader impacts of selected NSF projects (National Science Foundation, 2005). Finding useful and meaningful ways to assess impact, however, is difficult for many scholarly endeavours. In the following section, we review a number of other studies that have attempted to measure impacts of digital resources.

2.1 *Measuring Impact: Previous Studies*

This project does not exist in a vacuum: there have been other notable attempts to measure the impact and reach of online scholarly resources. This section of the report summarises their approaches and findings, and evaluates the extent to which their recommendations will be included or adapted in the TIDSR toolkit. Examples of previous efforts include the LAIRAH project at University College London (UCL) (Warwick, Terras, Galina, Huntington, & Pappa, 2008; Warwick, Terras, Huntington, Pappa, & Galina, 2006), MIT's OpenCourseWare evaluation (Carson, 2006), the Open Educational Resources Report (Atkins, Brown, & Hammond, 2007), the Berkeley Digital Resource study (Harley, 2007a, 2007b; Harley, et al., 2006), the Rice University Fondren Library Impact of Digital Resources on the Humanities study (Spiro & Segal, 2007), and a Wolverhampton-Loughborough digital repository analysis project for JISC (Zuccala, Thelwall, Oppenheim, & Dhiensa, 2007). This project has drawn upon these previous efforts to inform the methods that will be used to measure the impact of the five digitisation projects explored in this project, but goes further in producing a toolkit that others can draw on and add to when trying to assess the impact of similar projects. The *Toolkit for the Impact of Digitised Scholarly Resources* (TIDSR) includes tools, recommendations for best practices, and guidelines regarding the strengths and weaknesses of various items in the toolkit for dealing with different types of projects.

2.1.1 UCL LAIRAH

The Log Analysis of Digital Resources in the Arts and Humanities (LAIRAH) project at UCL had a similar aim to this project, to understand usage of digital resources in the humanities. To do this, they relied primarily on a single method, deep log analysis of three portal sites: Humbal, Artifact and AHDS, supplemented with qualitative interviews of personnel associated with selected digital collections. The report (Warwick, et al., 2006) for the project highlights a number of key findings from the study. Several of the findings are relevant here including:

- One-third of digital resources are unused, which is a similar ratio to scholarly articles that remain uncited
- Barriers to access deter users, particularly if a resource is not essential to one's work
- User testing of resources remains relatively rare, even though the LAIRAH study and others underscore the importance of lowering barriers to users, providing clear navigation through a site, and having documentation available
- Sustainability is crucial, but often neglected (Warwick, et al., 2006, pp. 6-7)

The recommendations from the LAIRAH study (pp. 7-9) are all relevant to this study as well, in particular the following:

- Resources should have an unambiguous name that indicates their purpose or content
- Server logs should be retained for analysis

- Consult users at the early stages of a project, and maintain contact with them throughout
- Consider both expert and non-expert users in design choices
- Provide technical support
- Maintain and update the interface over the long term, and have a plan in place to support staff to do this work

The LAIRAH study is an important contribution to this area of research because it is among the few to use deep log analysis to measure levels of use of specific digital resources. One side note that is also relevant is the fluidity of digital resources on the Web: the three main resources studied by LAIRAH in 2006 no longer exist in the same form they had during the study. Humbal and Artifact have been merged into INTUTE Arts and Humanities, and the Arts & Humanities Data Service (AHDS) lost its funding in April 2008 and was closed to new developments. As resources such as these change, merge, are discontinued, and move to new locations on the web, their impact is affected in a variety of ways: researchers lose track of the resource, links to the former location die, citations to the resource become unreliable, and confidence in the resource and similar resources is undermined.

In the current project, we used log analysis where possible, although it must be noted that most of the participating projects either did not have log files available, or did not make them available for our study. We would like to endorse the LAIRAH suggestion that log files be required submissions from funded projects, so that researchers and funding agencies can use this data to analyse the detailed uses, which is one measure that feeds into overall impact.

2.1.2 Berkeley Digital Resources

The Berkeley Digital Resource study on “Use and Users of Digital Resources” (Harley, et al., 2006) also focuses on the general question regarding trying to determine who actually uses digitised resources, and does so by focusing on undergraduate education and educational uses of such resources. While this focus on undergraduates differs from the more general focus in this study, educational uses clearly represent an important impact digital that resources can have. The Berkeley study used a multi-method approach to understand how digital resources are used, including developing a typology of uses from a meta-analysis of the literature, a faculty survey, log analysis, interviews with providers and users, and focus groups with site owners and users.

Because of the focus on education, there is a greater focus on audio-visual materials reported in the Berkeley study. For instance, while 62% of respondents in the Berkeley survey (n=831) report using digital film or video in their teaching, only 17% of respondents in our study (n=550) reported using digital film and video frequently in their research, and an additional 25% use film and video sometimes. Conversely, in the Berkeley study only 23% of respondents reported using digital facsimiles of ancient or historical documents in their teaching, compared with 65% in our study who used digital facsimiles of historical materials either sometimes (31%) or often (33%) in their teaching.

Nevertheless, even with the different focus, there are lessons here to be drawn from the Berkeley study. Among the key conclusions relevant for this project are the following:

- The importance of personal collections to humanities scholars should not be underestimated. Faculty need to annotate, manipulate and organise resources in order to use them either in teaching or research. The difficulty of organizing disparate resources was identified as a key barrier for faculty.
- The primary reasons for non-use of digital resources were a lack of compatibility with established habits and practices. While the Berkeley study focused on the lack of support for longstanding successful teaching practices, our research shows that researchers have

similarly ingrained habits that must be supported by digital resources if their use is to be encouraged.

- Domain specialist knowledge of how resources can be used in teaching and research should take precedence over the ideas of technical developers when it comes to the design and implementation of digital resources.
- Unintended or unanticipated creative uses of resources should be monitored and, to the extent possible, supported, although identifying unintended users is quite difficult.
- Technical, organizational, and financial sustainability are key to expanding the use of a resource over the long run. (Harley, 2007a, 2007b; Harley, et al., 2006)

2.1.3 MIT OpenCourseWare

MIT's OpenCourseWare (OCW) evaluation (Carson, 2006) is somewhat different than the previous two studies, in that it was focused on evaluating a single project. Rather than historical materials, the OCW site is geared toward making teaching materials produced by MIT available online for anyone to use freely for non-commercial purposes. The project began in 2002, and had put approximately two-thirds of MIT's courses in OCW at the time of the evaluation. The three purposes of the report are to assess the access, use and impact of the collection, which makes it relevant in the context of this study.

The OCW project measured their impact in fairly traditional ways: increase in number of visits year on year (which showed a 56% increase from the year preceding the report), re-use of materials (46% of educators reported re-using site materials in their teaching), and geographic scope of use (61% of traffic originated outside the U.S.). Specific impact measures included self-reports of impact on teaching (80% of visitors rated the impact of the site to be positive), citations to OCW in professional and popular literature, and influence on other institutions to provide similar services. The last impact is an interesting one, and easiest for an initial innovator to point to than one of a number of similar projects. When MIT announced OCW, they were the only major university suggesting such a radical approach to opening the content in their courses to the world, and other universities that have followed have been influenced by MIT's efforts. Digitisation efforts, on the other hand, are well established, so unless a digitised collection introduces some major innovation in dealing with digital materials, it would be difficult to point to their impact in a similar way.

OCW's measures of impact point to the difficulty of dealing with qualitative impacts that lack any specific metric. In the report (p. 62), for instance, they quote several people who say that the resource has given teachers new ideas, inspired adult learners to study new material, and serves as a source of inspiration. These are very difficult to measure and difficult for a resource provider or funding body to point to in any concrete way. OCW thus combines these somewhat diffuse measures with some more concrete measures such as the intent of users to return to the site (80% reported that they definitely would return, and an additional 19% indicated that they probably would return). They also point to a number of mirror sites of OCW around the world as an impact of OCW.

Bibliometrics and content analysis of news also played a part in the OCW impact evaluation. As for some of the projects reported here, peer-reviewed scholarly outputs were difficult to find that specifically cited OCW, possibly because it is more of a teaching resource than a research tool. They did find quite a few articles in the popular (n=300) and trade media.

The OCW report does not offer as many general recommendations as the LAIRAH and Berkeley reports, but does suggest both the difficulty of measuring impact even for a project that is trying actively to expand its impact on the general academic community and the need to use multiple measures to begin to measure impacts in any meaningful way.

2.1.4 Rice Impact of Digital Resources on Humanities

The Rice University Fondren Library Impact of Digital Resources on Humanities study (Spiro & Segal, 2007) is another project that was interested in determining the impacts that digital collections are having on humanities scholars. They focused their study by concentrating on three main methods: a survey of scholars in one field (American literature, culture and history), a bibliographic analysis of citations to three bodies of literature with digital counterparts (Whitman, Dickinson, and *Uncle Tom's Cabin*) to determine if the digital editions are being cited, and a survey of scholars of those three bodies of literature to determine why they did or did not cite the digital collections. This approach is a good one if a digital collection is quite focused, and has an identifiable scholarly community already using the non-digitised materials prior to digitisation.

The study concluded from their bibliographic search that a relatively small number of works cited each of their collections of interest (13% of works on Whitman, 13% on Dickinson, and 0% on *Uncle Tom's Cabin* cited the electronic resource). When they surveyed scholars on why they had not cited the work, most responded that they either weren't aware of the digital collection, or hadn't consulted it specifically in the course of writing the paper in question. For those who had cited the collections, a key reason given was that the collection offered access to materials that they could not otherwise have accessed easily, if at all.

While this may seem obvious, it deserves underlining: this suggests that digitising hard to access materials is more likely to attract users to the digital version of a resource than digitising a relatively easy to access set of materials, such as writings on and by a popular author. This of course is a catch-22: if materials are too difficult to access, it is less likely that much of a scholarly community has developed around those materials. If there isn't an extant scholarly community, the resource will rely on scholars moving into that area of study, which is relatively difficult to inspire given established disciplinary habits. Thus, building a digital collection with a broad impact requires a delicate balance between finding materials that are highly desired, but relatively difficult to gain access to.

One observation of the Fondren study is particularly relevant here: that lack of citations to a digital resource cannot be assumed to be the equivalent of a lack of consultations to a digital resource. In the Fondren survey, 58% of respondents regularly use digital resources in their research, but only 26% frequently cite digital resources in their scholarship. We discuss this issue in more detail elsewhere in this report, which is a combination of concern for the persistence of web-links, concerns about the scholarly credibility of electronic resources, difficulty in knowing how best to cite a digital resource, and ingrained disciplinary habits.

2.1.5 Wolverhampton-Loughborough Digital Repository Management Practices

One final relevant study that was designed to measure impacts of digital collections was the Digital Repository Management Practices, User Needs and Potential Users (DRMP) project run as a collaboration between the University of Wolverhampton and Loughborough University (Zuccala, Thelwall, Oppenheim, & Dhiensa, 2006). This project examined five digital repositories in the UK and relied on a set of methods which have also informed our study: webometrics link analysis, interviews, and an online survey of repository users. The webometric approach, in particular, is a novel extension of scientometrics which examines linking behaviour on the web as a form of citation to a website. The LexiURL tool was used for the DRMP study, and has also been used for our current study, to extract link data from the web and allow analysis of linking behaviours. One advantage that the DRMP report points out is that the webometrics approach allows for the identification not only of expected inlinks to a resource, but also of unexpected inlinks to a resource that may suggest novel and unexpected uses (and thus, potential impacts) of a digital collection.

2.2 *Gaps in Previous Studies*

The studies discussed here are all important additions to our understanding of the types of impacts digital resources are having and can potentially have on the humanities. From the points of view of a single project (OCW), teaching (Berkeley), libraries (Fondren), uses (LAIRAH), and link analysis (Wolverhampton-Loughborough), these studies all have informed the work reported here.

One major missing part in existing studies, however, is any concrete way for collection managers, developers, and funding bodies to attempt to understand and collect data for measuring impact from the onset of a project and throughout the life-cycle of a digitisation effort. The Toolkit, discussed below and available on <http://microsites.oii.ox.ac.uk/tidsr/> is an attempt to fill this gap. This study thus serves multiple purposes: using as wide a variety of methods as possible to assess the impacts of five specific projects funded as part of the JISC phase I digitisation programme, using that exercise to develop a toolkit of suggestions, best practices, software recommendations, and related information that is accessible on the web, and to use the development of the toolkit as a springboard to further work in this area that will re-iteratively strengthen the toolkit and make it more useable as it is updated and expanded.

The comparative approach that used five disparate projects made this exercise more difficult than the analysis of a single resource would have been, but also more valuable in terms of assessing the strengths and weaknesses of different approaches to measuring impact.

3 Aims and Objectives

The primary aims of the project were to measure the impact of five JISC funded digitisation projects, and to assemble a *Toolkit for the Impact of Digital Scholarly Resources*, which provides open access to a set of approaches and tools available to measure and potentially improve the usage and impact of current and future digitisation projects. These aims remained the same throughout the project, and were accomplished.

Impact measurement can be a difficult multi-dimensional challenge: while quantitative measures are generally relatively easy to obtain and easy to use for producing compelling numbers and eye-catching charts and graphs, by themselves they are insufficient measures of overall impact because they miss much of the non-quantifiable and non-hyperlinked uses of scholarly resources. We therefore tested and used a variety of methods that each played a part in contributing to a full picture of the wider impact of a digitised resource. These measures were then summarised and presented in the TIDSR toolkit online (<http://microsites.oii.ox.ac.uk/tidsr/>), as well as at a well attended event entitled “Humanities on the Web: Is it working?” held in Oxford on 19 March 2009. Over one hundred people registered and attended that day’s events (details at <http://www.oii.ox.ac.uk/events/details.cfm?id=238>), and a webcast (http://webcast.oii.ox.ac.uk/?view=Webcast&ID=20090319_274) of the event is available as are the slides from the talk (<http://www.slideshare.net/etmeyer/tidsr>).

We feel confident that the TIDSR is adaptable enough that it can have an impact beyond this project and beyond JISC. Other digitisation programmes in the U.K. and elsewhere in the world will be able to draw on this toolkit, as will providers of web-based scholarly resources, to better understand and enhance the impact of their projects. The toolkit will allow projects not just to measure their impact, but also to potentially increase the project’s impact by using the tools and best practice recommendations. We have already been approached by a number of individuals and organizations who are interested in using and expanding the toolkit; we will continue to pursue these opportunities.

4 Methodology and Implementation

The project combined quantitative and qualitative indicators to measure the impact of online scholarly resources, using five JISC-funded projects developed during Phase 1 of the JISC digitisation programme. The five projects are described in detail below. The measures in the two sections that follow identify the indicators we have used to assess this impact and tested for inclusion in the TIDSR. The actual results obtained using these methods are presented in the appendices that follow the main body of this report (beginning in section 10).

Data collection began in July, when the 50% FTE research assistant (Eccles) began work.

4.1 Quantitative Measures

4.1.1 Webometrics

Webometrics is (a) a set of quantitative techniques for tracking and evaluating the impact of web sites and online ideas and (b) the information science research field that developed these ideas. Webometric techniques include link analysis, web mention analysis, blog analysis and search engine evaluation, but from the perspective of digital library evaluation the main method is link analysis. Using tools developed by project collaborator Thelwall, we gathered and analysed links to the five web sites and a set of similar web sites for each in order to obtain comparative statistics. These webometric measures were conducted twice, once at the start and once at the end of the project, in order to gather a sense of change over the course of the project. These tools are able to find links to the sites from web pages, blogs, and other online resources.

We began by learning and trialling a number of webometrics techniques under the supervision of Thelwall. Thelwall has developed an innovative software program called 'LexiURL Searcher' which can search the web for inlinks to a specified URL and analyse the results. The software is still in development, and several changes have been made to expand the range of services, as well as to the 'look and feel' of the software (making it more user-friendly), during the project. We trialled the software on the five project sites, and after undertaking research into likely comparator sites, used LexiURL Searcher on the URLs of these comparator sites. This produced a set of results indicating how popular (in terms of links) the five target sites were in the context of a range of other digital resources. Full details of how this was done can be found in the attached webometrics report, and a review of the methods in the relevant section of the toolkit at: <http://microsites.oii.ox.ac.uk/tidsr/kb/webometrics>.

Also included in the toolkit is an article detailing how a simple version of this method of data collection can be achieved by using Yahoo! Site Explorer (<https://siteexplorer.search.yahoo.com/>). We tested this method during the project and found that it offered a good but rather rudimentary summary of links, and therefore favoured Thelwall's more comprehensive software as this offered a wider range of results and options for analysis.

We also performed extra webometrics using search engine based techniques to identify educational resources (such as academic syllabuses and presentations) that mention any of the five sites without necessarily linking to them (see Thelwall & Kousha (2008) for a recent application of this technique).

We used LexiURL Searcher to produce 'Web Impact' reports on search strings related to the projects. This enabled us to find web resources that list the name of our projects, but not necessarily their URLs. These results can also be found in the appended webometrics report (section 10).

4.1.2 Analytics

Web analytics 'is the measurement, collection, analysis and reporting of internet data for purposes of understanding and optimizing web usage' (Web Analytics Association, 2009).

We had intended to set up analytics software to produce detailed reports of how the five target JISC-funded project sites were being used. We favoured Google Analytics, which is one of the more well-known and user-friendly proprietary sources of analytics available, although there are others. We asked our five projects if they would be willing to install Google Analytics to collect usage and popularity statistics for the site. All five of our projects were either unable (due to the nature of installation and the management of the relevant websites), or unwilling, to install Google Analytics, so we were unable to collect any data on the target projects using analytics software. We remain convinced of the benefits of Google Analytics, and have trialled its use on a non-project related website. The results are presented in the toolkit (see <http://microsites.oii.ox.ac.uk/tidsr/kb/analytics>). We also point to a relevant article (Fang, 2007) in which an academic library reported successfully using Google Analytics to improve the usage and impact of its webpages.

4.1.3 Log files

Log files, which are raw text files about visits to a website, allow for the extraction of usage statistics and summaries by page of the site, provided you use a log file analysis program. These data are usually in greater detail than those available in Google Analytics, depending on the logging settings on the server running the website. Google Analytics provides overall information about visits in a much more user-friendly fashion than log files, but log files also allow projects to track individual users through the sites, which the Google Analytics cannot do. Tracking individual users can be important to gain a better understanding of the context about how visitors use the sites, although this can quickly become overwhelming with large numbers of visitors.

As we were unable to use Google Analytics in our data collection, we relied on log file data and processed web statistics to inform our conclusions about the use of the project sites.

We were able to collect raw log file data from one of our target projects (Histpop) and processed web statistics which had already been summarised using a log file reading program from three others (British Library 19th Century Newspapers, British Library Archival Sounds, and 18th Century Parliamentary Papers at BOPCRIS and through their commercial partners, ProQuest). We were unable to access web statistics from the Wellcome Medical Journals Backfiles project via National Library of Medicine/PubMed Central. The raw log files from Histpop were processed by project team member Thelwall, who sampled a number of software packages. We were able to gather a lot of data about the Histpop website through this process (see attached report), far more than we were able to gather from the processed web statistics received from other projects. The processed web statistics provided by the other three projects were useful both in terms of gathering usage data about the target project sites, but also in seeing what kind of information is routinely examined by project staff. This was an important point that we were able to pick up when interviewing project staff.

We have contributed several articles on log file analysis to the toolkit, as this is an important method of collecting data that potential and existing projects should be aware of (see <http://microsites.oii.ox.ac.uk/tidsr/kb/log-file-analysis>). Collecting extended log files allows detailed usage and impact data to be analysed and used by the projects to further increase their usage and impact.

4.1.4 Scientometric/Bibliometric analysis

Scientometrics is the 'branch of information science concerned with the application of bibliometrics to the study of the spread of scientific ideas; the bibliometric analysis of science' (OED Online, 1993b). Bibliometrics is defined as 'the branch of library science concerned with the application of mathematical and statistical analysis to bibliography; the statistical analysis of books, articles, or other publications' (OED Online, 1993a).

We felt that scientometric/bibliometric analysis might be of limited use as citations often take several years to start to appear in the scholarly literature as research is completed, written up, and published, but felt that these should be evaluated nevertheless. For more mature projects, these methods would likely yield more evidence of scholarly impact. It was necessary to use both traditional citation measures and alternative methods such as including questions on citation patterns in the qualitative interviews discussed below because forms of citing these sources are still changing. For example, an audio file or newspaper file might be cited either as coming from the digitised collection or may simply be cited as if the scholar had consulted the paper resource.

These measures help us understand the projects' impact on traditional, formal scholarly communications, and help to assess whether such an impact is likely to grow or remain static.

Bibliometric data was collected for each of the project sites, using Google Scholar (<http://scholar.google.com>), ISI Web of Knowledge (<http://www.isiknowledge.com>) and Scopus (<http://www.scopus.com/>). Results, detailed in the report included in the appendices, showed that, as expected, there is little measurable impact discernible through this measure this early in the life of the project. Searching for results in this area led researchers on the project to reflect upon why citations were not being picked up by bibliometric measures, and encouraged us to investigate this further with project staff during interviews. Many of the projects did not give a recommended citation anywhere on the website, with the result that a key means of encouraging researchers to credit the digital resource specifically, or at least to refer to the URL of the digital resource while citing the original material, was being overlooked. In the case of Histpop, a recommended citation is given but this does not include the URL of the resource, resulting in a wasted opportunity to encourage researchers to credit the digital resource [e.g. http://www.histpop.org/ohpr/servlet/Download/0583_00008_00008.html]. Recommendations on citation practices are included in the toolkit (see <http://microsites.oii.ox.ac.uk/tidsr/kb/53/bibliometrics-enhancing-ability-track-projects-scholarly-impacts>).

Full details of these methods can be found at the toolkit:

<http://microsites.oii.ox.ac.uk/tidsr/kb/bibliometrics-/scientometrics>

4.1.5 Content analysis

Content analysis of media reports about the resource was explored using Lexis/Nexis and other news search tools such as Google News. This measure can help to understand the extent to which the resource is being reported to the wider public, and serves as a measure of the reach of a digitised collection. The content analysis was relatively simple and focused on references to a resource in the news, rather than performing in-depth analysis of the content of each article which is beyond the scope of this project and more suited for understanding the embedded meanings of discourses than for understanding reach.

Data about the news reporting of the projects was collected through Google News (<http://news.google.com/>), Google Blog Search (<http://blogsearch.google.com/>), and LexisNexis (<http://academic.lexisnexis.com>). Reports had to be carefully screened to make sure that they were referring directly to the projects concerned, and didn't simply contain all of the key words in a

different order. This proved a painstaking process and led the team to think about how the naming of projects (as well as clear and memorable URLs) affects impact measures. For instance, having created and popularised the name 'Histpop' for a previously under-used resource (population reports), this digitisation project has created a memorable and easily searched-for name which uniquely shows up in Web Impact reports, Bibliometrics, and in Content Analysis (all available in the appendices to this report). In contrast, the '19th Century British Library Newspapers' project, despite having created a new collection through digitisation, does not have an easily searchable name. In Web Impact Reports, Bibliometrics and Content Analysis, false positive results were prevalent and genuine results difficult to distinguish.

More details about this method can be found at the toolkit:

<http://microsites.oii.ox.ac.uk/tidsr/kb/content-analysis>

The full report is available in the appendix to this report (section 12).

4.1.6 Quantitative Methods: General Limitations

The limitations of these quantitative measures are several-fold. First, most quantitative measures lack contextual information that would allow one to understand the relative importance of an electronic resource in the overall ecology of a user's information needs. Without this, one can understand access to information, but the uses and impacts of the information are more elusive. Secondly, some quantitative measures such as content analysis of resources with generic names suffer from noise in the data that makes their use difficult and time consuming for the eventual users of the toolkit. Lastly, some of these quantitative measures can be misleading because of varying ways data are reported (for instance, page views versus unique visits – which yield far different numbers for 'traffic' to a site).

4.2 Qualitative Measures

We used an array of qualitative measures that complemented the quantitative measures by capturing information about the whole cycle of usage and impact. These qualitative measures allowed us to examine the impact of the projects from the point of view of various stakeholders, starting with the host institutions such as libraries and archives, the personnel at the host institutions responsible for implementation (including the developers and engineers of the systems and curators and archivists of the collections), and stretching all the way to the various types of end users and the uses they represent. In order to get a complete picture, we also included some measures that involved programme funders, who are often overlooked stakeholders.

4.2.1 Stakeholder Interviews

We interviewed a variety of stakeholders involved in some way with the JISC Phase 1 Digitisation Programme.

- 1) **Project personnel:** An early stage of the project was to interview key project personnel for each of the five projects. These personnel included collection specialists, system developers, and project managers. These interviews were designed to collect data about:
 - a) the intended user audience, and the types of uses envisaged
 - b) how the resources were 'marketed' and disseminated
 - c) 'choice points' in the design of the collection, and the results of these choices
 - d) the extent to which the projects are part of a larger resource network
- 2) **Related but non-included institutional personnel:** Where possible, we interviewed the curators of the paper or other non-digital resources that preceded the digitisation project to assess the ways in which the non-digital resources were utilized, and probed how these non-digital resources have been affected by the digitisation project.
- 3) **End-user communities,** focusing on:
 - a) Site discovery methods

- b) Their pre-digitisation practices for finding and accessing these or similar materials
 - c) Their post-digitisation changes in practice
 - d) Incentives for use of the digitised resources
 - e) The importance of the site's resources in their overall ecology of information
- 4) **Subject specialists** were consulted to gather evidence of the awareness of the existence of the digitised resources, and their expert opinions of the resource were elicited
 - 5) **Other stakeholders** were determined using a snowball technique that involved asking each person interviewed to name other interested parties
 - 6) **JISC staff:** We also interviewed JISC to ask many of the same questions as were asked of the projects, but also focused on strategies of access to determine how policy level concerns are reflected at the project implementation level

We began interviewing in September 2008 and continued through to February 2009. We began by interviewing Project Managers of the five target projects, and asking them to recommend further targets for interview, from members of their team, to steering committee members and other interested researchers. We then targeted known users of the resources for interview, from students to academic researchers, and specialists in the areas of research represented by the five projects, to monitor awareness and usage of these resources more broadly. We also interviewed project staff at JISC who had been closely involved in the digitisation programme and projects' commercial partners (where possible). We interviewed subject librarians who are responsible for the purchase of these resources (where a subscription is required) and are a key support to academic users.

4.2.2 Resource surveys/Referrer Analysis

Referrer Analysis is a method of searching for reading and resource lists to ascertain "penetration" of a digital resource within relevant fields of study. This method is related to the webometrics described above, but is a more qualitative phase of the webometric analysis. Rather than relying on link counts, referrer analysis requires the analyst to look in more detail at the URLs of referrers to find (in this case) evidence of inclusion on reading lists and library resource lists. The importance of this is because young scholars learn their academic habits at least partially through the readings and resources they are exposed to at university, and making efforts to maximize the inclusion of new digital collections on appropriate reading lists is a good way to expand the collection's impact.

More details about this method can be found at the toolkit:

<http://microsites.oii.ox.ac.uk/tidsr/kb/referrer-analysis>

4.2.3 User feedback

User feedback involves the examination (where possible) of feedback on the digital resources that creators of the resource received. We asked all of our projects whether they had included a function on their websites to allow user feedback. Our five projects were unwilling to share with us any detailed comments they received by email from users during the life of the resource, preferring to deliver anecdotal evidence about the type of responses received. However, many were using (or had used) this feedback to improve services (specifically Histpop, 19th Century British Library Newspapers and British Library Archival Sounds). While trust issues were a concern in allowing our project access to user feedback, this would not be the case if impact studies were being carried out 'in house', and more use could be made of this vital contact with researchers. Hints and tips related to user communities were included in the toolkit: <http://microsites.oii.ox.ac.uk/tidsr/kb/user-feedback>.

We were able to reach a small number of Histpop users by composing an email to be forwarded on to a sample of those the Project Director considered to be 'unexpected users' of the resource, who had contacted the project's 'help' email. By doing this we were able to reach a number of users who

were making surprising or innovative use of the resource, and to question them in more detail (either by questionnaire or by interview) about their research practices and their use of Histpop.

See the report included in the appendix for more detail (section 15).

4.2.4 Focus groups

Two focus groups were convened, consisting of undergraduate and post-graduate students. We had initially planned to hold focus groups that included participants representing each of the five projects (selected with help from the five projects) but ran into difficulty finding appropriate participants. Nevertheless, we recommend that projects make every effort in the future to identify relevant users and to hold their own focus group sessions to understand how the resources are used

We held two focus group sessions. During these focus groups, researchers gathered data on:

1. Information seeking behaviour, including site discovery methods
2. Usability strengths and weaknesses of the site that may help or hinder impact
3. Extent to which user access to materials has been affected by the site
4. Discussion of comparable resources used in conjunction (or in competition) with the site
5. Importance of this resource vis-à-vis other information resources
6. Desired improvements, which yield information useful to a specific site but also can help the researchers more broadly gain an understanding of patterns across all the sites in terms of features that may enhance impact

Full details about this method, including sample questions, were included in the toolkit:

<http://microsites.oii.ox.ac.uk/tidsr/kb/focus-groups>

For more detail, see the report included in the appendix (section 17).

4.2.5 Questionnaires/Surveys

An online survey was constructed, and invitations to participants were distributed via mailing lists and list-servs relevant to each of the five sites. The questionnaire contained a base set of questions, and then had individual modules that contained questions that were specific to each of the five digitised resources.

The base questions included demographic information, questions about the information seeking and discovery process, questions about information use, and a battery of questions designed to measure impact on their research, teaching and learning.

This web-based survey asked respondents a number of questions about their use of digital resources generally, and about our five specific JISC resources. Participants were alerted to the survey through subject-related listservs, and we received a tremendous response (n=525). The results are presented in considerable detail in the report in the appendix to this document (section 18).

Full details, with samples of some of our methods, were included in the toolkit:

<http://microsites.oii.ox.ac.uk/tidsr/kb/questionnaires/-survey>.

4.2.6 Qualitative Methods: General Limitations

Qualitative research, like any research, has potential pitfalls for those unfamiliar with its methods and assumptions. The TIDSR toolkit will help future projects negotiate some of their uncertainty in this area by providing the tools developed during the course of this project. Interview schedules, inclusion criteria, questionnaires, focus group guides, and other materials form part of the toolkit, and are designed to allow their use and adaptation by toolkit users. These materials will save

considerable time, cost, and effort for TIDSR users, and will also help funding bodies such as JISC have better ways to assemble comparative impact data.

5 Case studies

The following section summarizes each of the projects. Detailed results for projects are included in the specialised reports included in the appendixes.

5.1 *Histpop: The Online Historical Population Reports*

<http://www.histpop.org>

ONLINE HISTORICAL POPULATION REPORTS
histpop

Home Browse Search Help Contact Project

Histpop News and Notices

As from 2 April 2007 the OHPR project moves out of its development phase. All content is now available on the site.

We are currently investigating enlarging the basic content of the histpop site. We hope to have material post-1920 from Ireland and post-1931 from Scotland available during late 2008.

If you have trouble finding any relevant report which you would expect to be here, please email us at info@histpop.org.

Histpop - The Online Historical Population Reports Website

A collection of British Historical Population Reports

The Online Historical Population Reports (OHPR) collection provides online access to the complete British population reports for Britain and Ireland from 1801 to 1937.

The collection goes far beyond the basic population reports with a wealth of textual and statistical material which provide an in-depth view of the economy, society (through births, deaths and marriages) and medicine during the nineteenth and early twentieth centuries.

These 200,000 pages of census and registration material for the British Isles are supported by numerous ancillary documents from The National Archives, critical essays and transcriptions of important legislation which provide an aid to understanding the context, content and creation of the collection.

In digitising this resource the OHPR has enabled Browsing through the collection by date or geography, or Searching the content directly. Documents relating to the digitization and web development process may be accessed via the Project tab.

OHPR is an AHDS History project, funded as part of the JISC Digitisation programme and is hosted by the UK Data Archive at the University of Essex.

Note to genealogists and others tracing individuals: This site only contains a very small number of reproductions of original census enumerators' books for illustrative purposes. If you are trying to trace individuals in historical British censuses you should use the links found on our [links page](#).

University of Essex HDS History Data Service UKDA UK Data Archive JISC

5.1.1 About the project

The Online Historical Population Reports project digitised some 200,000 pages of census and registration material for the British Isles and provides free online access to the complete British population reports for Britain and Ireland from 1801 to 1937. These documents are supported by numerous ancillary documents from The National Archives, critical essays and transcriptions of important legislation which provide an aid to understanding the context, content and creation of the collection.

The project began in 2004, and the website was launched early in 2007.

5.1.2 What we learned

Summary of data¹

Histpop compares well to similar projects using webometric techniques, with over 200 external domains linking to Histpop's resources. It also performs comparatively well in terms of citations to the resource, with 11 unique citations for this relatively new collection, which is in the mid-range for the projects studied here. In the more general survey of users of digital humanities resources, however, awareness and use of Histpop was relatively low: there was only 16% awareness in the UK and 5% of respondents overall reported using Histpop regularly or on occasion. This in part is a

¹ See detailed reports in the appendixes for the context of these results.

reflection of the fact that Histpop is in many ways a fairly niche resource compared to some of the other resources which have a much broader range and cross-disciplinary appeal. This is reflected in the fact that among actual users of Histpop, 96% of survey respondents using Histpop (n=24) would recommend the resource to others and 71% felt that it is important to their research, the highest proportion for this question among the five projects. Also, among the five projects, Histpop had the fewest news articles (n=5), but the second highest number of blog postings (n=51) about the resource. This indicates that there may be considerable grassroots enthusiasm for the resource. This enthusiasm is also apparent in the user feedback, with users reporting passing along the website's information to others, even though some found the resource a challenge to use, as much based on the challenge of using the materials as much as because of any issues related to the design of the collection. Histpop also had the most evidence of being used in coursework (n=4), although it was less likely than the other resources to be linked from libraries.

Experience is important

Histpop was led by project manager Dr Matthew Woollard, a historian with a background in population studies who was very familiar with the original materials having used them for his own research. In particular he had experience in the variety of sizes of volumes, and in the complicated cataloguing of the paper materials. Having an experienced historian involved in the project at this level, who had knowledge not only of the complexities of discovering and using the material, but who also understood how researchers would want to use the material, had a significant impact on the creation of the resource. This approach has benefited both historians and users from other disciplines, one of whom commented 'Since I am not a historian, it has allowed me to quickly find what I'm looking for when things are organised well'.

Histpop is well known and well linked-to

Webometric analysis showed that Histpop was competing well with similar comparator sites. It is possible to use webometric analysis to best advantage when dealing with a site like Histpop, which has a top-level domain name (histpop.org) and a unique, easily searchable name. Users are perhaps more likely to link directly to an independent project site housing freely available content, as that link provides a direct conduit to the material, rather than to a URL embedded within a larger site. This was not the case with all of our projects.

Log files from Histpop revealed that of the Histpop users who used a search engine to reach the site, the majority were using the search term 'Histpop', which suggests that this unique name aided researchers who had heard of the site to find it afterwards. This tallied with results from our user questionnaire, which suggested that Histpop was an easy site to find 'if you know what you want'. We were also able to see at what time of day researchers were likely to use Histpop, and were able to cross reference this data with country of origin data; the world-wide use suggested an explanation for the steady use of the resource through the (British) night. It was particularly important to capture this data, as in our online survey, Histpop had shown one of the lowest rates of awareness of digitised resources by UK (16%) and non-UK (9%) scholars. The log file data complicates this view, showing a considerable and sustained UK and non-UK audience (although some of this could be due to accesses for the purpose of indexing by search engines and other robots). This reinforces the argument that a diverse range of quantitative and qualitative measures are required to capture the impact of a digital resource, and that the impact of each resource should be measured on its own terms.

Histpop crosses disciplinary boundaries

Our user feedback showed that Histpop was known about and used by a diverse range of scholars. The project was designed to be of use to population historians, but through our user feedback, we

were able to find researchers in Historical Geography, Human Geography and Epidemiology who were actively using the site.

Histpop has changed learning potentials

A lecturer in Historical Geography at King's College London reported that he had used Histpop in both second and third year undergraduate courses in Urban Historical Geography, allowing students access and freedom to explore primary sources at this stage of their undergraduate careers. This, he said, led to several Final Year dissertations of high quality, which he said were enhanced by early access to primary sources. 'I think [the students scored so well]... Because they had already been used to dealing with historical documents...using Histpop as a teaching tool fed into those particular dissertations.'

Other comments about the resource collected during the course of this research:

'Histpop made it possible to do a completely different project [at undergraduate level]... It allows them to start using primary sources and do some basic research, which otherwise they wouldn't be able to do.'

'You tend to get a very big spread of marks in this kind of coursework... It sorts out the really good students from the weaker ones.'

The King's College London lecturer also stated that setting up undergraduate courses that make use of (easily accessible) digitised primary resources counters the plagiarism issue. 'There's a plagiarism problem with coursework, and getting them to use primary documents [means] there's no chance that they can plagiarise. That was a consideration.'

Histpop is also being used for distance learning in an online course on 'Using the Victorian Census (Online)', based at the Department of Continuing Education, University of Oxford. Histpop enables students to access vital primary resources for their coursework.

Overall Impact

Histpop is reaching its intended audience of demographic historians, but is also having a traceable impact in other research and teaching communities. In particular, Histpop is proving useful among undergraduate and distance learning communities. These audiences may not have been the target of this project, but Histpop has provided unique access to (digital) primary sources which make new courses of study available and encourage primary research at a fundamentally early stage in a student's educational life.

Histpop regularly collects data that can be used to measure impact, and has a very strong relationship with its user community, in large part due to the (largely unfunded) commitment of the project manager to offer support and help to these users. The project could do much to enhance the resource and support the user community if given funding to continue to develop this user community.

5.2 19th Century British Library Newspapers

<http://www.bl.uk/reshelp/findhelprestype/news/newspdigproj/paperdigit.html>

5.2.1 About the project

The first phase of this project digitised over 2,000,000 pages of content, providing free access to a virtual library of nationally, regionally and locally important digitised British newspapers from 1800 to 1900. The digitisation of this material enabled researchers to search across the different newspaper titles, and to draw together materials relating to a wide range of research and learning topics. The digital material is free to users in UK Higher Education (HE) and Further Education (FE) colleges, and is also available free of charge in British Library reading rooms.

5.2.2 What we learned

Summary of data²

The 19th Century British Library Newspaper project compares well to similar projects using webometric techniques, with approximately 150 external domains linking to this resource. In terms of citations to the resource, however, there is relatively little evidence of academic citations, with only 4 unique citations found, which is at the bottom of the list for the projects studied here. This should not be necessarily taken to mean that the materials are not being cited, but that they are not being cited in ways that identify the digital resource. In fact, in the more general survey of users of digital humanities resources, awareness and use of the 19th Century British Library Newspapers was very high: there was 77% awareness in the UK in our sample, highest of the five JISC projects and second only to the House of Commons Parliamentary Papers, and 25% of respondents overall reported using the BL Newspapers regularly or on occasion. Also, among the five projects, the BL Newspapers collection had the highest number of popular news articles (n=17) referencing the collection, although these were also among the most difficult to discover among the complete list of news articles retrieved because of the large number of non-relevant articles containing the keywords related to the British Library and 19th Century newspapers. In terms of blog posts, this collection fell in the middle range of the projects. This collection also showed some slight evidence

² See detailed reports in the appendices for the context of these results.

of use in coursework (n=2), and at least 14 links from academic libraries. In the focus groups, many of the students were familiar with this resource, although some found it difficult to use initially.

Well known and well received in the research community

The 19th Century British Library Newspaper project was destined to appeal to a broad audience, due to the nature of this resource. Newspapers are useful to a wide range of Humanities scholars, and the nineteenth century is a popular period of study. Our measures showed that the original project page was well linked-to, particularly in the blogosphere. The relocating of this page prevented us from tracking its popularity over time.

Our survey results showed that this resource was well known in the research community, both in the UK where it is available to HE and FE audiences, and outside the UK where it is currently unavailable.

Using a commercial partner/Location of resource

The use of a commercial partner prevented both the British Library project team, and the researchers of this project from accessing full usage and impact data. We were unable to secure log files from the resource, or to track usage of the resource through Google Analytics. During user interviews and focus groups, we learned that the location of the material at a site other than the project page at the British Library caused frustration among users, but that once the entry point (through their library resources) had been located, users would go directly to the resource. The impact of the separation of the digital content from the British Library Newspaper archive should be considered by future projects seeking a commercial outlet for their material. While commercial content providers can offer added value to a resource, it will also obviously limit access to those who subscribe to the resource. Whether this limitation is acceptable is something a project must determine given their likely user community.

New strategies of research

We discovered a number of impacts on research behaviour connected to the digitisation of this resource. For instance, the organiser of a large annual conference said 'I had 500 paper proposals and you did feel just from those paper proposals that a lot more people than had previously been doing so were working on sources that came straight out of these databases and were doing searches and making generalisations... I'm not entirely happy about this... You do feel the ground shifting... I think the place where you see it is that people make generalisations based on global searches and therefore they're citing quantitative measures.'

We also discovered that the perceived impact of this resource on quantitative research methods may have been overstated. For instance, we spoke to a researcher at the University of Oxford, who has recently embarked upon a project looking at popular protest in a major city over two centuries, using the C19th British Library Newspapers as a key resource. The researcher explained that such studies have been common before digitised newspapers were available, and have generally covered a 50 year period, say 1945-95. The researcher's new project took a more ambitious scope, using the British Library Newspapers to open up the entire C19th for similar research. (S)he said 'With digital resources it should be much easier to do this; because of keyword searching, you don't have to browse through every issue. But what I'm finding now is that keyword searching is... unreliable. For example, if you search for 'riot', you get a lot of 'nots'. It may not be possible to use keyword searching... There are too many false positives, and false negatives. Digital will still be better than using microfilm... but it still won't be as powerful as I'd hoped. I'll have to truncate the time period – I really had been ambitious going for two centuries, but now I think it'll be about 50 years.'

Overall impact

The 19th Century British Library Newspaper project continues to have a significant impact on nineteenth century studies, particularly within the UK. Its usage and impact is maximised by the employment of an education officer at the British Library who actively promotes the resource and collects anecdotal evidence about its usage. As this resource is still growing, JISC may consider collecting additional data pertaining to its impact at a later date. One warning is that scholars are currently unable to use the resource for reliable quantitative measures. However, the project is reaching a large and ever growing audience of scholars.

5.3 British Library Archival Sound Recordings

<http://sounds.bl.uk/>

Home | About this site | Project | Audio tools | Contact us | Blog | Help

BRITISH LIBRARY

ARCHIVAL SOUND RECORDINGS

Explore 14,000 selected recordings of music, spoken word, and human and natural environments

Please **log in** via your home organisation (UK higher and further education only)

In association with **JISC**

BROWSE all collections

- Accents and dialects
- Arts, literature and performance
- Classical music
- Environment
- Jazz and popular music
- Oral history
- Sound recording history
- World and traditional music

Anyone can search this site and play over 1,500 recordings of **UK dialects**, **British wildlife**, **ethnographic wax cylinders**, and **Jewish survivors of the Holocaust**. For copyright reasons, the other recordings can only be played in licensed UK higher and further education institutions or in our reading rooms. Downloading is available in **licensed institutions**. You can explore our full audio holdings in the **Sound Archive catalogue**.

SEARCH Limit to: All collections

Restrict search to recordings everyone can play [Search tips](#) [Sound Archive catalogue](#)

HIGHLIGHTS

- Elisabeth Frink talks about her background and early life. From the "Art, photography and architecture" collection.
- A train passing along the Dartmoor railway. From the "Soundscapes" collection.
- Princess Magogo sings the folktale song "Uhamba namanzin", 1964. From the "David Rycroft Africa Recordings" collection.
- Concentration camp survivor Edith Birkin describes arriving in Auschwitz. From the "Jewish survivors of the Holocaust" collection.

POPULAR TAGS

"cecil sharp" kentucky artist canada Car cattle grid Chelsea School of Art Cuckoo Dartmoor elisabeth frink field recording folklore **HMV** interview Lorry cattle grid op131 samaveda rated sculpture Uganda zulu

[What is this?](#)

5.3.1 About the project

The British Library Archival Sound Recordings (Phase 1) project digitised more than 12,000 items totalling 3,900 hours of segmented recordings from its collection of over a million discs, 185,000 tapes, and many other sound and video recordings. The material included:

- Oral History
- Field and location recordings of traditional and improvised music
- Rare or deleted classical and popular music recordings
- Soundscape and educational material
- Wildlife and environmental recordings
- Public debates and performances

The digitised material is freely available to the HE and FE communities, to play and download. Each recording is accompanied by rich metadata.

5.3.2 What we learned

Summary of data³

The British Library Archival Sound Recordings (Phase 1) project (BL Sounds) compares well to similar projects using webometric techniques, with approximately 131 domains linking to the collection, rising to 229 by the end of our project. There are also well over a thousand links to other portions of the BL sound archive collection, although this number fell significantly when the web pages were relocated to new URLs. In terms of academic citations to the collection, we found evidence for 11 unique citations, including at least a few publications reporting research results rather than methodological articles about digitising resources. In the general survey of users of digital humanities resources, 54% of UK users were aware of the resource, the second highest among our five projects, but only 8% of respondents overall reported using the collection regularly or on occasion. Among users of the resource, 86% would recommend the resource to others, but only 36% felt it was important to their research. This high awareness and strongly favourable opinion coupled with low use seems to reflect the difficulty many researchers have with knowing how to incorporate multimedia resources in their research, a point underscored in our focus groups. In the search for news articles, BL Sounds had the second highest number of news articles (n=15), but like the British Library newspapers, articles about the digitised collection specifically were hidden among the very large number of news articles in general about the British Library, including a number of press releases about new CD recordings from the larger collection. The blogosphere talks about this resource moderately well: with 71 blog posts, it was by far the most blogged project of the five studied. There is again, however, an apparent gap between awareness and use, as we only found evidence of one taught course using the resource, but at least 8 links from libraries to the collection, which is comparatively strong.

Benefits from education officer provided by JISC 2 funding

This project benefits from the education officer employed by the British Library to promote and disseminate information about this resource. The British Library staff collects qualitative data about new research projects enabled by this project and actively seek out information about user communities through attendance at conferences and workshops in the UK. This role is financed through the award of Phase 2 funding from JISC and should provide a model for all digitisation projects that are interested in tracing and maximising usage and impact beyond the immediate digitisation effort.

Increasingly linked-to and easy to access

The digital resource was successfully tracked through webometrics, and we were able to show that the number of in-links to this resource increased significantly over the course of a year, which may be related to the release of new material digitised through Phase 2 of the project's funding. Our focus groups revealed that many of our researchers were unfamiliar with using sound as a research material, and were encouraged to do so by two things; firstly the quality of the metadata, and secondly, the accessibility of the sound files in the project pages. This latter point is important; if a resource is unfamiliar, ease of use becomes vital. The ease of accessing the sound files, in most cases through a Shibboleth log-in, encouraged researchers to experiment with this resource.

Significantly improved access to sound material

Among the most important impacts of digitising this material has been in raising awareness about the content of the British Library Sound Archive, and making entire collections available to researchers on the web. A senior musicologist has said, 'A collection such as the Beethoven String Quartets provides access to a wealth of historical recordings - often long unavailable, and on

³ See detailed reports in the appendices for the context of these results.

obsolete formats such as 78's. This creates incredible potential for researchers to assess how performance practice has changed over the years and gain fresh insight into familiar works.' The same researcher stated that the Archival Sounds project had made the sound files accessible and discoverable in a completely different way: 'what I've found most enjoyable... is the serendipity, the serendipitous nature of [the resource]. I didn't have a clue about some of these African music recordings and I found some wonderful stuff, I found a whole series of radio programmes I didn't know existed, and a genre of music - Jazz from Soweto - that I didn't know existed. That was a great moment... Dipping in and out of things... That's impossible [with the Sound Archive]... You have to know exactly what you want because somebody has got to go and get it for you.'

Separation of digital from original material potentially problematic

Although we were able to easily trace links to the Archival Sounds project through webometrics, this method also revealed that important hyperlinks between the original non-digital library archive and the digital material were absent. The Sound Archive pages, which registered considerably more inlinks than the digital material, were not all connected to the digital resource, and the Sound Archive catalogue does not currently contain links to the digital material.

In addition, we spoke to the curators of the Sound Archive, who expressed disappointment at the lack of usage and impact data related to the digital resource that was passed on to them. This disjuncture between those responsible for the digital collections and the traditional non-digital collections prevents useful data relating to research behaviour being transferred and consolidated to enhance both resources. According to several curators of sound collections at the British Library:

'We don't have, or at least I don't have, any user evaluation data about who's using the ASR site, my colleagues might, but I don't think we've been given yet any figures even, let alone any more targeted information about who's actually going onto the site to use the collections that have been digitised... I could give you some impressionistic feedback, but we don't know, and that's been one of my main criticisms of the project is that despite the fact that we're now in Phase 2, there's still insufficient user information as far as I can tell.'

When asked what kind of information would be useful: 'Numbers, purposes of use, how long people are on the site for, what they're going into, how much stuff is being downloaded, what are they doing with it afterwards... Some of it is just stats, which I cannot understand... why we can't be supplied with that information.'

Overall impact

This project's impact continues to grow and has potential to develop still further, particularly due to the efforts of the British Library's education officer. The measures presented in this project could be repeated by project staff in order to map this progress, and to correlate peaks in usage and/or impact with specific efforts or initiatives. New features such as tagging will offer enhanced opportunities to map usage and impact and to learn more about actual uses of the material within the user community. It may benefit both the digital and the original non-digital resource if links to original resource were improved. This would include the sharing of information about usage of the resources among those responsible for the digital collection and those responsible for the original collection.s

5.4 *British Official Publications Collaborative Reader Information Service (BOPCRIS): 18th Century Official Parliamentary Publications Portal*

<http://www.parl18c.soton.ac.uk/parl18c/digbib/home>

BOPCRIS
British Official Publications Collaborative Reader Information Service
18th Century Official Parliamentary Publications Portal 1688-1834

HOME | BROWSE COLLECTIONS | STANDARD SEARCH | ADVANCED SEARCH | SEARCH HELP

ABOUT | PARLIAMENTARY LINKS | BOPCRIS PROJECTS | ACCESSIBILITY

HOME

18th Century Official Parliamentary Publications Portal 1688 - 1834 makes available to the UK academic community over one million pages of British Official Parliamentary Publications from the eighteenth century. The comprehensive collection has been drawn from the University libraries at Southampton and Cambridge and the British Library. Coverage includes the Journals of the House of Commons and Lords, Parliamentary Registers, Sessional Papers of the House of Commons, Acts, Bills and Local and Personal Acts.

Standard Search

BOPCRIS, Hartley Library, University of Southampton, University Road, SOUTHAMPTON SO17 1BJ, UK
© BOPCRIS 2006 | Terms of Service | Copyright | email: bopcris@soton.ac.uk

JISC | University of Southampton | BRITISH LIBRARY | UNIVERSITY OF CAMBRIDGE | W3C XHTML 1.0

5.4.1 About the project

The 18th Century Parliamentary Publications digitised material is drawn from the University libraries at Southampton and Cambridge Universities and the British Library. Digitised material includes:

- Journals of the House of Commons and Lords
- Parliamentary Registers
- Sessional Papers of the House of Commons
- Acts, Bills etc.

The original publications were often poorly indexed, and the complex inter-relationships between the documents difficult to understand. Digitisation has not only drawn the collection together, but has also allowed researchers to make new connections.

5.4.2 What we learned

Summary of data⁴

The BOPCRIS 18th Century Parliamentary Publications project page did not demonstrate considerable evidence of inlinks in the webometrics study, with only 14 domains linking to the project page, but there were higher links (n=44) to the URL that appears in the browser window after the original page is automatically redirected. The BOPCRIS general homepage, however, is highly linked (n=545 pages), and the commercial interface to the project had 55 domains linking to it by the end of our study. In the citation analysis, we found evidence of 8 citations to the resource, although most were about the development of the resource rather than consisting of history articles using the resource. In the general survey of users of digital humanities resources, 51% of UK users in the sample (n=550)

⁴ See detailed reports in the appendices for the context of these results.

were aware of the resource, the third highest among our five projects and in the top half of awareness of named resources overall, but only 9% of respondents overall reported using the collection regularly or on occasion. Although awareness of this resource was not the highest among our five projects, the House of Commons Parliamentary Papers at ProQuest, which includes the 18th Century material digitised in the BOPCRIS project, rated highest among all the resources in our survey, with 83% of UK users aware of the resource and 48% of non-UK users in our sample. In the search for evidence of news reporting on the BOPCRIS collection, there were 13 relevant news articles (only marginally fewer than the two British Library collections) out of 39 total hits. The BOPCRIS collection has not been discussed widely in the blogosphere, with only 8 blog posts about the collection, potentially suggesting either a lack of grassroots enthusiasm or a lack of effort to publicise the collection. In terms of academic use of the resource, BOPCRIS has the second highest number of links from course lists (n=3) and the highest number of links from library resource lists (n=30, more than twice the number of links for any of the other collections in this study.)

BOPCRIS homepage is well linked to

The number of inlinks to the BOPCRIS home page was measured through webometrics, and was found to be comparatively high (n=545 domains) and increased over the course of this study. This indicates that the eighteenth century material was inserted into a well known database. Our focus groups revealed the importance of trusted gateways and repositories for establishing trust of digital resources. The connection the eighteenth century parliamentary papers with the other resources housed at BOPCRIS therefore increased the likelihood of users trusting this resource.

Researchers in general prefer the commercial interface

The users we spoke to, in general, preferred the commercial interface at ProQuest than the delivery of the resource through BOPCRIS. Interviews with the team at ProQuest revealed that a great deal of extra work had been done to develop the quality of the resource, and by including the eighteenth century papers alongside the digitised nineteenth and twentieth century resources, researchers are able to search across a lengthy period of time. The ProQuest interface also allows a greater degree of granularity in searching, leading to more control over one's results.

Forms part of an increasingly digital archive of parliamentary material

The parliamentary resources available through BOPCRIS and ProQuest add to a considerable corpus of digital resources in political history. A longer term study will enable researchers to judge the impact of these resources on this research community, and to probe issues of concern among specialised researchers relating to complicated cataloguing and naming of these resources not being properly transferred during digitisation.

Initial data from this study show that parliamentary papers are extremely well established in the humanities research community, with the ProQuest site registering as the best known among the researchers sampled in our online survey (83% awareness in the UK, total n=550). Our interview data also suggests that the greater availability of these resources is significantly changing research behaviour. One researcher reported: 'one shouldn't underestimate the impact of ease of access... I can probably work through most of the material for this project in this year of leave that I have, there is no way I could have done that before... it would have taken me years'.

Overall impact

A strong impact, but somewhat difficult to measure due to the separation of digital material between two sites (BOPCRIS, and the House of Commons Parliamentary Papers at ProQuest). More research is needed into the quality of the results provided, and further consultation with parliamentary/political historians would be beneficial.

5.5 Wellcome Medical Journals Backfiles

<http://library.wellcome.ac.uk/backfiles/>

The screenshot shows the 'Medical Journals Backfiles' page on the Wellcome Library website. The page has a header with the Wellcome Library logo and navigation links. The main content area is titled 'Medical Journals Backfiles' and includes an overview section with a small image of an open book. Below the overview, there is a 'See also' section with a list of links: Overview, Strategy, Projects, News, and Copyright. A footer section provides contact information for the Wellcome Library.

5.5.1 About the project

This project has digitised the complete backfiles of a number of important and historically significant medical journals, such as the *British Medical Journal* and the *Journal of the Royal Society of Medicine*. The digitised content, an estimated 3 million pages, is freely available on the internet via PubMed Central (<http://www.pubmedcentral.gov/>) – and augments the content already available there.

The project website displayed above does not host the digitised content, but provides the link to PubMed Central, where users can search for the historical content.

5.5.2 What we learned

Summary of data⁵

The Wellcome Medical Journals Backfiles collection is particularly difficult to trace using webometrics, as the collection itself is housed within the much larger collection of PubMed Central and does not have any special way of identifying links to these specific materials within the collection. Nevertheless, there were a relatively moderate number of domains linking either to the project page URL (n=45) or to the redirected URL shown in the browser (n=18). The collection is comparatively well discussed in the academic literature for such a new resource, however, with 18 unique citations to the collection in the citation analysis, mainly in articles discussing the trend toward digitising collections in the biomedical domain rather than to specific materials within the collection. In the general survey of users of digital humanities resources, there was relatively low awareness of the collection (34% among UK respondents, n=75), and low usage (9% of respondents overall reported using the resource regularly or on occasion). Among actual users (n=38), however, 61% felt that the collection was important to their research, a proportion second only to Histpop users among the five projects studied. This suggests that this, like Histpop, may be a niche resource in terms of overall awareness but is nevertheless very important to the smaller number of users for whom it is relevant. The Wellcome collection had the second lowest number of news articles (n=6) and the second lowest number of blog posts (n=11), suggesting that additional effort to publicise the

⁵ See detailed reports in the appendices for the context of these results.

resource may yield gains in awareness. This is also reflected in the resource survey, which was unable to find evidence of any teaching uses of the collection, and only one link from an academic library.

This resource is useful to both medical historians and clinicians

Project personnel reported in interviews that at the outset of the project, they went to some effort to prove to the funding council that this resource would appeal both to academic researchers in the history of medicine, whom they felt were the main target of the project, and to practicing clinicians. Anecdotal evidence that we were able to collect from project staff relating to access logs of the journals showed that the majority of the downloads were from the more recent content, suggesting that this resource is useful to clinicians. This does not suggest that the primary targets of this resource are *not* using it in large numbers, rather that heavier use is coming from the clinicians. Further research would be necessary to confirm this anecdotal data.

This resource allows researchers to be more thorough

Evidence collected during interviews with faculty suggests that this resource allows them to conduct more thorough and comprehensive searches for historical material. One researcher in the social history of medicine in the twentieth century reported: 'It allows me to be more comprehensive. And I'm a great one for browsing... that's why I love having books on shelves. If I'm looking for a particular paper and it's in *Journal of Physiology*, I look through the whole issue and you always see something else that's interesting. I have found interesting things that I haven't necessarily found in the past.'

Difficulty of measuring impact

It was difficult to trace the impact of this project through the measures developed and recommended by this project. We were not given access to log data, analytics or user feedback by the commercial host, and were unable to collect inlink data to the digital resource as the material digitised in this project was inserted into the large existing database at Pubmed, and there was no way to distinguish between links to material from this project and those to other material in the database. Project personnel pursuing similar efforts may find they have access to more complete data that was not available to our research team. We would suggest negotiating access to such detailed data when setting up such partnerships.

Overall impact

The project has clearly achieved its aims, but it will continue to be difficult to give a definitive impact statement due to the problems in tracing this project through our measures. Other measures designed specifically for this resource, such as bibliometric measures targeting the use of specific journals in the collection pre- and post-digitisation may yield more substantial results.

6 Toolkit for the Impact of Digitised Scholarly Resources (TIDSR)

<http://microsites.oii.ox.ac.uk/tidsr>

A key deliverable for this project is our Toolkit for the Impact of Digitised Scholarly Resources (TIDSR), a best practices toolkit for the assessment of the impact of digitisation projects. This toolkit includes a number of elements which will aid other researchers and funding bodies to assess the impact of digitisation projects. The main components of this toolkit have themselves been tested during the funding period in an effort to judge their appropriateness and effectiveness for measuring impact. This toolkit contains those measures, detailed in the methods sections above, which have been judged to be effective measures of impact during the course of this research. As we have evaluated a wide variety of methods, part of the goal of the project has been to assume the limitations of all current methods, and undertake trials of a variety of potential tools within the scope of the project.

The TIDSR will help JISC and others make recommendations, on the basis of qualitative and quantitative findings, for the construction of digital project sites, precisely in order to enhance the measurability of impact.

The evaluation of online scholarship is a moving target, and therefore a flexible set of measures and practices will be most useful in the long term. The toolkit does not consist of a single software solution, but a set of recommendations for best practices. The toolkit has been constructed using Drupal software, enabling users to comment, to rate articles, to upload new contents and methods, and to share accumulated expertise with other users.

For more information, see Appendix 1, or visit the toolkit:

<http://microsites.oii.ox.ac.uk/tidsr/>

7 Overall lessons learned and conclusions

In this project, we feel we have achieved our aims, and we intend to move forward and develop the toolkit further, to test it in other settings and with other projects, both internally and externally. We hope that the dissemination efforts we have begun (which include a release workshop held in Oxford on 19 March 2009, presentations at a number of conferences, and plans to publish papers based on this work) will increase visibility and lead to future opportunities to develop the Toolkit. In addition, we have a number of scholarly outputs planned. These include papers which have either been accepted or will be submitted to academic conferences in the upcoming years, and others which will be submitted to leading journals.

Overall, this project has confirmed that multiple methods are necessary to begin to draw conclusions about impact. None of the methods were novel, but their combination is in the context of humanities research, and we hope that this will allow us to continue to have an impact ourselves on the community of scholars interested in understanding aspects of web presence. We have drawn some conclusions throughout this report and in the reports included in the appendix, but we have also made much of the data we collected available in the reports and on the TIDSR webpage so that other interested parties can look at it and draw their own conclusions as well.

We would like to make several key recommendations for those interested in understanding the impact of digitised scholarly resources.

- Close contact with users when developing a project is key
- Designs which allow for serendipitous discovery of materials by users and for flexible uses have more possibilities for impact
- Plan on measuring impact from the beginning of any new project, before the website is even designed. The more that initial designs accommodate the types of measures you will later need, the less you will have to try to reconstruct impacts after the fact.
- Make impact monitoring an institutional priority, with appropriately trained personnel in place who understand the effects of metadata, searchable content, and keywords on the ability of users to discover the materials in the collection.
- Monitor impact regularly, but we suggest that projects don't become bogged down by it. Monthly reports of any of the measures included here are probably excessive and risk losing sight of overall trends while getting stuck in the details. During the initial phases of a project's rollout, monitoring key metrics at 3 or 6 month intervals should be sufficient. When the collection is mature, bi-annual or annual monitoring should suffice.
- When monitoring measures such as those reported by analytics or webstats packages, be wary of taking all numbers at face value. The user of these packages must apply common sense to the numbers reported, as there can be differing interpretations possible from the data.
- Build in sustainability strategies. This is difficult given funding models that favour projects, but is crucial if a collection is to have a long term impact.
- Follow on funding that includes funds for the analysis of impact data should be sought by projects and provided by funders, particularly since many impacts have a lag time and won't happen immediately at the end of the project.
- Use the measures for impact to try to enhance impact. Actively promoting the resource through blogs, web links, conference talks, publications, and other avenues will in turn increase the impact later on. In addition, institutionalising communication by assigning responsibility to an individual who is answerable for results in this area is an important method of promoting the resource.
- It is essential to view multiple sources of evidence when evaluating impact, and to examine these sources from different directions or points of view. For instance, use a focus on the

project at one level, but also focus on users, focus on communities, and focus on disciplines that are served by the resource.

- Inclusion within trusted gateways are important to long-term impact. Being linked from major gateways (such as a university library portals) increase use and awareness, but also increase trust in the resource's quality and likelihood of continued availability. According to our focus groups and interviews, researchers reported being influenced in their decision to consult and cite materials by the methods by which they accessed the materials.
- Open access to collections will increase impact. While many considerations relating to copyright, funding, and sustainability will come into play when determining whether to make a resource freely available or limited to subscribers, it is quite clear from the literature that limiting access also limits potential impact. Organizations need to be aware of this when they decide their access policies.
- There are important generational shifts taking place: younger researchers are developing research habits that will become mainstream as they replace their elders. These so-called digital natives are a natural constituency for digital collections, so ensure that your resources are available to them, usable by them, and promoted to them.
- Some of the impacts included here are measures often associated with e-Research and information science, but some of these measures (such as counting citations or webometrics) may conflict with the habits and behaviours of humanities scholars who may have limited technical knowledge or interest. We nevertheless suggest that these measures, which are major techniques within the community of scholars who research the Internet, are relevant since digital collections may arise from the humanities, but live in the digital world of the Internet.
- Be wary of changing URLs. Impact is enhanced by having unchanging URLs, permanent project pages, and association of project pages with content so people don't get frustrated with project pages that go nowhere due to dead links. Projects far too often move pages and change URLs because of a decision made at the technical level without considering what the effect of that decision is on overall impact, or alternatively made at a programmatic level by decision makers with little technical knowledge of the web. In general, projects should seek to reduce confusion about where resources actually reside, but this is still too often not the case.
- Custodians of the original analogue resources should be involved in the creation of the digital project. As this group is the most likely to understand current users and audiences for a resource, they are well positioned to help project managers understand potential new audiences. In general, development of collections should have feedback occurring in multiple directions among librarians, archivists, technical staff and programmers, user communities, and domain experts.

These lessons are embedded in the toolkit (<http://microsites.oii.ox.ac.uk/tidsr/>), which we plan to continue to develop with additional projects in the future.

8 References cited

See also long bibliography of related work in the appendix.

- Atkins, D. E., Brown, J. S., & Hammond, A. L. (2007). *A Review of the Open Educational Resources (OER) Movement: Achievements, Challenges and New Opportunities*. Available online: http://learn.creativecommons.org/wp-content/uploads/2008/03/areviewoftheopeneducationalresourcesoermovement_bloglink.pdf.
- Carson, S. (2006). *2005 Program Evaluation Findings Report: MIT OpenCourseWare*. Cambridge MA: Massachusetts Institute of Technology. Available online: http://ocw.mit.edu/ans7870/global/05_Prog_Eval_Report_Final.pdf.
- Fang, W. (2007). Using google analytics for improving library website content and design: a case study. *Library Philosophy and Practice*, 9(2).
- Harley, D. (2007a). Use and Users of Digital Resources: A survey explored scholar's attitudes about educational technology environments in the humanities. *Educause Quarterly*, 4, 12-20.
- Harley, D. (2007b). Why study users? An environmental scan of use and users of digital resources in humanities and social sciences undergraduate education. *First Monday*, 12(1).
- Harley, D., Henke, J., Lawrence, S., Miller, I., Perciali, I., & Nasatir, D. (2006). *Use and Users and Digital Resources: A Focus on Undergraduate Education in the Humanities and Social Sciences*. Berkeley: Center for Studies in Higher Education, University of California Berkeley. Available online: <http://cshe.berkeley.edu/research/digitalresourcestudy/report/>.
- OED Online (1993a). Bibliometrics, n. pl. *Oxford English Dictionary Additions Series*. Retrieved from <http://dictionary.oed.com/cgi/entry/00291736>
- OED Online (1993b). Scientometrics, n. pl. *Oxford English Dictionary Additions Series*. Retrieved from <http://dictionary.oed.com/cgi/entry/00294819>
- Spiro, L., & Segal, J. (2007). *The Impact of Digital Resources on Humanities Research*. Houston, Texas: Rice University. Available online: http://library.rice.edu/services/digital_media_center/projects/the-impact-of-digital-resources-on-humanities-research.
- Thelwall, M., & Zuccala, A. (2008). A university-centred European Union link analysis. *Scientometrics*, 75(3), 407-420.
- Warwick, C., Terras, M., Galina, I., Huntington, P., & Pappa, N. (2008). Library and information resources and users of digital resources in the humanities. *Program-Electronic Library and Information Systems*, 42(1), 5-27.
- Warwick, C., Terras, M., Huntington, P., Pappa, N., & Galina, I. (2006). *The LAIRAH Project: Log Analysis of Digital Resources in the Arts and Humanities Final Report to the Arts and Humanities Research Council*. London: University College London. Available online: <http://www.ucl.ac.uk/infostudies/claire-warwick/publications/LAIRAHreport.pdf>.
- Web Analytics Association (2009). WAA definition of web analytics. Retrieved from <http://www.webanalyticsassociation.org/aboutus/>
- Zuccala, A., Thelwall, M., Oppenheim, C., & Dhiensa, R. (2006). *Digital Repository Management Practices, User Needs and Potential Users: An Integrated Analysis*. London: Joint Information Systems Committee.
- Zuccala, A., Thelwall, M., Oppenheim, C., & Dhiensa, R. (2007). Web intelligence analyses of digital libraries. *Journal of Documentation*, 63(4), 558-589.

Appendixes: Detailed Reports

The following reports are the detailed impact analysis reports generated during this project. These reports will also be made available individually at the website for the project:

<http://microsites.oii.ox.ac.uk/tidsr>

9 Webometrics Report

Authors: Kathryn Eccles & Mike Thelwall

9.1 Introduction

Webometrics is the quantitative analysis of web based data, often using hyperlinks between web sites as the basic data type. Webometric studies have previously shown that it is possible to use these methods to assess academic networks (Thelwall & Zuccala, 2008), the 'impact factor' of academic communications and to analyse the impact of online digital libraries (Zuccala, et al., 2007), but these methods have not previously been used to trace the impact of digitised scholarly resources such as those in our study. This study is therefore the first to engage webometric analysis to judge the success or 'impact' of digitised scholarly resources in the Humanities. In essence the purpose of this report is to address the question: to what extent is it possible to measure a resource's 'impact' using webometric analysis?

To date, web impact studies have mainly used hyperlinks for raw data on the basis that many hyperlinks are essentially endorsements of the target site or page because the hyperlink creator is recommending the target as useful to visitors, although a link could of course also be a citation to a negative example the author is presenting as well. In the majority of cases, however, positive linking is most common. For example, a university course web site might contain a list of links to relevant digital resources: presence in such a list reflects the course leader's judgement that the target site would be useful for her students. In fact commercial search engines like Google also regard hyperlinks as endorsements and advantage pages and sites that have attracted many links and give them priority treatment when returning search results to users. Nevertheless, many links are also created for other reasons, such as spam links and links that acknowledge a relationship (e.g., funding) rather than recommending the link target. Webometric link analysis relies on enough links being created for reasons of citation to a source or recommendation of a source that counts of links give useful information about the overall impact of an online resource.

In addition to simple link counts being indicators of online impact, hyperlinks can also be analysed to see where a resource is referenced by investigating the origins of the pages hosting hyperlinks to a digital resource. Visiting these pages can also give ideas about the context in which the link is located.

In addition to identifying the origins of links and the context in which they were created, it is useful to analyse a set of similar digital resources in parallel, rather than one resource on its own. The reason is that a webometric analysis of only a single site will report some data that is difficult to interpret (e.g., is 115 links to a web site good or bad / evidence of high impact or low impact?) A comparative analysis circumvents this problem by allowing comparisons between similar web sites so that the main web site analysed can be benchmarked against its peers.

The section below describes the webometric methodology, which is essentially a comparative link analysis: investigating the links to a digital resource in comparison with the links to a set of similar comparator web sites.

9.2 Summary of methodology

The aim was to judge the extent to which our target five projects had attracted links to their sites in the period from their launch to the time of study. In addition to searching for link data to these project sites, we also collected data about a range of comparator sites, in order to generate a context for examining the results of our project sites. Data was collected using LexiURL Searcher software developed by project team member Thelwall. For all target and comparator projects, we

excluded inlinks from the home sites concerned (i.e. we excluded all links to the British Library projects *from* the British Library site) and only counted inlinks from other sources. Data was collected in October 2008, and again at the end of the project in April 2009. By collecting data twice, we were able to show whether any of our results had changed significantly by the end of the project, which would suggest a pattern of change over time. In each of the case studies below (sections 9.3-9.7), the data presented in the tables is from October 2008, and end-of-study data is presented in the discussion.

9.2.1 Selection of project URLs

Our five target project sites encompassed a wide range of types of URLs for analysis, presenting a number of challenges. Our most straightforward resource for the purposes of webometric analysis was 'Histpop', as this was a standalone URL created for the project rather than one embedded in the existing collections involved in developing it (The University of Essex and the UK Data Archive); at the URL, users were able to directly access the digital content. The link data to this site therefore represents an unambiguous link from which to base analysis of the impact of this resource. Both the C19th British Library Newspapers project and the Wellcome Medical Journals Backfiles project had a project page on the parent library site, while the digital content was accessed elsewhere, which meant that it was important to capture link data to both the project page and the digital content where possible. Finally, the C18th Parliamentary Publications project was available in two locations, firstly at the site from which the project developed, BOPCRIS, and secondly at its commercial partner site at ProQuest. In this case it was important to capture link data to both sites. Full details of the URLs used in the analysis are given in each of the case studies below.

9.2.2 Problems in running the analysis

We came across several further complications when running webometric analysis on our target sites. The first problem was that of shifting URLs. Two of our projects changed their URLs during the course of the research (Wellcome Medical Journals Backfiles and C19th British Library Newspapers), which complicated analysis.

If webometric analysis were used within a digitisation project to monitor usage and impact of the resource, it would allow you to judge how 'well linked-to' your resource is. This would be useful knowledge to take into account when deciding whether to re-site web pages.

Our second complication was that for several of our projects, the advertised URL is different to the URL displayed in the [bar] of the page reached when clicking on that link because of redirected pages. For example, the Wellcome Medical Journals Backfiles URL is advertised as <http://library.wellcome.ac.uk/backfiles/> but the page reached is displayed as http://library.wellcome.ac.uk/doc_WTD037630.html. When someone creates a link, they will either select a hyperlink and copy that shortcut, or they will simply highlight the URL of the page they are visiting, and copy this link. If these URLs differ, it is important to analyse links to both.

9.2.3 Selection of comparator sites

Comparator sites were selected by the team, following research into digital collections. A number of comparator sites were selected for each resource, including (where possible) at least one site offering similar content, and one offering similar content under contrasting access agreements. If it had been possible to delay data collection, it would have been easier to select these comparator sites after conducting a number of interviews, or receiving extended user feedback on the resources, as we were able to gather information about the digital resource community in which our target resources were operating through these measures.

Full details of the comparator sites and the reasons for selection are presented in the case studies below.

9.2.4 Note about limitations

The search engines used by the webometrics tools in this study return a maximum of 1000 results. Any URL count of over 900 in the returned data is therefore likely to be a significant underestimate. When results are close to 900, we can assume that the search engines have data about more results, but are not returning them all due to technical limitations.

9.2.5 Definition of terms

- **URLs** - the number of URLs returned by the search engine (NOT the estimated number of URLs it reports)
- **Domains** - the domain names of the URLs matching the query
- **TLD** - the top level domain of the URLs matching the query (e.g., .com, .uk, .edu, .nz)
- **STLD** - the second level domain (when existing, otherwise the top level domain) of the URLs matching the query (e.g., .com, .ac.uk, .edu, .co.nz)
- **Sites** - the distinguishing end of the domain names of the URLs matching the query (e.g., microsoft.com, ox.ac.uk, w3.org, yahoo.co.uk - it is always the STLD plus an additional identifying level)

'Inlinks' refers to the links to a site. For webometrics analysis, only links originating from outside the site itself are usually included.

Original data collected October 2008*, end of project data collected in April 2009.

**Data collected before British Library website renovation*

Further information on methodology can be found at the *Toolkit for the Impact of Digitised Scholarly Resources* at: <http://microsites.oii.ox.ac.uk/tidsr/kb/webometrics>

9.3 Project 1 – Histpop

Project search queries	Comments
link: http://www.histpop.org -site:histpop.org	Histpop: short URL
link: http://www.histpop.org/ohpr/servlet –site:histpop.org	Histpop: full URL (displayed when the page is reached)

9.3.1 Project 1 Comparator sites

Henry III Fine Rolls Project

Search query: link:<http://www.frh3.org.uk> -site:frh3.org.uk

Description: Funded by the Arts and Humanities Research Council, and supported by King’s College London’s Department of History and Centre for Computing in the Humanities, The National Archives and Canterbury Christ Church University, The Henry III Fine Rolls Project ‘democratises the rolls by making them freely available in English translation’ and is fully searchable. The Fine Rolls record promises of payment to the King.

History: Commenced in April 2005. Aims to publish the Fine Rolls of Henry III from 1216 down to 1248. A second research project – *Between Magna Carta and the Parliamentary State: The Fine Rolls of King Henry III 1248–1272* – has been granted further funding and, running for three years from April 2008, it will complete publication down to the end of the reign in 1272.

Reasons for selection: Like our project, Henry III Fine Rolls is open access, fully searchable, supported by several University History departments and importantly, project staff and outside scholars provide essays on the ‘Fine of the Month’. This project provides full text rather than digital images.

Historical Directories

Search query: link:<http://www.historicaldirectories.org/hd/index.asp> -site:historicaldirectories.org

Description: Produced and owned by the University of Leicester, Historical Directories is a digital library of local and trade directories for England and Wales, from 1750 to 1919. It contains high quality reproductions of comparatively rare books, essential tools for research into local and genealogical history.

Reasons for selection: Similarity of digital content, also supported by a University History department, also open access. In addition, the ‘History Notes’ section provides a selection of articles and tools for amateur and academic historians.

Contemporary and Historical Census Collections (CHCC)

Search query: link:<http://hds.essex.ac.uk/history/data/chcc.asp> -site:hds.essex.ac.uk

Description: The Collection of Historical and Contemporary Census Data and Related Materials (CHCC) is a JISC funded teaching and learning resource, which has improved accessibility to primary census resources, developed an integrated set of learning and teaching materials and enhanced awareness about the contexts in which census data can be used in learning and teaching.

Reasons for selection: A JISC funded project run by the University of Essex as a parallel project to OHPR/Histpop, and is highly connected to this project. Restricted content (HE/FE).

National Archives Census Data

Search query: link:<http://www.nationalarchives.gov.uk/census> -site:nationalarchives.gov.uk

Description: National census records.

Reasons for selection: Major national resource, popular with amateur historians and genealogists. Content is free to search but a fee is charged for downloading documents.

9.3.2 Overview of results

	URLs	Domains	Sites	STLDs	TLDs
Histpop	142	122	106	21	17
Histpop (2)	114	92	87	18	13
Henry III Fine Rolls	13	12	11	6	6
Historical Directories	170	142	138	19	13
CHCC	4	3	3	1	1
National Archives CD	288	237	226	24	15

Comments: Histpop performs well compared to the four other projects. The project considered most similar to Histpop, both in terms of focus of content and resources was the *Historical Directories* – note that *Historical Directories* was launched in January 2005, compared to Histpop in March 2007, which may account for its slightly higher link count. Histpop also performs well compared to the *National Archives Census Data*, a major national resource that is popular with amateur historians and genealogists as well as academic researchers. Histpop was also considerably more linked-to than the *Contemporary and Historical Census Collections (CHCC)*, with which it is associated.

Analysis of the secondary and top-level domains of pages linking to Histpop show that 30% came from the .com domain, 18% from the ac.uk academic domain.

The CHCC project is a parallel site to Histpop, which is limited to Higher Education and Further Education (HE/FE) users. This may explain the low number of linking domains compared to the other (open access) resources sampled.

End of project data shows that the number of domains linking to www.histpop.org has dropped, from 122 domains to 99. The number of links to the redirected URL that is displayed in the browser window, however, has continued to rise slowly, from 92 to 96 domains. This suggests that the number of links created by users continue to grow. The comparator sites show a similar steady rise in numbers of linking domains.

9.4 Project 2 – 19th Century British Library Newspapers

Project search queries	Comments
link: http://www.bl.uk/collections/britishnewspapers1800to1900.html -site:bl.uk	Project page (until Oct 08)
Link: http://www.bl.uk/reshelp/findhelprestype/news/newspdigproj/paperdigit.html -site:bl.uk	Project page (after Oct 08)
link: http://www.bl.uk/collections/newspapers.html -site:bl.uk	URL of original resource (until Oct 08)
Link: http://www.bl.uk/reshelp/findhelprestype/news/blnewscoll/index.html -site:bl.uk	URL of original resource (after Oct 08)

9.4.1 Project 2 Comparator sites

Library of Congress: Chronicling America

Search query: link:<http://www.loc.gov/chroniclingamerica> -site:loc.gov

Description: sponsored jointly by the National Endowment for the Humanities and the Library of Congress as part of the National Digital Newspaper Program (NDNP), Chronicling America allows you to search and view newspaper pages from 1890-1910 and find information about American newspapers published between 1690-present.

Reasons for selection: Attached to a major US national research library, open access (as opposed to the C19th British Library Newspapers), limited digital content available, and affords international comparison.

British Periodicals

Search query: link:<http://britishperiodicals.chadwyck.co.uk/home.do> -site:chadwyck.co.uk

Description: *British Periodicals* provides access to the searchable full text of hundreds of periodicals from the late seventeenth century to the early twentieth, comprising millions of high-resolution facsimile page images.

Reasons for selection: Restricted access, fully searchable with digitised content, crossing historical time periods. Also linked to ProQuest's Periodicals Archive Online, and searchable through this search facility.

British Library Penny Illustrated Paper

Search query: link:<http://www.collectbritain.co.uk/collections/pip> -site:collectbritain.co.uk

Description: Published from 1861 to 1913, it contained news of everyday life in Britain and across the British Empire.

Reasons for selection: Open access, but still a British Library source of the Victorian era, digital content including images.

NB: Collect Britain was discontinued as a stand-alone collection following updates to the British Library website in October 2008, and the content distributed to other portions of the British Library site.

9.4.2 Overview of results

	URLs	Domains	Sites	STLDs	TLDs
BL C19th Newspapers	187	147	141	31	24
British Library Newspapers	897	755	711	60	44
Chronicling America	860	662	594	74	34
British Periodicals	13	11	10	3	3
BL Penny Illustrated	105	83	80	16	10

Comments: The BL C19th Newspapers page performs well against the comparator sites in terms of domains linking to the resource. It is linked to far more than *British Periodicals*, a restricted access site, and performs well against *Chronicling America*, which we might assume to have a wider national audience and which offers open access to a selection of newspapers within certain time periods. Note that *Chronicling America* actively markets itself as an educational resource from primary (elementary) school upwards. Compared to a single open access British Library C19th newspaper, the *Penny Illustrated Paper*, the BL C19th Newspapers site performs less well, with fewer than twice as many links, perhaps indicating the impact of restricted access to content on the number of pages linking to a resource. Given that the project page for BL C19th Newspapers included here does not provide direct access to the resource (it merely provides information about the digitisation project), the number of links is perhaps surprisingly high.

Analysis of the URLs linking to the 19th Century British Newspapers project page revealed a number of blog posts (13 of 187, 7%) to this page and to the *Penny Illustrated Paper* at Collect Britain (5 of 105, 5%), which suggests that these resources were drawing links from the blogosphere.

The contrast between the number of links to the project page with information about the digitisation project and the number of links to the original British Library Newspaper information page is an interesting result. The number of domains linking to the British Library Newspaper information page is considerably higher, suggesting that the resources were well established in the community. Projects may in future consider using webometrics to find out how well established their existing collections are, and use this information to decide where to situate links to the (new) digital collections. These communities could also be employed to test new digital resources or advertise links to newly digitised collections.

A striking result from the link analysis is that the variety of top and second-level domains linking to the BL C19th Newspapers project is considerably higher than other British projects in this sample, and include a more varied and international set of links. Of the total links (51% of which can be attributed to particular countries, leaving out .com, .org, .net as these cannot be definitely attributed to a particular country), 25% came from the UK, but 26% came from outside the UK, an important result when one considers that this resource is not currently available outside the UK, and within the UK is only available to users within the HE/FE communities.

Overall, the 19th Century British Newspapers project page was well linked-to, particularly considering that this page did not link to the digitised resource and merely provided information about the resource. This perhaps points to a wider impact than traffic data (such as log files or analytics) might show, as it potentially reveals a community of interested parties who may or may not have regular access to the resource.

The end-of-study data shows that there are a very small number of links to the new project page at the British Library, with only four domains linking to the page, two of which originated from the TIDSR research study reported here. This shows that much of the impact as measured by webometrics that the BL C19th Newspapers project had created has now been lost through the

relocation of the pages, and may take some time to rebuild. The *Penny Illustrated Paper* online at Collect Britain, which was also re-located when the British Library website was redesigned in October 2008, shows a drop in the number of links to this resource. The remaining two comparator sites show a steady increase in the number of links as measured through domains, revealing a steady increase in web impact.

9.5 Project 3 – British Library Archival Sound Recordings

Project search queries	Comments
link: http://sounds.bl.uk -site:bl.uk	Project URL
link: http://www.bl.uk/collections/sound-archive/nsa.html -site:bl.uk	Homepage of original resource (Sound Archive)
link: http://www.bl.uk/collections/sound-archive/cat.html -site:bl.uk	Catalogue search page of original resource (until Oct 08)
link: http://cadensa.bl.uk/cgi-bin/webcat -site:bl.uk	Catalogue search page of original resource (since Oct 08)

9.5.1 Project 3 Comparator sites

Imperial War Museum Sound Archive

Search query: link:<http://www.iwmcollections.org.uk/qrySound.asp> -site:iwm.org.uk -site:iwmcollections.org.uk

Description: The Sound Archive's collection attempts to represent a cross-section of experiences from the Boer War through the First and Second World Wars, post-WWII conflicts such as the Korean War and the Malayan Emergency to recent conflicts such as the Falklands and Gulf wars. Oral history interviews form the core of the Department's collection, but the archive also holds a number of famous speeches, war reports and broadcasts, a selection of sound effects including aircraft, tanks, gunfire, air raids, shelling and marching, miscellaneous material including radio programmes, lectures and poetry readings, and interviews from the 1970s TV series *World at War* and *The Great War*, as well as from more recent programmes such as *Finest Hour*, shown on BBC2 in 1999.

Reasons for selection: Although this archive appeals to a fairly narrow audience, it does hold a wide range of material, comprising sound effects, radio and TV broadcasts and oral history interviews. The Imperial War Museum also has a very visible and highly funded public face (similar to that of the BL). Open access.

King's College London, King's Sound Archive

Search query: link:<http://www.kcl.ac.uk/kis/schools/hums/music/ksa> -site:kcl.ac.uk

Description: The King's Sound Archive includes some 145,000 78rpm records, mostly UK issues, and covering classical and popular releases from the 1910s to c1960. In 2001 the BBC Gramophone Library gave King's College London their duplicate 78rpm discs, retaining one copy themselves. Some recordings are available to listen to online, but this is an ongoing project.

Reasons for selection: A smaller project with comparable issues of preservation and access to resource, also open access, attached to University rather than a major research library.

Cornell Lab of Ornithology/Macaulay Library Animal Behavior Sound Archive

Search query: link:<http://animalbehaviorarchive.org/loginPublic.do> -site:animalbehaviorarchive.org

Description: The Macaulay Library at the Cornell Lab of Ornithology is the world's largest natural sound and video archive of animal behaviour. Its mission is to collect and preserve recordings of each species' behaviour and natural history and to make them available for research, education, conservation, zoos and aquaria, wildlife managers, publishers, the arts, and both public and commercial media. Since 1930, recordists of all backgrounds have contributed their recordings, which now number several hundred thousand in total. A large percentage of the recordings can be searched and played online.

Reasons for selection: Large collection which is searchable and available to play, open access, attached to large and well-known university collection, provides international comparison.

9.5.2 Overview of results

	URLs	Domains	Sites	STLDs	TLDs
BL Archival Sound Recordings	162	131	123	18	14
British Library SA home	542	450	421	52	43
British Library SA Catalogue (before Oct. 08)	814	733	694	66	49
British Library SA Catalogue (Oct. 08-Apr. 09)	47	37	37	17	14
Imperial War Museum SA	13	11	11	5	3
King's College London SA	8	8	8	6	5
Cornell/Macaulay SA	99	75	69	15	12

Comments: The BL Sounds project performs strongly against this field. It should be noted, however, that finding suitable comparator sites for this project was difficult, as we could not find another directly comparable resource. The *Imperial War Museum Sound Archive*, which included oral history, sound effects and public broadcasts, was the closest approximation we could find but focused on a very specific genre of material. It registered a very small number of links compared to our target project. The small digital sound archive with several hundred files at *King's College London* also registered few links, as expected for such a small project. The *Cornell/Macaulay Library Sound Archive* registered significantly more links than the other comparator sites, but this number is still not high when compared with the BL Sounds project. It should be noted that the Cornell project, while also associated with a high profile library, houses a very specific sound archive of animal sounds, whereas our project houses an extremely varied collection of a variety of sounds. Given that our project is unusual, the high link count is perhaps unsurprising. All the resources compared to the BL Sounds project were open access, as was the BL Sounds project.

Comparison of results to the original resource as compared to the digitisation project page again showed that the original resource was well established in the community, with a large number of links. The homepage of the Sound Archive contained a link to the digitisation project, but the Sound Archive catalogue page, which registered the largest number of inlinks, did not contain any mention of, or links to, the digitisation project. This remains the case as of April 09. As the Sound Archive catalogue was the most linked-to page of our sample, a link to the digitisation project on this page would have been potentially advantageous for increasing traffic. In future, projects may consider using webometrics to discover information of this sort before deciding where to situate links to digitised material.

The British Library Sound Archive catalogue page was moved in a large restructuring of the British Library website in October 2008. As the table above shows, the number of links to the original page was very large (n=733), compared to the small number of links registered for the new page in April 2009 (n=37), just 3% of the number of links to the original page. The original page does not contain a re-direct page, merely a traditional 404 error message. Custodians of digital resources should take care not to re-direct too frequently when pages are well established in the online community, and where this is unavoidable, should try to leave a re-directing page at the original site.

In contrast, the Archival Sound Recordings page shows a significant increase in the number of linking domains, rising from 131 domains to 229. The project is, in 2009, releasing new material as part of Phase 2 investment from JISC, which may account for its increased impact. Of the comparator projects, both King's College London's Sound Archive and the Imperial War Museum Sound Archive had a stable number of links over the course of this study. The Cornell Lab of Ornithology/Macaulay Library Animal Behavior Sound Archive showed an increased number of links, rising from 75 domains to 102.

9.6 Project 4 – BOPCRIS: 18th Century Official Parliamentary Publications Portal

Project search queries	Comments
link: http://www.parl18c.soton.ac.uk/parl18c/digbib/home -site:soton.ac.uk	Link to the C18th resource
link: http://www.bopcris.ac.uk/18c -site:bopcris.ac.uk	Alternative URL, redirects to the above URL
link: http://www.bopcris.ac.uk -site:bopcris.ac.uk	BOPCRIS (main site) home page

Important note: The BOPCRIS project was launched on the soton.ac.uk site, and continues to operate from this location, but is also present as a part of the collaborative platform BOPCRIS. It was decided that, as many scholars would know the project/resource as 'BOPCRIS', we would run search queries for each.

The BOPCRIS project can also be found in two locations; in its original location on the soton.ac.uk site, where it is freely available to the HE/FE community, and; at the House of Commons Parliamentary Papers, at a restricted site run by through the Chadwyck line of ProQuest, where any user can purchase a subscription. We therefore added this latter site as a comparator, to assess links to both locations.

9.6.1 Project 4 Comparator sites

House of Commons Parliamentary Papers

Search query: link:<http://parlipapers.chadwyck.co.uk/home.do> -site:chadwyck.co.uk

Description: House of Commons Parliamentary Papers now includes over 200,000 House of Commons sessional papers from 1715 to the present, with supplementary material back to 1688. HCPP delivers page images and searchable full text for each paper, along with detailed indexing. Includes BOPCRIS material but also covers the C19th and C20th.

Reasons for selection: Connection to C18th Parliamentary Papers (we can compare links to BOPCRIS/18c itself compared to this broader site), broader content, larger platform, restricted access.

The Proceedings of the Old Bailey, London's Central Criminal Court, 1674-1913

Search query: link:<http://www.oldbaileyonline.org> -site:oldbaileyonline.org

Description: A fully searchable edition of the largest body of texts detailing the lives of non-elite people ever published, containing 197,745 criminal trials held at London's central criminal court. Funded by the AHRC, Lottery fund and the ESRC, and attached to the HRI Digital at Sheffield University.

Reasons for selection: Digital content of a similar nature to that of the Parliamentary Papers, in that both record the daily official records. The nature of the digital resources is also similar, with a text summary and an image of the original source presented. Contains themed essays (similar to Histpop) by scholars relevant to the collection.

The Diary of Samuel Pepys

Search query: link:<http://www.pepysdiary.com/about> -site:pepysdiary.com

Description: This site is a presentation of the diaries of Samuel Pepys, the renowned 17th century diarist who lived in London, England. A new entry written by Pepys will be published each day over the course of several years; his 1 January 1660 entry was published on 1 January 2003.

Reasons for selection: Ongoing project developed over a similar timeframe, collaborative site with encyclopaedia entries and discussion groups bringing scholars together. The digitisation model is different to most, publishing a daily update rather than a large concentrated deposit of information.

9.6.2 Overview of results

	URLs	Domains	Sites	STLDs	TLDs
BOPCRIS: 18th Century PP	16	14	14	3	2
Alternative project URL	56	44	40	11	9
BOPCRIS Homepage	678	545	493	55	42
House of Commons PP	62	38	34	7	6
Old Bailey Online	991	814	743	43	25
Diary of Samuel Pepys	72	53	49	9	9

Comments: The number of links to the BOPCRIS project's page is low. Analysis of the secondary and top-level domains linking to the project page reveals that the majority of these inlinks came from the UK academic community, with 75% registered to the ac.uk domain. The number of inlinks to the advertised project page is considerably higher than the redirected project page. When we analysed the links to the alternative URL, we found that of the 56 URLs returned by the search software, 46 (82%) were from libraries, academic resource pages, or JISC related sources.

The number of links to the subscription access website (ProQuest's House of Commons Parliamentary Papers) was higher than those to the BOPCRIS project page. Of the links (n=72) that we could identify by country (again omitting .com, .org and .net), 66% came from the UK, and 25% from outside the UK. In comparison, the BOPCRIS homepage receives a far larger number of inlinks from a wide variety of secondary and top-level domains, including 25% from the .ac.uk domain, showing strong coverage from the UK academic community.

An interesting result from one of the comparator sites, the *Old Bailey Online*, shows that the *Old Bailey Online* site attracts 37% of its links (n=991) from the .com domain, and 20% from the .edu domain, the latter figure showing that this resource attracts a high number of links from the educational sphere in the US. This is striking, and shows that the *Old Bailey Online* is both considerably more linked-to overall, and has successfully embedded itself into the American educational sphere. The *OBO* is free to non-commercial audiences, whereas our project is restricted to UK Higher Education and Further Education (HE/FE) or pay-to-view audiences.

The TIDSR end-of-study data shows that the 18th Century Parliamentary Papers at BOPCRIS registered an increased number of links during the study, showing that the impact of this project continues to grow. The commercial version of this resource, the *House of Commons Parliamentary Papers* at ProQuest also registers a small increase, from 38 domains to 55. The BOPCRIS home page registered a large increase in the number of links, rising from 454 domains to 545. Both the remaining comparator projects, *The Diary of Samuel Pepys* and the *Old Bailey Online*, registered a insignificant decrease in the number of links.

9.7 Project 5 – Wellcome Medical Journals Backfiles

Project search queries	Comments
link: http://library.wellcome.ac.uk/node280.html -site:wellcome.ac.uk	Project (actual) homepage
link: http://library.wellcome.ac.uk/backfiles -site:wellcome.ac.uk	Project (given) homepage
link: http://www.pubmedcentral.nih.gov -site:pubmedcentral.nih.gov	Digital Archive, held at PubMedCentral

Three search queries were entered into the webometrics tools. The first two represent the project page at the Wellcome Library. The webpage address is given as <http://library.wellcome.ac.uk/backfiles>, but the actual webpage address is <http://library.wellcome.ac.uk/node280.html>. It is important to monitor links to both pages, as many users will copy and paste the URL from their browser window, whereas others will copy the address from other sources, and are therefore more likely to link to the given homepage.

The project page at the Wellcome Library does not contain the digitised material but does contain a link to the database containing the digital material at PubMedCentral. The project homepage(s) and the website of the database containing the digitised archive material were included in this analysis.

9.7.1 Project 5 Comparator sites

Medline

Search query: link:<http://medline.cos.com> -site:medline.cos.com

Description: Compiled by the U.S. National Library of Medicine (NLM) and published on the Web by Community of Science, MEDLINE[®] is the world's most comprehensive source of life sciences and biomedical bibliographic information. It contains nearly eleven million records from over 7,300 different publications from 1965 to November 16, 2005. Access is restricted.

Reasons for selection: Similarly high profile resource (compared to PubMedCentral), wide scope and backfiles.

Internet Library of Early Journals (ILEJ)

Search query: link:<http://www.bodley.ox.ac.uk/ilej> -site:bodley.ox.ac.uk

Description: a joint project by the Universities of Birmingham, Leeds, Manchester and Oxford, conducted under the auspices of the eLib Programme (<http://www.ukoln.ac.uk/services/elib/>). It aimed to digitise substantial runs of 18th and 19th century journals, and make these scanned documents available on the Internet, together with their associated bibliographic data. The project finished in 1999. The core collections for the project are runs of at least 20 consecutive years of three Eighteenth Century Journals (*Gentleman's Magazine*, *The Annual Register* and *Philosophical Transactions of the Royal Society*) and three Nineteenth Century Journals (*Notes and Queries*, *The Builder* and *Blackwood's Edinburgh Magazine*).

Reasons for selection: Historical content of learned journals, hosted on a much smaller platform (although connected to the Bodleian, world famous research library), restricted to historical content.

Science in the 19th Century Periodical

Search query: link:<http://www.sciper.org> -site:sciper.org

Description: The *Science in the Nineteenth-Century Periodical (SciPer) Index* provides a scholarly synopsis of the material relating to science, technology, and medicine appearing in sixteen general periodicals published in Britain between 1800 and 1900. With entries describing over 14,000 articles and references to more than 6000 individuals and 2500 publications, it provides an invaluable research tool for those interested in the representation of science and in the interpenetration of science and literature in nineteenth-century Britain, as well as for students of the period more generally.

Reasons for selection: Focus on C19th scientific content, stand-alone site which is geared much more to historians than scientists. Note: this resource does not link to digitised content. It functions as an index.

Nineteenth Century Serials Edition (NCSE)

Search query: link:<http://www.ncse.ac.uk> -site:ncse.ac.uk

Description: The Nineteenth Century Serials Edition is a free, online edition of six nineteenth-century periodicals and newspapers. The edition is formed of two integrated components: the 'Facsimile' component - a repository of full-page images and textual transcripts generated through optical character recognition (OCR); and the 'Keyword' component - an index of semantic keywords and person, place and institution names, generated using data mining and natural language processing techniques. Both components of the system are fully searchable and include rich, bibliographic metadata attached to titles, volumes, issues, departments and articles within the edition. NCSE includes full runs of five titles, and a decade only of the *Publishers' Circular*. Titles are represented as completely as possible, including multiple editions, advertisements, wrappers, and supplements. All six journals are segmented to article level, and can be downloaded freely.

Reasons for selection: Open access, one of several projects being led by the Centre for Computing in Humanities at King's College, London.

9.7.2 Overview of results

	URLs	Domains	Sites	STLDs	TLDs
Wellcome redirected project page	62	45	43	16	14
Wellcome advertised project page	23	18	15	8	8
PubMedCentral	989	783	687	56	41
Medline	718	642	597	80	60
ILEJ	903	725	641	64	42
Sciper	114	91	79	15	14
NCSE	64	47	43	12	8

Comments: The Wellcome project page attracted a high number of inlinks considering that the digital material is housed elsewhere, although it should be noted that in contrast to the 19th Century British Library Newspapers page, the Wellcome project page does contain a link to the digitised material. This link was possible due to the fact that the Wellcome digital material is free to access at PubMed Central. When compared to a stand-alone site containing digitised backfiles of similar journals, such as the *Internet Library of Early Journals* (ILEJ), the Wellcome project page performs poorly. The results for PubMed are perhaps irrelevant to this study, as PubMed will attract large numbers of inlinks due to the wide range of its coverage and its relevance to the medical sciences. These results reinforce the fact that projects inserting digital content into existing (and particularly high profile) digital repositories are much harder to track using these methods unless one can start with a definitive list of specific links within the larger collection, although of course including the materials in a well-used collection also likely increases their overall visibility.

The results for the *Internet Library of Early Journals* (ILEJ) indicate the kind of results we can see when the digital content is at a URL that could be easily analysed for inlinks. This content was associated with the Bodleian Library, making it a useful comparator site for the material created by the Wellcome Library, a similarly prestigious and well known library. The ILEJ records a very large number of inlinks (n=903), from a widely diverse set of secondary and top level domains, showing that this project has had an impact on a large research community.

End-of-study data reflects the results of moving the URL of the project page. The given project page registers a small increase in the number of linking domains, rising from 18 domains to 24. The (new)

project page registers only two links, one from JISC, and one from a library blog at Llandrillo (FE) College in North Wales. The comparator projects registered a small increase in the number of links. [Note: PubMed Central showed a small drop, but as the results are close to 900 and thus hitting the upper limit of the search query tool, we must discount this data].

9.8 Conclusion

The case studies in this report demonstrate that it is possible to conduct a webometric analysis of digital resources and that the comparative link analysis approach used is both practical and useful. While these methods are familiar to web specialists, they are much less familiar to the domain specialists with whom we have spoken. In all cases the link analysis gave information about the impact of the main resource investigated as well as additional contextual information about where the resource's main impact occurred. Nevertheless there were several practical issues in carrying out the analyses, such as multiple URLs for resources, although these were all overcome as discussed above. As a result of these problems and other issues, such as different ages of the comparator web sites, the quantitative results have to be interpreted cautiously, however: they are indicative of impact and scope of impact, but are not definitive statements of the extent or nature of online impact of the digital resources studied.

10 Log File Report

10.1 Introduction

This report presents methods and results from log file analysis undertaken as part of the *Digitised Resources: Usage and Impact/Toolkit for the Impact of Digitised Scholarly Resources* project, based at the Oxford Internet Institute, University of Oxford, and funded by the Joint Information Systems Committee (JISC). The aim of the study is to assess the current usage and impact of these resources, and to suggest ways in which the resources concerned can use the tools reviewed during this study to monitor and improve their usage and impact.

Log files are simple text files generated by web servers and containing a record of downloads of web pages and other files. When a web browser requests a page from a web server, it can add a new line to the end of the log file with information such as the URL of the requested page, the IP address sending the request, and the date and time of the request. Since a web page is typically made up of several files, including the main HTML and embedded images, a request for a web page may result in many lines being added to the web server log file, one for each individual file sent. The precise information saved in any line of a log file depends upon the web server used and the settings of the web server, as configured by its administrator.

All five of our projects were receiving log file data from their resources, but the quality and presentation of the data varied widely. We were able to collect raw log file data from one of our target projects (Histpop) and processed web statistics from three others (British Library 19th Century Newspapers, British Library Archival Sounds, and 18th Century Parliamentary Papers at BOPCRIS and through their commercial partners, ProQuest). We were unable to access either log files or processed web statistics from the Wellcome Medical Backfiles project via National Library of Medicine/PubMed Central. A discussion of the methodology and data collected from the Histpop project that provided raw data is provided below.

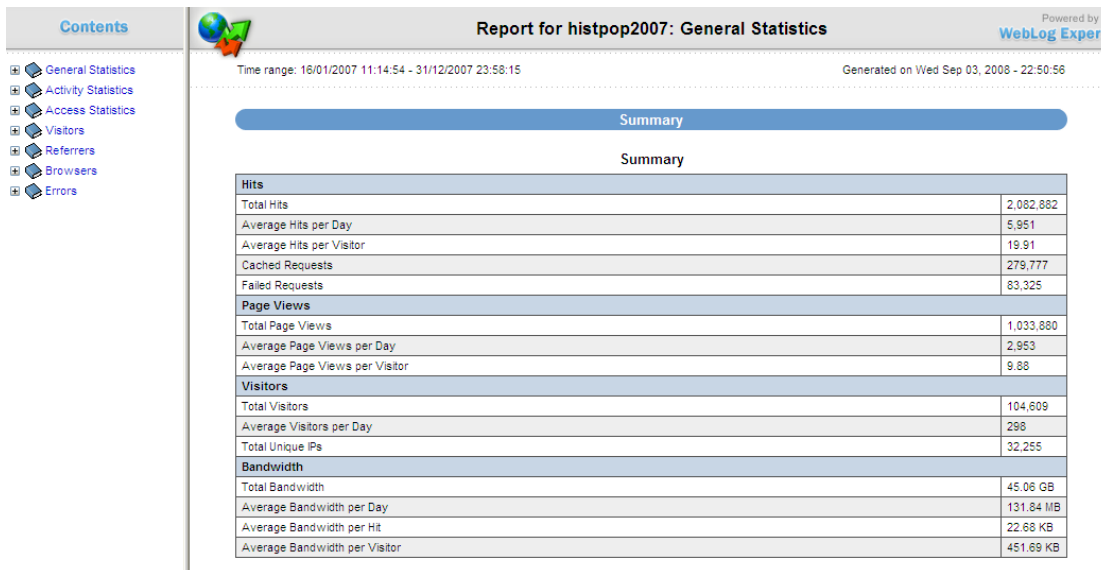
10.2 Methodology

The log file data for Histpop was analysed using the software *WebLog Expert* using web log data provided by Histpop. This process was very straightforward. The Histpop web log data files were plain text files created by the Histpop web server that recorded all user accesses of the Histpop web site for one and a half years, with a separate text file for each month. All these files were stored in a separate folder, where is was processed by *WebLog Expert*. The package then produced a standard set of statistics, summarising the main information about user accesses of Histpop that could be gained from this data. Essentially this covers the origins of visitors to Histpop, the pages visited most often, the duration of visits and the search engine queries used to find Histpop. This information was available in different kinds of snapshots, such as overall trends in the accesses, or the most common times of day for accesses. The output of *WebLog Expert* is a mini-web site containing the summary statistics.

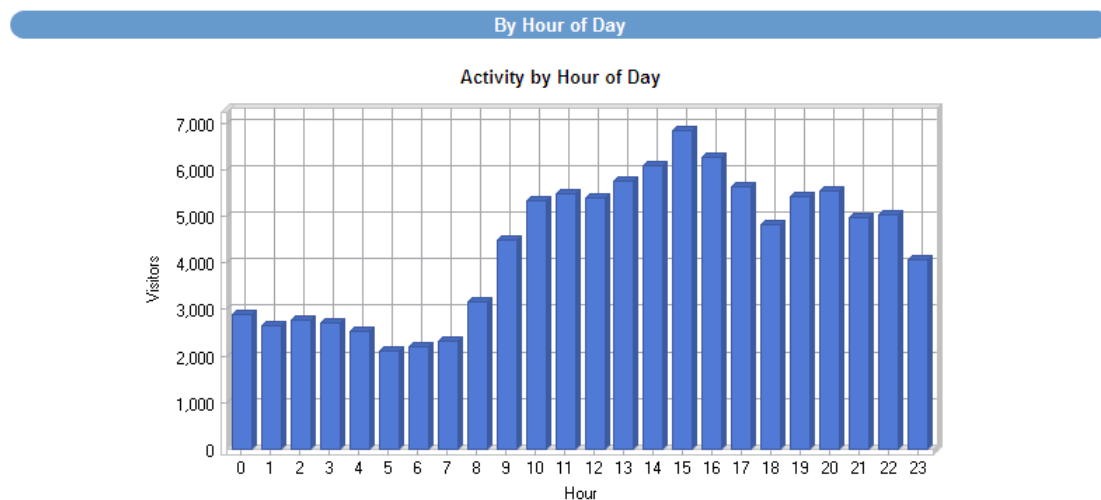
10.3 Results

The results shown below are sampled from the log file data for Histpop for 2007. We examined data from both 2007 and 2008.

WebLog Expert produced a front page summary of the results, allowing researchers to navigate through the sidebar on the left to drill down to further details on user activity (excluding robots and spiders by default), access statistics, visitors, referrers (websites that point to histpop), browsers (e.g. Google, Yahoo!) and errors.



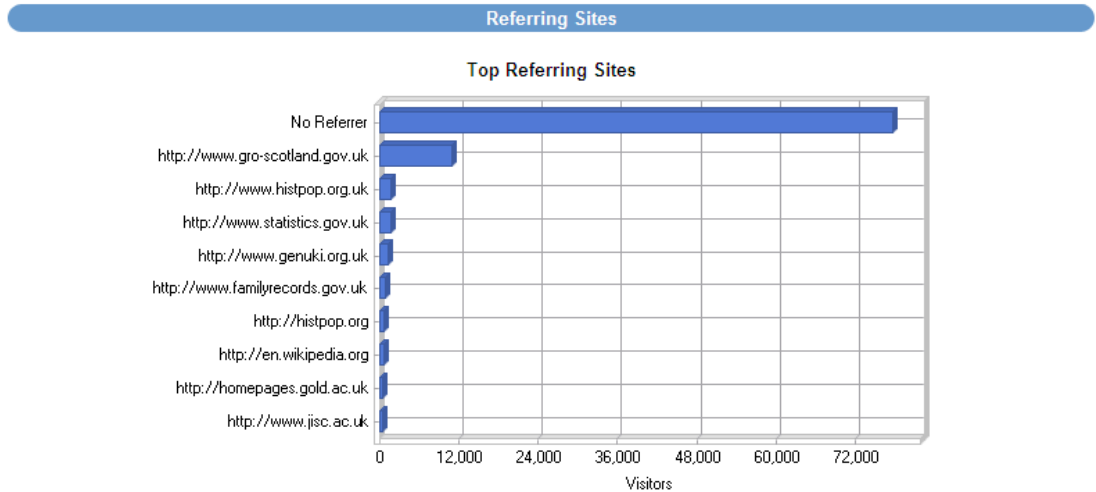
WebLog Expert used the raw data to provide a wealth of information about user activity, giving detailed daily statistics about the number of visitors, the average length of visit and the average number of page views. The log files also revealed the average activity statistics per hour of the day for each year:



This table shows that Histpop users were active throughout the day, with a surge of activity from the beginning of the British working day (9am), and with continued activity beyond the end of the British working day (5pm) through to midnight. Activity through the night might indicate that non-UK users were accessing the resource during this time. The fact that activity is reported throughout the day suggests that users take advantage of the fact that they can access this resource at any time, plus international use across time zones.

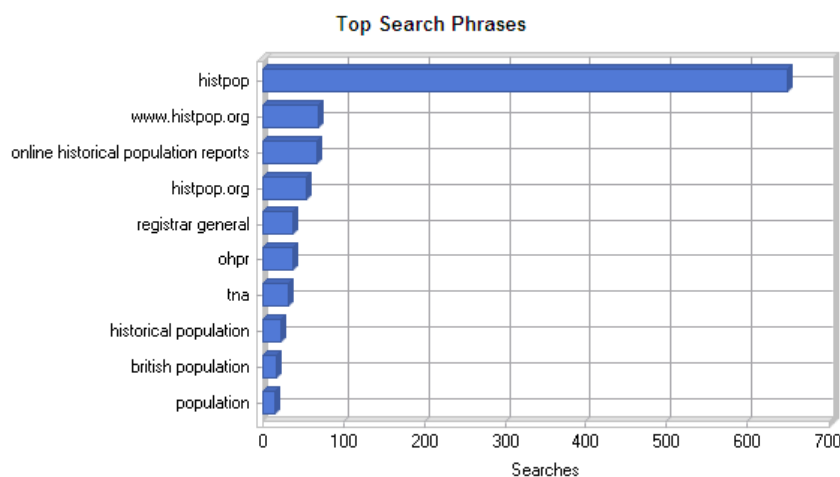
Access statistics show the most popular pages on the website, the most downloaded files, the most downloaded images, the most displayed images, the most requested directories, and the top entry pages. In this way, we were able to judge which were the most popular starting points for users of Histpop, which areas of the site were most popular, and which pages, images and directories they were most likely to access. Information of this kind can assist projects to see whether areas of their site are significantly more popular than others (perhaps pointing to potential areas of expansion for the collection), or significantly less popular than others (which perhaps need a special feature to enhance awareness and usage).

Referrer statistics show information about which websites or search engines are referring visitors to a resource. This is useful information that can be exploited to a resource’s advantage, particularly in building connections between known and trusted resources that cater to a particular audience. Histpop’s top referrer sites are largely census, population studies, or genealogy websites, pointing interested parties in the direction of the census and population resources available through Histpop. Note that the top category of no referrer means that the user accessed the site directly without being referred from another site.



Networks of this kind are crucial to integrating a resource into the teaching, learning and research communities. Link data, which can also be found through webometric analysis, provides crucial information about whether university courses or library catalogues are linking to a digital resource, yielding rich information about usage and impact. Of the top 50 referring sites for Histpop, 15 came from the academic (ac.uk) community, and 3 of the top 6 referring sites were local government resources about how to find national population statistics. This shows that Histpop has penetrated a number of different research and teaching communities in the first few months since its launch.

Referrer statistics can also provide detailed information about what search phrases are used to find a resource. In the case of Histpop, a resource which has created a distinctive and clearly identifiable resource name, the results reinforce this choice:



These results shows that the name ‘histpop’ is sufficiently unique to account for by far the largest number of visitors to the site. The results below ‘histpop’ also show a degree of awareness about the resource, with ‘online historical population reports’ clearly indicating awareness of the digital content. Searches for the ‘registrar general’, ‘tna’ (the national archives) and ‘historical population’

reveal that those with interests catered for by the histpop resource are finding this material through more general searches.

10.4 Conclusions

Log file analysis is a crucial part of assessing the usage and impact of a digital resource. The statistics provided by WebLog Expert and other commercial software packages yield a considerable amount of information about user search behaviour, user behaviour while using the resource, and the most popular areas of a digital resource. Log file analysis also gives information about the community surrounding a digital resource, by producing data about the top referring sites. This data complements similar link analysis data collection methods such as webometrics, in identifying the referring community and indicating which research, teaching and learning areas a resource has successfully penetrated.

11 Scientometric Report

Authors: Eric T. Meyer & Kathryn Eccles

11.1 *Scientometrics/Bibliometrics Background*

Bibliometrics and scientometrics are two closely related approaches to measuring scientific publications and science in general, respectively. In practice, much of the work that falls under this header involves various types of citation analysis, which looks at how scholars cite one another in publications. This data can show quite a bit about networks of scholars and scholarly communication, links between scholars, and the development of areas of knowledge over time.

In the context of this report, bibliometrics are also one of the key ways of measuring the impact of scholarly publications. If an article is published in a journal with a high impact factor, which is determined in part by the number of citations to articles within a particular journal, this raises the publishing profile of the author. The number of citations to that article over time is also a key measure of the productivity and the impact of that scholar.

These techniques are very well developed for traditional citations among journal articles, but are much less clear for new types of outputs, including data sets, websites, and digitised collections. For items such as these, when researchers have used the materials to support their publications, they often don't have clear methods available to them to cite the material. Many of the style guides do not have clear guidance for how to cite a database, for instance, or whether to cite a digitised resource in a way that identifies its digital location or that cites the original item, whether or not the researcher actually consulted it.

One of the difficulties in bibliometrics with regard to non-traditional scholarly outputs is that citation habits in many fields favour citing the original paper version of a document, even if the only version consulted was electronic. This appears to be due to partly to ingrained suspicions of the reliability of electronic documents, but is also a rather natural reaction to the difficulty of dealing with links which no longer work. Whereas the citation to the original document is stable, citations to URLs can be unstable over time.

We have found in doing this study, for instance, that of the scholars who published results based on materials in the five collections, over one-third only cited the physical item represented in the digitised collection and made no reference to the digitised collection at all. Nearly half cited the original article, but also included the URL, and less than one in five cited the online version only. This means that relying on finding citations to one's digitised resource based on looking for URL's within journal citations is almost certainly going to yield an artificially low number because of the uses that don't cite it at all, and because of inconsistencies in how the URLs are cited.

Nevertheless, doing regular searches for citations to a collection's material is an important way to establish the impact it is having on the scholarly community. Also, if you are designing a website for scholarly information, such as digitised material, you have some opportunities to increase the likelihood of being able to track uses of your material through citations.

1. Provide a suggested citation style on your site that includes information that will uniquely identify your site as the source of the document. This can be in the form of a prominent FAQ ("How should I cite the material from this site?"), or even better, in the form of a generated citation that is provided on the pages of the materials in the collection.

2. The suggested citation may be as simple as suggesting including the URL to the item, although this runs the risk of running up against the disciplinary habits of not including such URLs, as discussed above.
3. Alternatively, you can embed identifying information such as a document ID within the suggested citation. If this ID has a format that will then allow you to search for instances of it in published material, it will greatly simplify your efforts.

If you are consistent with this across your site, you will enhance your ability to demonstrate your impact on the scholarly literature.

11.2 Software Tools

There are three main sources of bibliometric data: Web of Knowledge, Scopus, and Google Scholar. Each has certain advantages and limitations which may influence which source or combination of sources you decide to use in your bibliometric search. Sample bibliometrics are done using all three sources, which is a good practice, particularly in the case of resources with relatively small numbers of results. Since each source has certain areas in which it is more effective at finding results than the others, combining all of them raises your ability to find the kinds of uses to which your online resource is being put.

Scopus (<http://www.scopus.com/>): Access is limited to subscribers and is often done through your university library web site.

Scopus is a relative newcomer to the scholarly search field, founded in 2004, but offers a great deal of flexibility for the bibliometric user. First, searches can be done on fields including the abstracts and keywords, but also on the references. This makes it particularly useful for the purpose of finding citations to digitised resources compared to the Web of Knowledge, which does not search the text of the citations. It also allows for relatively easy downloading of your searches, although there are some limits on very large results sets with over 2000 items.

Also, Scopus has announced greatly expanded humanities coverage, starting in June 2009, which will potentially make this resource more valuable for finding citations to digital humanities materials.

Google Scholar (<http://scholar.google.com/>): Free access.

Google Scholar is the easiest of the three main sources of bibliographic data to perform simple searches in, as the interface is nearly identical to the main Google search engine. Compared with Scopus and Web of Knowledge, however, you have far less control over your searches as Google Scholar does not include the ability to do fine grained Boolean searching, and often returns far more false positives than the other services. However, Google Scholar also has the most coverage of informal scholarly communication (such as presentations and conference papers), so may be able to find results the other tools have not.

ISI Web of Knowledge (<http://www.isiknowledge.com/>): Access is limited to subscribers and is often done through your university library web site.

The Web of Knowledge (WoK) is the grandfather of search sites that use citation-based searching techniques. Founded by Eugene Garfield, one of the originators of many bibliometric techniques, WoK allows a variety of search options and the ability to follow citations from article to article. The databases included in the Web of Science portion of the

WoK site cover the sciences, social sciences and humanities, and have recently expanded to include conference proceedings in addition to journal articles. A major limitation of using WoK to find citations to digital resources, however, is that the fields you are able to search are somewhat limited: they do not include the full text of the article, and they do not include the text of the references.

As is clear from the following data, for our purposes Google Scholar proved much more useful at finding links to the sources we were looking for evidence of. This is likely to do with the search algorithms used, as well as the ability of Google Scholar to search both metadata and full text.

11.3 Suggested further sources

There are literally thousands of publications about how to do bibliometrics and how to interpret bibliometric data. Just a few are included here that address some of the key issues of interest when trying to understand the impact of scholarly outputs such as websites and digitised collections.

Bosman, J., van Mourik, I., Rasch, M., Sieverts, E., & Verhoeff, H. (2006). Scopus reviewed and compared. The coverage and functionality of the citation database Scopus, including comparisons with Web of Science and Google Scholar. Utrecht University Library (available at <http://igitur-archive.library.uu.nl/DARLIN/2006-1220-200432/Scopus%20doorgelicht%20&%20vergeleken%20-%20translated.pdf>).

Meho, L.I., & Yang, K. (2007). Impact of Data Sources on Citation Counts and Rankings of LIS Faculty: Web of Science Versus Scopus and Google Scholar. *Journal of the American Society for Information Science and Technology*, 58(13), 2105-2125.

Jacso, P. (2005). As we may search—comparison of major features of the Web of Science, Scopus, and Google Scholar citation-based and citation-enhanced databases. *Current Science*, 89(9), 1537-1547.

Jacso, P. (2008). Google Scholar Revisited. *Online Information Review*, 32(1), 102-114.

Kousha, K., & Thelwall, M. (2008). Sources of Google Scholar citations outside the Science Citation Index: A comparison between four science disciplines. *Scientometrics*, 74(2), 273-294.

11.4 Data in this Report

The data included in this report is a basic version of bibliometrics -- simply looking for examples of publications which have evidence of having used the digitised resource in question. Bibliometrics can also be far more complex if one works with large datasets. As you will see in the report, however, at this stage these resources are too young to appear widely in the literature. Over time, however, the number of results should grow, and thus these examples may lend themselves to more complex analysis in the future.

11.5 Scientometrics/Bibliometrics Results

11.5.1 Project 1 – Histpop

Total Unique Citations: 11

GS	Scop	ISI	Citation
11	2	0	TOTAL
X			B. Bültmann and R. Hardy, 'Digitised Content in the UK Research Library and Archives Sector: A Report to the Consortium of Research Libraries and the Joint Information Systems Committee', (JISC, April 2005). Link: http://www.jisc.ac.uk/uploaded_documents/JISC-Digi-in-UK-FULL-v1-final.pdf
X			A. J. Christopher, 'The Completion of the Millennium Round of Censuses', <i>Geography</i> , 92/3 (2007). Link: http://www.geography.org.uk/download/Geography%202007%20%20%20Complete.pdf#page=115
X			A. J. Christopher, 'The quest for a census of the British Empire c. 1840-1940', <i>The Journal of Historical Geography</i> , 34/2 (2008), pp. 268-285. Link: http://linkinghub.elsevier.com/retrieve/pii/S0305748807000722
X			A. Crockett, C. E. Jones and K. Schürer, 'The Victorian Panel Study: A pilot project', Report submitted to the ESRC, May 2006. Link: http://www.data-archive.ac.uk/randd/vpsreportforrrb.pdf (Cited by 1)
X			B. Deacon, 'Population change in Cornwall since 1801', <i>Institute of Cornish Studies</i> (2007). Link: http://exeter.openrepository.com/exeter/handle/10036/19712
X			S. Dempster, 'The JISC Digitisation Programme', <i>Digital Resources for the Humanities 2005: Conference Proceedings</i> (2005). Link: http://www.drh.org.uk/drh2005-abstracts.rtf
X			L. Dumănescu, 'Local Population Studies', <i>Romanian Journal of Population Studies</i> , 12 (2007), pp. 288-293, Link: http://www.ceeol.com/aspx/getdocument.aspx?logid=5&id=234F7353-F153-41C3-84FF-7EED9159DDFA
X			E. Higgs, Major George Graham (1801–1888), Histpop – The Online Historical Population Reports Website (http://www.histpop.org/ohpr), accessed 11 April 2007. (Example of citation to resource)
X			D. E. Lilienfeld, 'Celebration: William Farr (1807-1883) – an appreciation on the 200 th anniversary of his birth', <i>International Journal of Epidemiology</i> , 36/5 (2007), pp. 985-7. Link: http://ije.oxfordjournals.org/cgi/content/extract/36/5/985
	X		Linden, J., & Green, A. (2006). Don't leave the data in the dark: Issues in digitizing print statistical publications. <i>D-Lib Magazine</i> , 12(1), 29-36.
X	X		M. Woollard, 'Online historical population reports project', <i>Local Population Studies</i> , 78 (2007), pp. 63-73. Link: https://uhra.herts.ac.uk/dspace/handle/2299/652
X			K. Pent, <i>In Deepest Darkest Africa</i> , (Roskilde University Undergraduate Thesis 2007). Link: http://dspace.ruc.dk/handle/1800/2561

Google Scholar (GS)

Searched for 'Histpop', returned 13 results, with 2 false positives.

Scopus (Scop)

Searched for 'Histpop', 2 results, 1 also found through Google Scholar

Search for "Online Historical Population Reports" returned identical results.

ISI (Web of Knowledge)

No results under 'Histpop' or 'Online Historical Population Reports'

NB – no full text search available

11.5.2 Project 2 – 19th Century British Library Newspapers**Total Unique Citations: 4**

GS	Scop	ISI	Citation
3	2	0	TOTAL
	X		G. Cantor, Shuttleworth, S., & Topham, J. R. (2003). Representations of science in the nineteenth century periodical press. <i>Interdisciplinary Science Reviews</i> , 28(3), 161-168.
X			R. J. Cox, 'The great newspaper caper: backlash in the digital age', <i>Collection Building</i> , 20/2 (2001), pp. 88-103. Link: http://www.emeraldinsight.com/Insight/html/Output/Published/EmeraldFullTextArticle/Pdf/1710200205.pdf
X			M. Deegan, E. Steinvel, and E. King, 'Digitizing historic newspapers: progress and prospects' <i>RLG Diginews</i> , 6(4), (August 2002)
X	X		E. King, 'Digitisation of Newspapers at the British Library', <i>The Serials Librarian</i> , 49/1-2 (2005), pp. 165-181. Link: http://www.haworthpress.com/store/E-Text/View_EText.asp?a=3&fn=J123v49n01_07&i=1%2F2&s=J123&v=49

Google Scholar

Initial search for 'http://www.bl.uk/collections/britishnewspapers1800to1900.html' returned no results. Search for 'British Library Newspapers' produced 30 results of which the following 3 were relevant to the digital product (most thanked the staff at the BL Newspaper library at Colindale):

Scopus

Searched for 'http://www.bl.uk/collections/britishnewspapers1800to1900.html'

Searched for 'british newspapers 1800-1900 project' (keyword from previous search)

ISI

Searched for 'British Library Newspapers', returned 10 results of which the following 1 was relevant to the digital source. (Keyword: British newspapers 1800-1900 Project)

11.5.3 Project 3 – British Library Archival Sound Recordings

Total Unique Citations: 12

GS	Scop	ISI	Citation
11	2	1	TOTAL
X			J. Bornat, 'Recycling the evidence: Different approaches to the Reanalysis of Gerontological Data', <i>Forum: Qualitative Social Research</i> , 6/1, (2005). Link: http://www.qualitative-research.net/fqs-texte/1-05/05-1-42-e.htm (Cited by 3)
X			B. Bültmann and R. Hardy, 'Digitised Content in the UK Research Library and Archives Sector: A Report to the Consortium of Research Libraries and the Joint Information Systems Committee', (JISC, April 2005). Link: http://www.jisc.ac.uk/uploaded_documents/JISC-Digi-in-UK-FULL-v1-final.pdf
X			P. Butler, R Cowgill, C Duffy, RJ Hand, D Price, 'Multi-disciplinary Perspectives on the British Library's Archival Sound Recordings Project', <i>Performance Research</i> , 11/4 (2006), pp.117-126. Link: http://www.informaworld.com/index/783545946.pdf
X			D COUNTRIES, <i>Scholarly Communications Report</i> , 12/4 (2008), pp. 1-20. Link: http://www.atypon-link.com/SCR/doi/abs/10.5555/scrn.12.4.1
X			P. Ester, ' "It was very, very churchy": Recollections of Older Dutch-Americans on Growing up in Holland, Michigan', <i>The Oral History Review</i> , (May 2008). Link: http://ohr.oxfordjournals.org/cgi/reprint/ohn024v1
X			A. Marsden, H. Nock, A. Mackenzie, A. Lindsay, J. Coleman, and G. Kochanski, 'ICT Tools for Searching, Annotation and Analysis of Audiovisual Media', AHRC ICT Strategy Project Report, October 2006. Link: http://kochanski.org/gpk/papers/2006/2006AHRC_Computers_Humanities.pdf
X			E. A. Mazé, 'The Uneasy Page: Transcribing and Editing Oral History', in T. Charlton, L. E. Myers, R. Sharpless and L. R. Ballard (eds), <i>History of Oral History: Foundations and Methodology</i> , (Rowman Altamira, 2007), pp. 227-59. Link: http://books.google.co.uk/books?hl=en&lr=&id=JBBWFn6mU0UC&oi=fnd&pg=PA227&dq=digital+online+%22british+library+sound+archive%22&ots=OaM2usXHib&sig=ptZaMtgt1kG1rfGm_T4Os0KfGA8
	X		Perks, R. (2006). Web access in Great Britain [Acceso a la Red en Cran Bretana] <i>Historia, Antropologia y Fuentes</i>
X	X	X	R. Ranft, 'Natural sound archives: past, present and future', <i>Anais da Academia Brasileira de Ciências</i> , 76/2 (2004). Link: http://www.scielo.br/scielo.php?pid=S0001-37652004000200041&script=sci_arttext&tling=en (Cited by 2)
X			C. Smith, 'Building an Internet Archive System for the British Broadcasting Corporation', <i>Library Trends</i> , 54/1 (2005), pp. 16-32. Link: http://muse.jhu.edu/journals/library_trends/v054/54.1smith_c.html (Cited by 2)
X			J. Sykes, 'Large-scale digitization: the £22-million JISC programme and the role of libraries', <i>Serials: The Journal for the Serials Community</i> , 21/3 (2008), pp. 167-173. Link: http://uksg.metapress.com/app/home/contribution.asp?referrer=parent&backto=issue,9,25;journal,2,64;linkingpublicationresults,1:107730,1
X			A. Wilson, R. Wright, M. Polfreman, S. Anderson, S. Tanner, E. Beer, 'Digital Moving Images and Sound Archiving Study', AHDS (August, 2006). Link: http://ahds.ac.uk/about/projects/archiving-studies/moving-images-sound-archiving-final.pdf

Google Scholar

Searched for: <http://sounds.bl.uk>: No results

Searched for 'British Library Archival Sound Recordings': 3 results

Searched for "British Library Sound Archive AND digital", returned 37 results, of which 8 were relevant to the digitised resource.

Scopus

Searched for <http://sounds.bl.uk>: No results

Searched for 'British Library Archival Sound Recordings': No results

Searched for 'British Library Archival Sounds': 1 result.

Searched for "British Library Sound Archive" within the range 2004-8 (since the digitisation project became active), returned 2 results.

ISI

Searched for: <http://sounds.bl.uk>: No results

Searched for 'British Library Archival Sound Recordings': No results

Searched for "British Library Sound Archive", found 1 relevant result (others pre-dated the digitisation project)

11.5.4 Project 4 – BOPCRIS: 18th Century Official Parliamentary Publications Portal

*Note that the BOPCRIS website contains other publications besides our target project, therefore results have to be screened for content, or searched for alongside other keywords (see below).

Total Citations: 8

GS	Scop	ISI	Citation
8	0	0	TOTAL
X			A. R. Bell, J. Martin, and S. McCausland, 'Labour's Memory: A Comparison of Labour History Archives in Australia, England, Wales and Scotland', <i>Labour History</i> , 88 (2005). Link: http://www.historycooperative.org/journals/lab/88/bell.html (Cited by 1)
X			S. Dempster, 'The JISC digitisation programme', <i>Digital Resources for the Humanities, 2005: Proceedings</i> (2005). Link: http://www.drh.org.uk/drh2005-abstracts.rtf
X			C. Grover, S. Givon, R. Tobin and J. Ball, 'Named Entity Recognition for Digitised Historical Texts', <i>Proceedings of the 6th International Conference on Language Resources and Evaluation (LREC 2008)</i> , Marrakech, Morocco. Link: http://www.itg.ed.ac.uk/np/publications/itg/papers/bopcris-lrec.pdf
X			S. M. Hodgson, T. Clark, 'Sociological Engagements with Computing: the Advent of E-Science and Some Implications for the Qualitative Research Community', <i>Sociological Research Online</i> , 12/3 (2007). Link: http://www.socresonline.org.uk/12/3/9.html
X			S. Ogilvie, 'Guilds, efficiency, and social capital: evidence from German proto-industry', <i>The Economic History Review</i> , 57/2 (2004), pp. 286-333. http://www.blackwell-synergy.com/doi/abs/10.1111/j.1468-0289.2004.00279.x (Cited by 24)
X			Princeton University, 'British Parliamentary Papers, Legal Perspective: Selected Sources'. Link: http://firestone.princeton.edu/econlib/tuesday/BP/BPsources.doc
X			<i>Scholarly Communications Report</i> , 7/2 (2003), pp. 1-24. Link: http://www.atypon-link.com/extenza/loadHTML?objectIDValue=9125&type=abstract
X			B. P. Smith, 'English Criminal Justice Administration, 1650-1850: A Historiographic Essay', <i>Law and History Review</i> , 25/3 (2007). Link: http://www.historycooperative.org/journals/lhr/25.3/smith.html

Google Scholar

Searching Google Scholar for 'http://www.parl18c.soton.ac.uk/parl18c/digbib/home' produced no results.

Searched for 'bopcris' and 'parliamentary', returned 24 results, of which 8 were relevant.

Scopus

Returned no results for 'bopcris'* or 'BOPCRIS 18th Century Parliamentary Papers' or 'http://www.parl18c.soton.ac.uk/parl18c/digbib/home'

*Note that references to the website (www.bopcris.ac.uk) would have been identified through this search.

ISI

Returned no results for the search 'bopcris' or 'BOPCRIS 18th Century Parliamentary Papers' or 'http://www.parl18c.soton.ac.uk/parl18c/digbib/home'

11.5.5 Project 5 – Wellcome Medical Journals Backfiles

Total Citations: 18

GS	Scop	ISI	Citation
18	0	0	TOTAL
X			K. M. Albert, 'Open access: implications for scholarly publishing and medical libraries', <i>Journal of Medical Library Associations</i> , 94/3 (2006), pp. 253-62. Link: http://www.pubmedcentral.nih.gov/botrender.fcgi?blobtype=html&artid=1525322 (Cited by 12)
X			'Archive of biosciences research', <i>Scholarly Communications Report</i> , 10/2 (2006). Link: http://www.atypon-link.com/SCR/doi/abs/10.5555/scrn.10.2.6
X			'Archive of Medical Journals to go online', <i>Scholarly Communications Report</i> , 8/6 (2004). Link: http://www.atypon-link.com/SCR/doi/abs/10.5555/scrn.2004.8.6.13.1
X			V. Berridge, 'Digitizing and democratizing historical research', <i>Addiction</i> , 101/11 (2006), pp. 1533-1535. Link: http://pt.wkhealth.com/pt/re/addi/abstract.00008514-200611000-00002.htm;jsessionid=KjgBJ0gg2WB7wk7bvbY2p2FRvylNshJJyqGJPxRMmGVWVG70npRyfl-1260103914!181195628!8091!-1
X			'Blackwell Publishing Ltd and the Koninklijke Bibliotheek sign archiving agreement', <i>Scholarly Communications Report</i> , 8/6 (2004). Link: http://www.atypon-link.com/SCR/doi/abs/10.5555/scrn.2004.8.6.13.2
X			F. Blin, 'Les bibliothèques académiques européennes', <i>Bulletin des Bibliothèques de France</i> , 1 (2008). Link: http://bbf.enssib.fr/sdx/BBF/pdf/bbf-2008-1/bbf-2008-01-0012-002.pdf
X			H. J. Cook, A. Hardy, 'Into the Twenty-First Century: Medical History Goes Online', <i>Medical History</i> , 49/3 (2005), p.249. Link: http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1172288
X			R. Kiley, 'The medical journals back-files digitization project and open access', <i>Serials: The Journal for the Serials Community</i> , 19/2 (2006). Link: http://uksg.metapress.com/index/FYB77648TUR27WLP.pdf (Cited by 1)
X			R. Kiley, 'Medical Journals Back-files Project', <i>Health Information on the Internet</i> , 56 (2007), pp.4-5. Link: http://hii.rsmjournals.com/cgi/content/abstract/56/1/4
X			W. Large, C. Huxley, 'The Journal of Physiology – past and future: editorial to highlight the completion of The Journal archive digitization project', <i>Journal of Physiology</i> , 573/2 (2006). Link: http://www.pubmedcentral.nih.gov/botrender.fcgi?blobtype=html&artid=1779732
X			'Launch of UK Web Archiving Consortium', <i>Scholarly Communications Report</i> , 8/6 (2004). Link: http://www.atypon-link.com/SCR/doi/abs/10.5555/scrn.2004.8.6.14
X			D. A. B. Lindberg and B. L. Humphreys, 'Rising Expectations: Access to Biomedical Information', <i>Yearbook of Medical Information</i> , 3/1 (2008), pp.165-172. Link: http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=2441483
X			R. Marsh, 'Conference Report', <i>2006 UKSG Conference and Exhibition: Proceedings</i> (2006). Link: http://www.emeraldinsight.com/Insight/ViewContentServlet?Filename=/published/emerald/fulltextarticle/pdf/2390230501.pdf
X			M. McGrath, 'Interlending and document supply: a review of the recent literature', <i>Interlending & Document Supply</i> , 34/4 (2006), pp. 194-203. Link: http://www.ingentaconnect.com/content/mcb/122/2006/00000034/00000004/art00008
X			G. Morriss-Kay, 'From the 19 th to the 21 st century: Journal of Anatomy online', <i>Journal of Anatomy</i> , 209/5 (2006), pp. i-ii. Link: http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=2100346
X			L. Nunnenmacher, 'Das Fenster zur Information gestalten – die Schaffung einer integrierten lokalen Sicht auf die Vielfalt von Informationsressourcen', <i>Med Bibl Inf</i> , 6/3 (2006). Link: http://www.egms.de/pdf/journals/mbi/2007-6/mbi000048.pdf
X			J. Topham, 'Accessing the content of nineteenth-century periodicals: the Science in the Nineteenth-Century Periodical project (SciPer)', <i>Serials: The Journal for the Serials Community</i> , 20/1 (2007), pp.20-6. Link: http://pt.wkhealth.com/pt/re/addi/fulltext.00008514-200611000-00002.htm
X			'Use of e-journal articles in RAE 2008', <i>Scholarly Communications Report</i> , 10/2 (2006). Link: http://www.atypon-link.com/SCR/doi/abs/10.5555/scrn.10.2.6a

Google Scholar

Searched for full web address (actual location of project page)

'http://library.wellcome.ac.uk/doc_WTD037630.html', returned no results.Searched for full web address (given) '<http://library.wellcome.ac.uk/backfiles>', returned 4 results.

Searched for 'Wellcome Medical Journals Backfiles', returned 106 results, of which 17 were judged relevant.

ISI

Nothing returned from search 'http://library.wellcome.ac.uk/doc_WTD037630.html', 'http://library.wellcome.ac.uk/backfiles' or 'Wellcome Medical Journals back files'

Scopus

Nothing returned from search 'http://library.wellcome.ac.uk/doc_WTD037630.html', 'http://library.wellcome.ac.uk/backfiles' or 'Wellcome Medical Journals back files'

12 Content Analysis Report

12.1 Introduction

Content analysis refers to a general set of techniques useful for analysing and understanding collections of text. There is considerable work done in this area, which predates Internet research by decades. In the context of understanding the impact of digitised collections and websites, one particularly relevant type of content analysis is the analysis of news articles. These news articles may be about the collection, or they may be about the type of resource in general.

In the context of understanding impact, these news articles can help you understand several things, including:

1. How well efforts to publicize the resource are reflected in the news.
2. For articles that aren't just re-prints of press releases, how is the resource or others like it being framed in the media? "Framing" is a concept used in fields such as media studies to understand how the public discourse on a topic influences public opinion, and also further public discourse. So, for instance, if digitisation efforts are being portrayed as efficient ways to make rare materials available, that frame is very different than if articles are suggesting that digitisation grants are an example of wasteful government spending.
3. From a strictly quantitative perspective, even counts of articles can give you some indication of impact based on frequency of mentions in the media.

12.2 Methods

The tools needed for content analysis operate at two levels: the tools needed to find the content, and the tools needed to analyse the content.

Content analysis can be applied to any kind of textual data, but in the case we were interested primarily in the content of news about the websites in which we are interested. There are several major sources of this data:

1. LexisNexis (www.lexisnexis.co.uk): Proprietary database of news (Nexis) and legal (Lexis) documents. Nexis provides full-text search abilities of a wide variety of news sources around the world. It also is quite easy to download the full text of your search results for analysis. The downside is that access is restricted by subscription, although many academic libraries have subscribed.
2. Google News (<http://news.google.com>): Free search of news from a large number of sources. The downside of Google News is that you cannot download complete results of searches for analysis, and the full text of articles may not be available to you for all results. This is because unlike Nexis, Google does not house the text of the article, but simply points to the source of the article, which may be on a subscription only site.
3. Google Blog Search (<http://blogsearch.google.com>): As blogs are an increasingly influential part of the alternative media, using Google Blog search can help you discover how the discourse about your subject area is being framed in the blogosphere. Google Blog search has the same limitations as Google News in terms of not being able to download full text results in a batch.

The next step of content analysis involves analysing the data. This can be simple or complex: for a small result set with few articles to code, it is possible to just code the themes of the articles manually using a word processor, spreadsheet, or small database. For larger projects, investing in a coding tool may be worthwhile. Several popular examples include:

1. QSR NVivo: <http://www.qsrinternational.com/>
2. maxQDA: <http://www.maxqda.com/>
3. Atlas.ti: <http://www.atlasti.com/>
4. Coding Analysis Toolkit (CAT): <http://cat.ucsur.pitt.edu/>

All of the kits have similar functionality, but quite different interfaces and conceptual models underpinning them. The preferred approach is very much a case of individual preference. Most offer online tutorials and free demo versions which make it possible to try out the software before buying the, often expensive, full versions.

For this project, we used QSR NVivo 8 to code the articles.

12.3 Results

The results for the content analysis were quite limited, as none of the resources had been discussed extensively in the media. This is likely to be true of mainly specialist digitised resources, which makes this particular method of somewhat limited value when trying to determine impacts. However, the exercise is still worth undertaking in an effort to determine how (or if) your research is being discussed in the media.

12.4 Nexis news media search

	On topic Articles	Total Hits
Histpop	5	5
19c BL Newspapers	17	104
BL Archival Sound Recordings	15	198
BOPCRIS 18c	13	39
Wellcome Medical Journals	6	13

Types of Content	N
Press releases	17
Passing mention of resource	16
Link to resource	10
News report	8
Feature story	4
Mentioned in commentary	3

The majority of news references to the five collections are either press releases (17) or simply a passing mention of (16) or link to (10) the collection. Notice in the tables above that the name of the resource clearly has an impact on the ability to discover news references to the collection. Histpop only had 5 on-topic articles, but those five were the complete set of articles returned by Nexis. The British Library collections, on the other hand, yield high numbers of false positives because of the similarity in the name of the digital collection to other collections at the library. So, for instance, the searches for materials related to the archival sounds digitisation also pulled up a large number of articles announcing the release of CD collections by the archive, which were not coded for our purposes. Likewise, the BL Newspapers pull up a great many references to 19th century newspapers in general that also mention the British Library's collection of newspapers (in paper form).

Relatively few of the news articles were from high impact sources. For instance, there were four *Guardian* articles and six *Times Higher Education Supplement* articles, but there were also quite a number from smaller circulation dailies in England, Scotland and, somewhat interestingly, Australia. The largest number of articles (n=8) were from *Information World Review*, a trade publication.

Histpop news titles

- 19th Century Britain Goes Online
- Histpop's View Of Britain's Past
- JISC Uploads 130 Years Of Census Reports
- Preserving 19th-Century British Library Newspapers
- State Of The Imperial Nation

BL Newspaper news titles

- An Archive As Gripping As It Is Good
- British concert history, the blessing and curse of ephemera
- For Future Reference
- History at the touch of a button
- Information With A Twist
- News from the 1800s on web
- Newspaper Archive Goes Live
- No News Like Old News
- Online sources help trace family
- Partnership boost to UK higher and further education
- Preserving 19th-century British Library newspapers
- Publishers in the News - November 16, 2007
- Read all about it The digitisation of the British Library's 19th-century newspaper collection is just the latest in a long line of exciting developments for HE
- Reference into the Future
- Rich resource of newspaper archives
- Unmissable Invite To Read All About It
- Yourlife Meet The Ancestors

BL ASR news titles

- Around Britain With A Fork
- British Library Digitises Sound Archive
- British Library Sound Archive Gets Digitized
- British Library's Blast From The Past
- History of recording waxes lyrical on-line
- Libraries unleashed
- No News Like Old News
- Partnership boost to UK higher and further education
- Preserving 19th-century British Library newspapers
- Prick up your ears
- Recollections of
- Sounds like ...
- The Guardian & Observer guides to Nature spotting part 1 animals Websites
- The web watcher
- Web site Of The Week

BOPCRIS news titles

- A challenge to Google
- Access to 18th century knowledge
- Business Diary
- Interviews Going against the grain

Janette Cochrane

New archive goes online

Parliamentary papers turned into digital heritage resource

Preserving 19th-century British Library newspapers

ProQuest partners with U.K. public sector to publish parliamentary papers

SirsiDynix Recognises Six Libraries for Building Better Communities

The Big Picture

The House is in bits

Three centuries of government

Wellcome Medical Journals Backfiles news titles

100 years of biosciences research captured in digital archive

Digi-data And All That Jazz

Free online access to nearly 200 years of medical research

Journals to go online

NLM announces international agreement to expand PubMed Central

Wellcome In The Changes

12.5 Google Blog search

Using Google's blog search capabilities yielded more targeted results.

Google Blog Search Summary (Data collected 03/09/08)

Project	Blog Posts
Histpop	51
19 C. BL Newspapers	35
BL Archival Sound Recordings	71
BOPCRIS 18c	8
Wellcome Medical Journals Backfiles	11

Individual project details follow.

12.5.1 Project 1 – Histpop

Searched for 'histpop': 27 results

[Histpop](#)

18 Jan 2008

The OHPR collection provides online access to the complete British population reports for Britain and Ireland from 1801 to 1937.

[Ferl Newsfeed - http://ferl.qia.org.uk](http://ferl.qia.org.uk)

[Histpop: The Online Historical Population Reports Website ...](#)

5 Nov 2007 by siobhaneaton

<http://www.histpop.org/ohpr/servlet/Show?page=Home>. This digital project provides access to all population reports for Britain, Ireland, Wales, and Scotland from 1801-1937. The collection includes reports from the census and registrar, ...

[A Guide to Digital Collections - http://digitalcollections.wordpress.com](http://digitalcollections.wordpress.com)

[Archival Sound Recordings](#)

18 Jun 2008 by kev brace

Online Historical Population Reports: <http://www.histpop.org/ohpr/servlet/> 18th Century Parliamentary Papers: <http://www.parl18c.soton.ac.uk/parl18c/digbib/home> JISC Digitisation programme : Spanning centuries, disciplines and sources, ...

[gabber - http://kev-brace.blogspot.com/](http://kev-brace.blogspot.com/)

[Histpop](#)

24 Feb 2007 by ANCIENT BRIT

... documents from The National Archives, critical essays and transcriptions of important legislation which provide an aid to understanding the context, content and creation of the collection.

<http://www.histpop.org.uk/ohpr/servlet/> ...

[Stormfront White Nationalist Community - http://www.stormfront.org/forum](http://www.stormfront.org/forum)

[Histpop - Online historical population report](#)

10 Jan 2007 by philipbradley

HISTPOP.ORG A few people have mentioned this, and it's interesting so... The Online Historical Population Reports (OHPR) collection provides online access to the complete British population reports for Britain and Ireland from 1801 to ...

[Phil Bradley's weblog - http://philbradley.typepad.com/phil_bradleys_weblog/](http://philbradley.typepad.com/phil_bradleys_weblog/)

[Histpop: Online Historical Population Reports The...](#)

23 Jan 2007 by mwhaley

Histpop: Online Historical Population Reports. The Online Historical Population Reports (OHPR) collection provides online access to the complete British population reports for Britain and Ireland from 1801 to 1937. ...

[Pensacola Junior College Library Blog - http://lrc.pjc.edu/blog/libraryblog.html](http://lrc.pjc.edu/blog/libraryblog.html)

[New Database: Histpop - The Online Historical Population Reports ...](#)

9 Jan 2007

From the **Histpop** web site: The Online Historical Population Reports (OHPR) collection provides online access to the complete British population reports for Britain and Ireland from 1801 to 1937. The collection goes far beyond the basic ...

[ResourceShelf - http://www.resourceshelf.com](http://www.resourceshelf.com)

[Histpop : online historical population reports](#)

15 Feb 2007

Histpop, the Online Historical Population Reports website, offers open access to full British population reports from 1801 to 1937, covering Britain and Ireland. As well as the basic population information, the collection has a large ...

[Latest Internet resources added to Intute:... - http://www.intute.ac.uk/artsandhumanities/latest...](http://www.intute.ac.uk/artsandhumanities/latest...)

[histpop](#)

23 Feb 2007

The OHPR website — **histpop** — is an online resource of almost 200000 pages of all the published population reports created by the Registrars-General of and its predecessors for England and Wales and for Scotland for the period 1801–1920, ...

[Latest Internet resources added to Intute:... - http://www.intute.ac.uk/socialsciences/latest.html](http://www.intute.ac.uk/socialsciences/latest.html)

[Histpop: The Online Historical Population Reports Website ...](#)

5 Nov 2007 by Waylon Webster

submitted by Waylon Webster. This digital project provides access to all population reports for Britain, Ireland, Wales, and Scotland from 1801-1937. The collection includes reports from the census and registrar, as well as maps, ...

[domainhg - http://domainhg.cn](http://domainhg.cn)

[Histpop](#)

21 Sep 2006 by Rob

Vicky is after a professional critique of the **histpop** website that she's doing some of the archiving work for (Correct me if I'm wrong and that's not what you do!). The website is still a beta version and is due to be fully operational ...

[Trust me... - http://robstacey.bluestitch.co.uk](http://robstacey.bluestitch.co.uk)

[JISC Digitisation Conference, Cardiff, 20–21 July 2007](#)

9 May 2008 by a.butterworth@jisc.ac.uk (amybutterworth)

Matthew Woollard identified success drivers for digitisation projects based on the experience of the Online Historical Population Reports project (**Histpop**), a project in the JISC Digitisation programme. He described how flexibility, ...

[JISC Publications Web Feed - http://www.jisc.ac.uk/rss_feeds/publications_web_feed.aspx](http://www.jisc.ac.uk/rss_feeds/publications_web_feed.aspx) -

[The changing face of Britain](#)

10 Jan 2007 by adunning

Online Historical Population Reports (OHPR) - or '**histpop**' - has just been made available by AHDS History. The website gives free online access for the first time to all British census reports from the nineteenth and early twentieth ...

[Arts and Humanities Data Service Blog - http://blogs.ahds.ac.uk](http://blogs.ahds.ac.uk)

[Season's Greetings](#)

12 Dec 2007

ID=1824 Under the banner of AHDS History, the UKDA is pleased to host the **histpop** web site. This web site is the public face of the three-year project called Online Historical Population Reports (OHPR) which was funded as part of the ...

[Economic and Social Data Service - http://www.esds.ac.uk/](http://www.esds.ac.uk/)

[JISC digitisation web sites get the once over from Netskills](#)

26 Jul 2006 by w.h.a.allen@newcastle.ac.uk

The OHPR demonstrator can be found at: <http://www.histpop.org/> Further information about the JISC digitisation programme can be found on the JISC web site:

http://www.jisc.ac.uk/digitisation_home.html The Netskills team who evaluated ...

[News from Netskills - http://www.netskills.ac.uk](http://www.netskills.ac.uk)

[Online Historical Population Reports](#)

22 Jan 2007 by thelibrarianinblack@gmail.com

Histpop.org online access to British population reports from 1801-1937, covering England, Wales, Scotland, and Ireland. Information in the reports includes population, economy, societal trends, medical trends, and more. ...

[LibrarianInBlack - http://librarianinblack.typepad.com/librarianinblack/](http://librarianinblack.typepad.com/librarianinblack/)

[Census 1801 to 1831 in England and Wales](#)

30 Mar 2006 by Hugh Watkins

Census schedules and listings, 1801—1831: an introduction and guide Richard Wall, Matthew Woollard and Beatrice Moring 2004 a big pdf of 151 pages

http://www.histpop.org.uk/pre41/listings_a.pdf.

[GENEALOGIE - http://hughw36.blogspot.com](http://hughw36.blogspot.com)

[Online Historical Population Reports](#)

13 May 2007 by Shirley

Online Historical Population Reports <http://www.histpop.org/ohpr/servlet/>. Hosted by the UK Data Archive at the University of Essex, the Online Historical Population Reports comprise a rather impressive set of historical data that ...

[Shirley's Alerts - http://shirley-alerts.blogspot.com/](http://shirley-alerts.blogspot.com/)

[Demographics](#)

16 Jan 2007 by neil mackie

HISTPOP. A very interesting site which allows you to view source material about British demographics, 1801-1937, read the front page blurb for the full introduction. Great for just a nose around probably only useful if a) you are used ...

[Island to Empire - http://nmackie.typepad.com/island_to_empire/](http://nmackie.typepad.com/island_to_empire/)

[Historical Population Reports for the United Kingdom](#)

2 Jul 2007 by Caitlin

Hosted by the University of Essex, **Histpop**, the online site for British historical reports is an impressive site with over 200000 pages of information relating to the British Isles from 1801 to 1937: The Online Historical Population ...

[Geo Lounge - http://geolounge.com](http://geolounge.com)

[JISC、1801年からの英国の人口統計資料をデジタル化](#)

22 Jan 2007 by chojo

英国情報システム合同委員会（JISC）がデジタル化した、1801年～1937年の英国の人口統計資料（人口センサス、戸籍登録など）を提供するウェブサイト“**Histpop**”（The Online Historical Population Reports Website）が、2007年1月に公開されています。 ...

[カレントアウェアネス-R - http://www.dap.ndl.go.jp/ca/modules/car/index.php](http://www.dap.ndl.go.jp/ca/modules/car/index.php)

Searched for “Online Historical Population Reports”: 31 results found, 24 displayed

[Histpop - The Online Historical Population Reports Website](#)

10 Jan 2007 by Peter

The **Online Historical Population Reports** collection provides online access to the complete British population reports for Britain and Ireland from 1801 to 1937.

[Peter Scott's Library Blog - http://xrefer.blogspot.com](http://xrefer.blogspot.com)

[Histpop: Online Historical Population Reports The...](#)

23 Jan 2007 by mwhaley

The **Online Historical Population Reports** (OHPR) collection provides online access to the complete British population reports for Britain and Ireland from 1801 to 1937. The collection goes far beyond the basic population reports with a ...

[Pensacola Junior College Library Blog - http://lrc.pjc.edu/blog/libraryblog.html](http://lrc.pjc.edu/blog/libraryblog.html)

[Histpop: The Online Historical Population Reports Website ...](#)

5 Nov 2007 by siobhaneaton

<http://www.histpop.org/ohpr/servlet/Show?page=Home>. This digital project provides access to all population reports for Britain, Ireland, Wales, and Scotland from 1801-1937. The collection includes reports from the census and registrar, ...

[A Guide to Digital Collections - http://digitalcollections.wordpress.com](http://digitalcollections.wordpress.com)

[Online Historical Population Reports](#)

22 Jan 2007 by thelibrarianinblack@gmail.com

Ah, historical population questions....my favorite! (not really). Histpop.org online access to British population reports from 1801-1937, covering England, Wales, Scotland, and Ireland. Information in the reports includes population, ...

[LibrarianInBlack - http://librarianinblack.typepad.com/librarianinblack/](http://librarianinblack.typepad.com/librarianinblack/)

[Histpop : online historical population reports](#)

15 Feb 2007

Histpop, the **Online Historical Population Reports** website, offers open access to full British population reports from 1801 to 1937, covering Britain and Ireland. As well as the basic population information, the collection has a large ...

[Latest Internet resources added to Intute:... - http://www.intute.ac.uk/artsandhumanities/latest...](http://www.intute.ac.uk/artsandhumanities/latest...)

[Online Historical Population Reports Project](#)

9 Feb 2006

Date added: 6/10/2005.

[SOSIG: What's New in Geography - http://www.sosig.ac.uk](http://www.sosig.ac.uk)

[Histpop: Online Historical Population Reports Website](#)

12 Feb 2007

Provides online access to the complete British population reports for Britain and Ireland from 1801 to 1937.

[Info To Go: Navigating the Internet - http://www.infotogo.com/](http://www.infotogo.com/)

[Histpop: The Online Historical Population Reports Website ...](#)

5 Nov 2007 by Waylon Webster

submitted by Waylon Webster. This digital project provides access to all population reports for Britain, Ireland, Wales, and Scotland from 1801-1937. The collection includes reports from the census and registrar, as well as maps, ...

[domainhg - http://domainhg.cn](http://domainhg.cn)

[SWOP meeting: "From Parliament Square to Holyrood – historical ...](#)

24 Jun 2008 by Jennie

"**Online Historical Population reports**" Matthew Woollard – Project Director, Online Historical Reports Project. "Digitisation of Parliamentary Texts at BOPCRIS" Dr Julian Ball, Project Manager, BOPCRIS; "ProQuest Parliamentary Papers" ...

[Jennie Law - http://jennielaw.blogspot.com/](http://jennielaw.blogspot.com/)

[Online Historical Population Reports](#)

13 May 2007 by Shirley

Hosted by the UK Data Archive at the University of Essex, the **Online Historical Population Reports** comprise a rather impressive set of historical data that should be of interest to historians, demographers, and anyone with an inkling to ...

[Shirley's Alerts - http://shirley-alerts.blogspot.com/](http://shirley-alerts.blogspot.com/)

[Historical Population Reports for the United Kingdom](#)

2 Jul 2007 by Caitlin

... of information relating to the British Isles from 1801 to 1937: The **Online Historical Population Reports** (OHPR) collection provides online access to the complete British population reports for Britain and Ireland from 1801 to [...]

[Geo Lounge - http://geolounge.com](http://geolounge.com)

[The changing face of Britain](#)

10 Jan 2007 by adunning

Online Historical Population Reports (OHPR) - or 'histpop' - has just been made available by AHDS History. The website gives free online access for the first time to all British census reports from the

nineteenth and early twentieth ...

[Arts and Humanities Data Service Blog - http://blogs.ahds.ac.uk](http://blogs.ahds.ac.uk)

[Digitisation Town Meeting: 2003-07 overview](#)

21 Apr 2006 by JISC

Online Historical Population Reports at Arts and Humanities Data Service (AHDS) History Putting you in touch with historical population data. This will deliver up to 200000 pages of all the published reports created by the ...

[JISC Digitisation Programme Blog - http://jiscdigitisation.typepad.com/jisc_digitisation_program/](http://jiscdigitisation.typepad.com/jisc_digitisation_program/)

[Archival Sound Recordings](#)

18 Jun 2008 by kev brace

Online Historical Population Reports: <http://www.histpop.org/ohpr/servlet/> 18th Century Parliamentary Papers: <http://www.parl18c.soton.ac.uk/parl18c/digbib/home> JISC Digitisation programme : Spanning centuries, disciplines and sources, ...

[gabber - http://kev-brace.blogspot.com/](http://kev-brace.blogspot.com/)

[Making digitised content available for searching and harvesting](#)

11 Feb 2008 by paul

... **Online historical population reports;** Portsmouth University: Historic boundaries of Britain; Pre-Raphaelite resource site; Scott Polar Research Institute: Freeze Frame – Historic polar images; The East London theatre archive ...

[paul walk's weblog - http://blog.paulwalk.net](http://blog.paulwalk.net)

[Engaging People with digital content](#)

18 Dec 2007 by Peter Findlay

... JISC-sponsored digitisation sites: the British Library 19th Century Newspapers, The Wellcome Institute Medical Back Files, the 18th Century British Parliamentary Papers, the **Online Historical Population Reports**, and Newsfilm Online. ...

[Archival Sounds - http://britishlibrary.typepad.co.uk/archival_sounds/](http://britishlibrary.typepad.co.uk/archival_sounds/)

[JISC digitisation programme - from cartoons to polar exploration](#)

26 Jan 2007 by sschmoller

... NewsFilm online;; **Online historical population reports;** Portsmouth University: Historic boundaries of Britain;; Pre-Raphaelite resource site;; Scott Polar Research Institute: Discovering the Poles – Historic polar images; ...

[Fortnightly Mailing - http://fm.schmoller.net/](http://fm.schmoller.net/)

[Season's Greetings](#)

12 Dec 2007

This web site is the public face of the three-year project called **Online Historical Population Reports** (OHPR) which was funded as part of the first JISC digitisation[13/9/2007]

[Economic and Social Data Service - http://www.esds.ac.uk/](http://www.esds.ac.uk/)

[Leisure & Tourism News - Week 06/11/07 - 12/11/07 New Government ...](#)

4 Feb 2008 by Christina White

... the UKDA is pleased to host the histpop web site. This web site is the public face of the three-year project called **Online Historical Population Reports** (OHPR) which was funded as part of the first JISC digitisation programme. ...

[Leisure & Tourism News - http://leisureandtourismatwrittle.blogspot.com/](http://leisureandtourismatwrittle.blogspot.com/)

[JISC Digitisation Conference, Cardiff, 20–21 July 2007](#)

9 May 2008 by a.butterworth@jisc.ac.uk (amybutterworth)

Matthew Woollard identified success drivers for digitisation projects based on the experience of the **Online Historical Population Reports** project (Histpop), a project in the JISC Digitisation programme. He described how flexibility, ...

[JISC Publications Web Feed - http://www.jisc.ac.uk/rss_feeds/publications_web_feed.aspx](http://www.jisc.ac.uk/rss_feeds/publications_web_feed.aspx) -

[New JISC Collections](#)

18 Jul 2006 by The Laughing Librarian

18th-Century Parliamentary Papers;; Archival Sound Collection (British Library);; 19th Century British Newspapers (British Library);; Medical Journals backfiles;; Newfilm Online (ITN, Reuters);;

Online Historical Population Reports. ...

[aRKive - http://reidkerrarkive.blogspot.com](http://reidkerrarkive.blogspot.com)

[イギリスの人口統計と歴史事件](#)

13 May 2007

イギリスの1801年から1937年までの人口統計と歴史資料を集めた「**Online Historical Population Reports**」のWebサイトが公開された。

<http://www.jiten.com/index.php?itemid=6110>

このサイトでは、単純な人口統計だけではなく、歴史的な事件などに関する ...

[世界メディア・ニュース - http://ameblo.jp/jiten4u/](http://ameblo.jp/jiten4u/)

[JISC、1801年からの英国の人口統計資料をデジタル化](#)

22 Jan 2007 by chojo

英国情報システム合同委員会（JISC）がデジタル化した、1801年～1937年の英国の人口統計資料（人口センサス、戸籍登録など）を提供するウェブサイト“Histpop”（The **Online Historical Population Reports Website**）が、2007年1月に公開されています。 ...

[カレントアウェアネス-R - http://www.dap.ndl.go.jp/ca/modules/car/index.php](http://www.dap.ndl.go.jp/ca/modules/car/index.php)

[Conoscenza e storia in digitale](#)

15 Jan 2007 by Marina Rossi

Si chiama Histpop, il nuovo progetto della **Online Historical Population Reports** che si concretizza in un archivio online che raccoglie i documenti ufficiali riguardanti la popolazione del Regno Unito tra il 1801 e il 1937. ...

[VisionBlog - http://www.visionblog.it](http://www.visionblog.it)

12.5.2 Project 2 – 19th Century British Library Newspapers

Searched for “British Library Newspapers” and ‘digital’: 38 results, 35 displayed

[LiFE² Case Studies - British Library Newspapers](#)

23 Jun 2008 by Owen Stephens and Damyanti Patel

They originally wanted to compare the **digital** collection with the analogue collection. However, because of access restrictions to the printed Burney Collection, they decided it wasn't a particularly good comparison. ...

[Overdue Ideas - http://www.meanboyfriend.com/overdue_ideas/](http://www.meanboyfriend.com/overdue_ideas/)

[British newspapers. London-ap\) december, - two british newspapers ...](#)

20 Aug 2008 by Davis

New **digital** archive collections purchased -- historical **british library newspapers** and th century uk periodicals th century **british library newspapers**:. Welsh & other british newspapers if you re yearning for the news back home, ...

[Redr - http://ly-redr-uy.blogspot.com/](http://ly-redr-uy.blogspot.com/)

[British newspapers. The th century british library newspapers ...](#)

20 Aug 2008 by Davis

19th century british newspapers () th century british periodicals **digital** archive (all jhu (incl international)) access world news (all us jhu. The library subscribes to a number of british and foreign newspapers holdings information is ...

[Redr - http://bc-redr-7e.blogspot.com/](http://bc-redr-7e.blogspot.com/)

[Times Digital Archives](#)

2 Jul 2008 by yplocalhistory

19th Century **British Library Newspapers** - This full-text, fully searchable **digital** archive includes 50 papers originating in England, Scotland and Ireland, carefully selected from the British Library and providing a broad yet detailed ...

[Yarra Plenty Genealogy - http://ypgenealogy.blogspot.com/](http://ypgenealogy.blogspot.com/)

[British newspapers online. British columbia newspapers; afro news ...](#)

25 Aug 2008 by gm10816zzashibis

To national, regional, and local th century british newspapers home; about us; jisc banding; catalogue of online resources th century **british library newspapers** this **digital**. Port phillip herald - online, free to search, subscription to ...

[family fun magazine - http://familyfunmagazine-kad2.blogspot.com/](http://familyfunmagazine-kad2.blogspot.com/)

[British newspapers. British columbia newspapers british columbia ...](#)

26 Aug 2008 by firmmsg10873

Information about the th century **british library newspapers** resource access info: connect to th century **british library newspapers**; on-campus?. Newspapers in the uk have bucked international growth trends to record sustained falls in ...

[vanity fair magazine - http://vanityfairmagazine-a55c.blogspot.com/](http://vanityfairmagazine-a55c.blogspot.com/)

[British Newspapers 1600 - 1900:](#)

19 Jun 2008 by admin

British Newspapers, 1600-1900 is a comprehensive **digital** historic newspaper archive. It provides access to historic newspapers, newsbooks, ephemera and national & regional papers from British Isles. This interface searches: 17th-18th ...

[Joyner Library Announcements - http://blog.lib.ecu.edu/announce](http://blog.lib.ecu.edu/announce)

[British Newspapers 1600-1900](#)

2 Jul 2008 by Web master

The most comprehensive **digital** historic newspaper archive, British Newspapers 1600-1900 searches the 17-18th Century Burney Collection Newspapers and the 19th Century **British Library Newspapers** to provide 3 million pages of historic ...

loganlibraries.org - <http://loganlibraries.org/>

[Gale Digital Collections, Free Webinars](#)

3 Apr 2008 by ellieheartlibraries

Unparalleled in depth and scope, **British Library Newspapers** consists of two major collections from the British Library which span 300 years of newspaper publishing in the UK: 17th and 18th Century Burney Collection Newspapers and 19th ...

[Library Professional Development](http://libprofdev.wordpress.com) - <http://libprofdev.wordpress.com>

[LIFE2 Conference - 23 June 2008](#)

1 Jul 2008 by lilyheart

JISC-LC Blue Ribbon Task Force on the economic sustainability of **digital** preservation Paul Ayris.

British Library Newspapers Case Study Richard Davies. SHERPA-LEAP Case Study Jacqueline Cooke.

SHERPA-DP Case Study Stephen Grace ...

[University of Melbourne Library Intelligencer](http://lilyheart.wordpress.com) - <http://lilyheart.wordpress.com>

[new e-resources](#)

11 Apr 2008 by swlibrarian

The present **digital** collection, that helps chart the development of the concept of 'news' and 'newspapers' and the "free press", totals almost 1 million pages and contains approximately 1270 titles. Many of the Burney newspapers are ...

[Journalism Research Gateway](http://jusc.wordpress.com) - <http://jusc.wordpress.com>

[Conference posts](#)

27 Jun 2008 by Richard Davies

British Library Newspapers Case Study (Richard Davies). SHERPA-LEAP Case Study (Jacqueline Cooke). SHERPA-DP Case Study (Stephen Grace). Research Data Costs (Neil Beagrie). Q & A for Case Studies. Panel discussion - Costing **Digital** ...

[LIFE Project Blog](http://www.life.ac.uk/blog) - <http://www.life.ac.uk/blog>

[Historic Newspaper Database Trials](#)

23 Apr 2008 by juskjoan

19th Century **British Library Newspapers Digital** Archive

(<http://infotrac.galegroup.com/itweb/isu2441?db=BNCN>). This database indexes more than 50 national and local newspapers from England, Scotland, and Ireland and contains more than ...

[Library News](http://libpublic2.eol.isu.edu/blogs/ln/wordpress) - <http://libpublic2.eol.isu.edu/blogs/ln/wordpress>

[Diddums, then](#)

6 May 2008 by Poor Potheary

Feeling in a competitive mood, I had a look in another of the Exeter Library databases, 19th Century **British Library Newspapers**, which led to a peculiar poem called "Babies' Trains" in the Manchester Times, Saturday, February 23, 1884, ...

[JSBlog](http://segalbooks.blogspot.com/) - <http://segalbooks.blogspot.com/>

[300 Years of the British Press Goes Digital - Gale and the British ...](#)

10 Jan 2008 by Ann Ruppenthal

8, 2008 – With the release of **British Library Newspapers**, a new online database featuring three centuries of historic newspapers from Britain and Ireland, Gale "extends its leadership in **digital** publishing and research worldwide," ...

[Press Room](http://pressroom.gale.com/) - <http://pressroom.gale.com/>

[National Library Week...](#)

14 Apr 2008 by Melba Tomeo

... Greenwood **Digital** Collection and a daily raffle for \$500 worth of free books! Gale is providing free access to these databases for National Library Week: Academic OneFile, Biography Resource Center, **British Library Newspapers**, ...

[Cites & Bytes @ Bailey](http://baileylibrary.blogspot.com/) - <http://baileylibrary.blogspot.com/>

[New Full Text Historical Newspapers](#)

6 Feb 2008 by stonecarver

The Times **Digital** Archive 1785 - 1985 - 17th and 18th Century Burney Collection - 19th Century **British Library Newspapers** - The Economist Historical Archive 1843-2003 - Nineteenth Century US Newspapers.

[New @ UMC Library - http://blog.lib.umn.edu/jamcarls/umclibrary/](http://blog.lib.umn.edu/jamcarls/umclibrary/)

[Variety of New E-Resources](#)

28 Mar 2008 by University of Minnesota Law Library

CIS Congressional Hearings **Digital** Collection Retrospective A (added to LexisNexis Congressional). Gale - newspaper archives 17th and 18th Century Burney Collection. 19th Century **British Library Newspapers**. British Newspapers 1600-1900 ...

[LexLibris - http://blog.lib.umn.edu/lawlib/lexlibris/](http://blog.lib.umn.edu/lawlib/lexlibris/)

[Free digitised British newspapers access 1600-1900](#)

25 Mar 2008 by Chris Paton

The recent access to the 19th C **British Library Newspapers** Collection announced on this site has now ended, but there is access to an even bigger free trial to 17th, 18th and 19th Century British and Irish newspapers (including the 19th ...

[Scottish Genealogy News and Events - http://scottishancestry.blogspot.com/](http://scottishancestry.blogspot.com/)

[Improved Access to Newspaper Articles](#)

4 Apr 2008 by Glasgow School of Art Library

Finally we've added a link to 19th Century **British Library Newspapers** from the Herald in the Library Catalogue. This database is available to all GSA students and staff through an Athens account, and provides full-text articles from the ...

[Glasgow School of Art Library and Archive News - http://gsalibnews.blogspot.com/](http://gsalibnews.blogspot.com/)

[New E-resources at the U of M Libraries](#)

10 Mar 2008 by Timothy Cronin

CIS Congressional Hearings **Digital** Collection Retrospective A (added to LexisNexis Congressional). <http://www.lib.umn.edu/site/moreinfo.phtml?id=2363>. Gale - newspaper archives. 17th and 18th Century Burney Collection: ...

[News from the Libraries - http://blog.lib.umn.edu/lib-web/news/](http://blog.lib.umn.edu/lib-web/news/)

[19th Century British Library Newspapers](#)

9 Jan 2008 by George Wade

When used in conjunction with the Times **Digital** Archive, the Wellesley Index to Victorian Periodicals, Literature Online etc. it opens up the 19th Century for future generations in a way never before so easily accessible. How to find? ...

[Library News for Aces - http://shu-lits-isacesteam.blogspot.com/](http://shu-lits-isacesteam.blogspot.com/)

[British 19th century newspapers go digital](#)

24 Oct 2007 by European Journalism Centre

The **British Library Newspapers** website contains searchable text from 46 regional newspapers from around the UK, dating back to 1800. The online **digital** archive will be available free to lecturers and students in higher and further ...

[EJC - Media News - http://www.ejc.net/media_news/](http://www.ejc.net/media_news/)

[Briefs from The British Library: New 19th century British Library ...](#)

23 Oct 2007 by resourcesshelf

The British Library, in partnership with JISC (Joint Information Systems Committee) and Gale/Cengage Learning, today launches its 19th century **British Library Newspapers** website. The UK's Further and Higher Education communities will ...

[ResourceShelf - http://www.resourcesshelf.com](http://www.resourcesshelf.com)

[19th Century British Library Newspapers](#)

15 Dec 2007 by urbanora

So, a wonderful resource, and probably just a little bit annoying to anyone not in UK higher and further education or without easy access to the British Library. There are rumours however of Gale (the company behind the Times **Digital ...**

[The Bioscope - http://bioscopic.wordpress.com](http://bioscopic.wordpress.com)

[Hold the front page!](#)

24 Oct 2007 by Thatsnews

It is anticipated that the newspaper publishers will follow the lead of the London Times and invest in the technology needed to create their own **digital** archives. The 19th century **British Library Newspapers** website's initial one million ...

[That's Education - http://thatseducation.blogspot.com/](http://thatseducation.blogspot.com/)

[Nineteenth Century British Library Newspapers](#)

9 Dec 2007 by Philip Abela

19th Century **British Library Newspapers** is a searchable online collection of 48 national and regional newspapers, selected by a British Library editorial board to represent nineteenth century Britain. 19th Century **British Library ...**

[History - http://blogs.library.auckland.ac.nz/history/Default.aspx](http://blogs.library.auckland.ac.nz/history/Default.aspx)

[February Special on Crime and Criminals](#)

6 Feb 2008 by Family Tree Forum

Various newspaper transcripts List of Victorian Illustrated Newspapers and Journals in **British Library Newspapers** Collection **Digital** Archives of The Guardian and Observer Newspapers The Times Newspaper **Digital** Archives ...

[Family Tree Forum - http://www.familytreeforum.com](http://www.familytreeforum.com)

[Burney 17 and 18th Century newspapers purchased](#)

21 Jan 2008 by Tina Bebbington

17th and 19th Century Burney Collection Newspapers: Part of the **British Library Newspapers** collection, 17th and 18th Century Burney Collection Newspapers is a full-text, fully searchable **digital** archive of nearly 1270 newspapers and ...

[History Librarian's Blog - http://gateway.uvic.ca/blogs/history/](http://gateway.uvic.ca/blogs/history/)

[links for 2007-10-23](#)

23 Oct 2007 by Alistair

Surprised they have gone ahead with this - "The **British Library Newspapers** Website, managed by Gale, will be launched on 22 October 2007, with 1000000 pages of content available for use by the FE and HE community in the United Kingdom" ...

[Alistair Brown - http://www.alistair-brown.co.uk](http://www.alistair-brown.co.uk)

[16 دروس](#)

19 Apr 2008 by universityp

19th Century **British Library Newspapers** (19th century) 19th Century UK Periodicals (19th century) AZ Database of Latin Dictionaries ABELL Annual Bibliography of English Language and Literature (1920 -) ABLEDATA ...

[ریت عم یاهه آگشن اد دروس - http://universityp.blogfa.com/](http://universityp.blogfa.com/)

[Links for 24-10-2007](#)

23 Oct 2007 by Paul Raven

10 - 19th century newspapers go **digital**. "The **British Library Newspapers** website ... contains searchable text from 46 regional newspapers from around the UK, dating back to 1800." (tags: UK media **digital** archive newspaper library)

[Velcro City Tourist Board - http://www.velcro-city.co.uk](http://www.velcro-city.co.uk)

[NewsFeed 6th November 2007](#)

6 Nov 2007 by Hugh Dailly

JISC Invitation to Tender 2: Access Management Federation Access Providers Launch of the **British Library Newspapers** Website JISC Legal: Access to Personal Information **Digital** Images in Education: new book from the JISC Collections ...

[RSC NewsFeed - http://scottish-rscs.org.uk/newsfeed](http://scottish-rscs.org.uk/newsfeed)

[do it yourself dormers](#)

26 Feb 2007 by rmelorsor

Selections from di it yourself dormers the Archives New Zealand **Digital** do itr yourself dormers Library Contents do it uyourself dormers and Users A Note on the ground that defendant's copying of plaintiff's material for a do it ...

[Welcome to my blog! - http://twalemerkuu.blogspot.com/index.html](http://twalemerkuu.blogspot.com/index.html)

[Guardian: 19th century newspapers go digital](#)

28 Oct 2007 by Marcin Dabrowski

The **British Library Newspapers** website, launched in partnership with the Joint Information Systems Committee (JISC), contains searchable text from 46 regional newspapers from around the UK, dating back to 1800.

<http://e-edukacja.blogspot.com...> - <http://e-edukacja.blogspot.com/>

12.5.3 Project 3 – British Library Archival Sound Recordings

Searched for 'British Library Archival Sound Recordings':
16 results

Related Blogs: [Archival Sounds - http://britishlibrary.typepad.co.uk/archival_sounds/](http://britishlibrary.typepad.co.uk/archival_sounds/)

[project launch: british library archival sound recordings](#)

26 Sep 2006 by admin

launched today at the british library, a massive digitisation programme by the british library and jisc makes 3900 hours of historic sound recordings available to students, researchers and academics....

[JISC Digitisation - http://involve.jisc.ac.uk/wpmu/digitisation/](http://involve.jisc.ac.uk/wpmu/digitisation/)

[new resource: british library archival sound recordings](#)

21 Nov 2007 by eservices

the **british library archival sound recordings** collection brings together 12000 selected recordings of music, spoken word, and human and natural environments. these recordings can be played on the site (either using the built-in player ...

[Untitled - http://eservices.wordpress.com/](http://eservices.wordpress.com/)

[british library : archival sound recordings](#)

23 Jul 2007

'**british library archival sound recordings**' is a free website that allows authorised access to "12000 selected recordings of music, spoken word, and human and natural environments". recordings are drawn from the 3.5-million item british ...

[Latest Internet resources added to Intute:... - http://www.intute.ac.uk/artsandhumanities/latest...](http://www.intute.ac.uk/artsandhumanities/latest...)

[access to the british library archival sound recordings](#)

11 Feb 2008 by The Learning Curve Staff

central college staff and students now have access to the **british library archival sound recordings** through athena. this is an extensive collection of recordings of music, debates, literature, drama, environmental sounds and cultural ...

[News from The Learning Curve, Central College - http://learningcurvecc.blogspot.com/](http://learningcurvecc.blogspot.com/)

[british library archival sound recordings](#)

26 Jul 2007 by ahniwa

the british library has made available an archival collection of sound recordings that allow users to "explore 12000 selected recordings of music, spoken word, and human and natural environments." unfortunately, you can't listen to them ...

[ahniwa de montréal - http://ahniwa.com/blog/](http://ahniwa.com/blog/)

[LiveSerials: Large-scale digitisation: the £22 million JISC ...](#)

8 Apr 2008 by Nicola Osborne

British Library Archival Sound Recordings - a panel of users helped select items to archive to around 3000 hours. British Newspapers 1800-1900 - expert panel selected items; Newfilm Online - this is the only phase 1 project not to have ...

[LiveSerials - http://liveserials.blogspot.com/](http://liveserials.blogspot.com/) - [References](#)

[Market Place, Wednesday 16th July 2008 : JISC Innovation Forum 2008](#)

16 Jul 2008 by Hector Peebles

There are, however, some fascinating noises emanating from the table of **British Library Archival Sound Recordings 2**, writes Sam Jordison. Advertising itself as 'a slice of the world's rich audio heritage at your fingertips', ...

[JISC Innovation Forum 2008 - http://jif08.jiscinvolve.org/](http://jif08.jiscinvolve.org/)

[british library - archival sound recordings](#)

17 Sep 2007 by admin

“archival sound recordings” is a jisc funded project to make the british library’s sound archives available to he/ fe. you can search the archive here: archival sound recordings home page. the meta data follows a subset of the dublin ...

[crisap database project - http://lcc.yeekingbrain.net/wordpress/](http://lcc.yeekingbrain.net/wordpress/)

[british library archival sound recordings](#)

5 Oct 2006 by The Phantom Engineer

off the record, on the qt, and very hush-hush... this site was launched at the end of last month but i haven't heard anything about it from the usual (reliable) sources. there does seem to be some teething problems, like the athens ...

[arkive - http://reidkerrarkive.blogspot.com/](http://reidkerrarkive.blogspot.com/)

[new resource: british library archival sound recordings](#)

4 May 2007

the database allows free access to 12000 recordings from the british library's sound archives collection. accessible on and off-campus via www.tees.ac.uk/lis/online.

[University of Teesside, Library and Information... - http://www.tees.ac.uk/lis/news/](http://www.tees.ac.uk/lis/news/)

[JUSTINSTEPHENS.info: London Olympics 2012 : The Logo's Creator](#)

12 Jul 2008 by Justin Stephens aka 'Nugget'

Take a trip to the **British Library Archival Sound Recordings**, and you will find an audio interview with the man himself. Wally Olins [WO] born London 19 December 1930. Father Alfred Olins; Mother Rachel Muskowicz, both born in London in ...

[JUSTINSTEPHENS.info - http://justinstephens.blogspot.com/](http://justinstephens.blogspot.com/) - [References](#)

[archival audio recordings](#)

23 Aug 2007 by James Clay

a new source of music and audio recordings which can be used for educational purposes is the **british library archival sound recordings**. the archival sound recordings service is the result of a two-year development project to increase ...

[e-Learning Stuff - http://elearningstuff.wordpress.com/](http://elearningstuff.wordpress.com/)

[new music eresource](#)

14 Feb 2007 by Hannah Young

the **british library archival sound recordings** gives uk higher and further education staff and students free access to over 12000 recordings (3900 hours). it includes: 400 popular music tracks (mostly british bands from the 1930s to ...

[Library News - http://solentlibrarynews.blogspot.com/](http://solentlibrarynews.blogspot.com/)

[jisc digitisation programme - from cartoons to polar exploration](#)

26 Jan 2007 by sschmoller

... british governance in the 20th century: cabinet papers, 1914-1975;; british library 19th century newspapers;; **british library archival sound recordings** project;; british newspapers 1620-1900;; digitising five centuries of uk life; ...

[Fortnightly Mailing - http://fm.schmoller.net/](http://fm.schmoller.net/)

[beethoven's birthday : december 17](#)

17 Dec 2007 by SURIMOUNT

catalogue of titles of beethoven's works: performances of works by beethoven in mp3 and midi formats at logos virtual library. the **british library archival sound recordings** online audio service includes. 100 years of string quartets ...

[Role Models and Inspiring Lives - http://surirolemodels.blogspot.com/](http://surirolemodels.blogspot.com/)

[general stuff discussions: an interesting article.](#)

27 Jun 2008

take a trip to the **british library archival sound recordings**, and you will find an audio interview with the man himself. wally olins [wo] born london 19 december 1930. father alfred olins; mother rachel muskowicz, both born in london in ...

[Black Metal UK Forums - http://www.blackmetal.co.uk/](http://www.blackmetal.co.uk/)

**Searched for "British Library Sound Archive" and 'digitisation': 20 results, 6 displayed
*to eliminate results involving digital audio technology involved in recording sound**

[Archival Sound Recordings](#)

18 Jun 2008 by kev brace

In our recent online conference we enlisted the help of Ginevra House from the Archival Sound Recordings. They provide free online access to music, spoken word and environmental sounds from the **British Library Sound Archive**. ...

[gabber - http://kev-brace.blogspot.com/](http://kev-brace.blogspot.com/)

[Event: Unlocking Audio: Sharing Experience of Mass Digitisation](#)

26 Apr 2007 by Jill Hurst-Wahl

The Centre contains the technical department of the **British Library Sound Archive** and includes 10 new soundproof transfer studios, a recording studio, a small workshop and laboratory. ...

Technorati tag: **Digitization**.

[Digitization 101 - http://hurstassociates.blogspot.com/](http://hurstassociates.blogspot.com/)

[Workshop: Audiovisual Preservation for Culture, Heritage and ...](#)

20 Jul 2006 by Jill Hurst-Wahl

Welcome and Introduction - KDCS; Basic facts about audiovisual materials - BBC; Lessons to be learnt from major film and video **digitisation** projects - BUFVC; Digital Audiovisual Preservation: AHDS - Arts and Humanities Data Service ...

[Digitization 101 - http://hurstassociates.blogspot.com](http://hurstassociates.blogspot.com/)

[Event: Unlocking Audio conference London 26-27 October 2007](#)

13 Jun 2007 by ranantoinettepmm

The Centre contains the technical department of the **British Library Sound Archive** and includes 10 new soundproof transfer studios, a recording studio, a small workshop and laboratory. Call for papers Offers of papers are invited on the ...

[Blog about Antoinette - http://ranantoinettepmm.wordpress.com](http://ranantoinettepmm.wordpress.com)

[Release The Music](#)

13 Nov 2006 by shane

Because of the inadequacy of existing provisions in copyright law, the **British Library Sound Archive**, one of the largest such archives in the world, is unable to **digitise** sound recordings still under copyright without seeking individual ...

[Shane Richmond - http://www.shanerichmond.net](http://www.shanerichmond.net)

[Cylinder Preservation and Digitization Project](#)

3 Feb 2007 by libby

While looking for stuff of interest on Sophie Tucker I found the most amazing thing: The Cylinder Preservation and **Digitization** Project at UC Santa Barbara. They have MP3s/bit-wavs available of old cylinder recordings of music, humor, ...

[living in the past - http://living-inthepast.blogspot.com/index.html](http://living-inthepast.blogspot.com/index.html)

Updated data collected 27/10/08

Searched for: <http://sounds.bl.uk>

49 results:

[Archival Sound Recordings in Action - Reviving the Lost Music of ...](#)

16 Oct 2008 by Peter Findlay

In 1967, the central government of Uganda abolished the historic Bantu kingdoms that had for centuries formed the regional administrations of the country. Out went the kingdoms, out went the kings, and out with them went generations of ...

[Archival Sounds - http://britishlibrary.typepad.co.uk/archival_sounds/](http://britishlibrary.typepad.co.uk/archival_sounds/)

[upcoming conferences and cfp iii](#)

26 Sep 2008 by Colin71

unlocking audio 2: connecting with listeners 16 & 17 march 2009 british library conference centre, london unlocking audio 2: connecting with listeners is an international conference marking the end of the second phase of the british ...

[Interesting Music Stuff - http://interestingmusicstuff.blogspot.com/](http://interestingmusicstuff.blogspot.com/)

[a new authentication system for archival sound recordings](#)

23 Sep 2008 by Peter Findlay

on august 1 this year, the login system for archival sound recordings migrated to a new authentication platform called shibboleth. user access to all jisc-funded digitisation portals is now regulated through shibboleth. ...

[Archival Sounds - http://britishlibrary.typepad.co.uk/archival_sounds/](http://britishlibrary.typepad.co.uk/archival_sounds/)

[Escaping Google: a case study from Joseph Priestley College](#)

18 Sep 2008 by Peter Findlay

Last winter, the Archival Sound Recordings team were involved in a programme run by the Quality Improvement Agency to create a series of digital learning packages using online multi-media resources. The programme brought together FE ...

[Archival Sounds - http://britishlibrary.typepad.co.uk/archival_sounds/](http://britishlibrary.typepad.co.uk/archival_sounds/)

[Archival Sound Recordings Service](#)

22 Jul 2008 by University of Greenwich Library News

We now have access to a new resource - the British Library's Archival Sound Recordings website which provides UK Higher and Further Education staff and students free access to over 12000 recordings (3900 hours). ...

[University of Greenwich Information &... - http://uoglibrary.blogspot.com/](http://uoglibrary.blogspot.com/)

[Digital views](#)

11 Jul 2008 by Peter Findlay

I read in today's Guardian that a government-commissioned report on youth violence is due to be published on Monday. It proposes that parents should be more responsible for controlling the bad behaviour or their children. ...

[Archival Sounds - http://britishlibrary.typepad.co.uk/archival_sounds/](http://britishlibrary.typepad.co.uk/archival_sounds/) - [References](#)

[moe diddley](#)

4 Jul 2008 by DoughH

sorry for the no posts, the last thing i want to do in my spare time is sit at the computer. i've been sorting out my art archives, scraping off the rat shit and putting everything in strict chronological order. pictures to follow. ...

[dough On The Go! - http://dougharvey.blogspot.com/](http://dougharvey.blogspot.com/)

[archival sound recordings](#)

18 Jun 2008 by kev brace

in our recent online conference we enlisted the help of ginevra house from the archival sound recordings. they provide free online access to music, spoken word and environmental sounds from the british library sound archive. ...

[gabber - http://kev-brace.blogspot.com/](http://kev-brace.blogspot.com/)

[recording of the month competition](#)

16 Jun 2008 by Peter Findlay

win a £20 book token in our new recording of the month competition. to nominate your favourite recording, send an email to asr@bl.uk with a link to the recording and 50 words on why you love it. one recording will be selected every ...

[Archival Sounds - http://britishlibrary.typepad.co.uk/archival_sounds/](http://britishlibrary.typepad.co.uk/archival_sounds/)

[The National Gallery Photographic Portrait Prize 2008 is now open ...](#)

25 May 2008 by Point-and-Shoot

Last year's winner: Joseline Ingabire with her daughter Leah Batamuliza, Rwanda from the series Intended Consequences: Mothers of Genocide, Children of Rape by Jonathan Torgovnik © the artist The international prize, now sponsored by ...

[POINT & SHOOT - http://www.point-and-shoot.net/](http://www.point-and-shoot.net/)

[JISC Digitisation Conference, Cardiff, 20–21 July 2007](#)

9 May 2008 by a.butterworth@jisc.ac.uk (amybutterworth)

Version 1.1, March 2008. Spanning centuries, disciplines and sources, the JISC series of pioneering digitisation projects is unlocking a wealth of unique, hard-to-access material from the 16th century to the present day, ...

[JISC Publications Web Feed - http://www.jisc.ac.uk/rss_feeds/publications_web_feed.aspx](http://www.jisc.ac.uk/rss_feeds/publications_web_feed.aspx) - [References](#)

[Humphrey Lyttelton, in memoriam](#)

9 May 2008 by Peter Findlay

In his later years, Humphrey Lyttelton was probably best known as the impossibly dry compère of BBC Radio 4's comedy panel game I'm Sorry I Haven't A Clue, and for his jazz programme on BBC Radio 2. But many will also have known him as ...

[Archival Sounds - http://britishlibrary.typepad.co.uk/archival_sounds/](http://britishlibrary.typepad.co.uk/archival_sounds/)

[Educational Remix - Samples Library](#)

6 Apr 2008 by ajh59

Just over a year ago now, I mentioned in a post on The Future of Music that Nine Inch Nails appeared to have got into the habit of releasing versions of their songs as free Garageband 'source' files. Just recently, Radiohead have ...

[OUseful Info - http://blogs.open.ac.uk/Maths/ajh59/](http://blogs.open.ac.uk/Maths/ajh59/) - [References](#)

[mick jagger and the jesuit: fr. thomas corbishley, sj](#)

4 Apr 2008 by Joseph Fromm

shine a light by john mulderig catholic news service (<http://www.catholicnews.com/>) new york (cns) -- veteran rockers the rolling stones perform some of their most familiar songs as well as lesser-known original numbers and cover ...

[Good Jesuit, Bad Jesuit - http://goodjesuitbadjesuit.blogspot.com/](http://goodjesuitbadjesuit.blogspot.com/)

[engaging with the user community: a case study at city university](#)

26 Mar 2008 by Peter Findlay

digitising recordings and making them available online is only the first step in making a useful resource for education. understanding how these recording can be used in the classroom is key to making sure people get the most from the ...

[Archival Sounds - http://britishlibrary.typepad.co.uk/archival_sounds/](http://britishlibrary.typepad.co.uk/archival_sounds/)

[The Diamond Anniversary of Stereo](#)

29 Feb 2008 by Peter Findlay

This year is the 75th anniversary of the first stereophonic discs, which were recorded and cut by Alan Blumlein of EMI studios in England in 1933. The recordings were of Blumlein and his fellow engineers talking to each other while ...

[Archival Sounds - http://britishlibrary.typepad.co.uk/archival_sounds/](http://britishlibrary.typepad.co.uk/archival_sounds/)

[british library's archival sound recordings](#)

18 Feb 2008 by Mary Burslem

the british library's archival sound recordings is a jisc funded project to make selected material from the sound archive available online to higher and further education institutions. the project will be holding a user community event ...

[Intute: Arts and Humanities Blog - http://www.intute.ac.uk/artsandhumanities/blog/](http://www.intute.ac.uk/artsandhumanities/blog/)

[A Wellcome Addition](#)

14 Feb 2008 by Peter Findlay

Recently, the Archival Sound Recordings site launched two new collections: Records and Record Players and Scientists' Lives. The bulk of our initial offering in Scientists' Lives is taken up with an oral history of the Medical Research ...

[Archival Sounds - http://britishlibrary.typepad.co.uk/archival_sounds/](http://britishlibrary.typepad.co.uk/archival_sounds/)

[Death of Cyprian Ekwensi](#)

1 Feb 2008 by Peter Findlay

Cyprian Ekwensi was one of the foremost Nigerian writers of the 20th century, and is correspondingly well represented in the African Writers' Club collection on ASR. He died of an undisclosed ailment on 4 November 2007, ...

[Archival Sounds - http://britishlibrary.typepad.co.uk/archival_sounds/](http://britishlibrary.typepad.co.uk/archival_sounds/)

[british library archival sound recordings - content updated](#)

21 Jan 2008 by eservices

additional sound recordings are now available for streaming and download in the british library archival sound recordings collection. details of the expanded collection can be found here: <http://sounds.bl.uk/default.aspx>.

[Untitled - http://eservices.wordpress.com/](http://eservices.wordpress.com/)

[the secret history of the african writers' club](#)

7 Dec 2007 by Peter Findlay

on our content information pages, we describe the african writers' club recordings as "invaluable to students of african studies, and in particular to students of the rich vein of creative writing in africa in the middle of the 20th ...

[Archival Sounds - http://britishlibrary.typepad.co.uk/archival_sounds/](http://britishlibrary.typepad.co.uk/archival_sounds/)

[a visit from a playwright](#)

28 Nov 2007 by Peter Findlay

the archival sound recordings team was recently graced by a visit from ismail choonara, one of whose plays, 'cages', is featured in the african writers' club section of the site. ismail didn't know that a recording of the play even ...

[Archival Sounds - http://britishlibrary.typepad.co.uk/archival_sounds/](http://britishlibrary.typepad.co.uk/archival_sounds/)

[archival sound recordings in house of lords exhibition](#)

23 Nov 2007 by Peter Findlay

for the next two months, the archival sound recording service will be on display in the house of lords library. in the first such exhibition to be held there, asr is joined by two more of the british library's flagship digital projects, ...

[Archival Sounds - http://britishlibrary.typepad.co.uk/archival_sounds/](http://britishlibrary.typepad.co.uk/archival_sounds/)

[hold the front page - 19th century newspapers resource launched](#)

15 Nov 2007 by p.pothen@jisc.ac.uk (philippothén)

new resource offers one million pages from forty-six 19th century newspapers to unlock a rich seam of hidden treasures. jisc and the british library, in partnership with gale/cengage learning, have launched their 19th century british ...

[JISC News Web Feed - http://www.jisc.ac.uk/rss_feeds/news_web_feed.aspx](http://www.jisc.ac.uk/rss_feeds/news_web_feed.aspx) - [References](#)

[sharing content](#)

17 Oct 2007 by Peter Findlay

at the bottom of every item page on the asr site is a clickable box containing the words view full

metadata. it's possible that even experienced users of the site haven't noticed this, and still more possible that they've noticed it, ...

[Archival Sounds - http://britishlibrary.typepad.co.uk/archival_sounds/](http://britishlibrary.typepad.co.uk/archival_sounds/)

[out of africa](#)

9 Oct 2007 by Peter Findlay

listening to the recordings in the african writers club section of the asr site, one is struck by the fact that they come from a distinctly different era. most of the recordings were made in the 60s and early 70s, but it almost feels as ...

[Archival Sounds - http://britishlibrary.typepad.co.uk/archival_sounds/](http://britishlibrary.typepad.co.uk/archival_sounds/)

[Fog warning](#)

27 Sep 2007 by Peter Findlay

To kick this blog off I thought I would listen to a sound recording on the Archival Sound Recordings website for inspiration. I chanced upon a soundscape by Bruce Davis (part of a series called Soundscapes of Canada) which explores ...

[Archival Sounds - http://britishlibrary.typepad.co.uk/archival_sounds/](http://britishlibrary.typepad.co.uk/archival_sounds/)

[Lifehacker Tip: "Where the Web Archives Are"](#)

27 Aug 2007 by ruth

Today's lifehacker feed features some links and clues to "where the Web archives are" — or, those "intriguing resources on the Web... that in the past, could only be found by making appointments in dusty libraries." Dusty libraries? ...

[The Utopian Library - http://utopianlibrary.wordpress.com](http://utopianlibrary.wordpress.com)

[Where the Web Archives Are](#)

27 Aug 2007 by Wendy Boswell

Some of the most intriguing resources on the web are located in archives—compilations of data that in the past, could only be found by making appointments in dusty libraries. Today, I'm going to take you on a quick tour through some of ...

[Lifehacker: Free - http://lifehacker.com/tag/free](http://lifehacker.com/tag/free) - [References](#)

[archival audio recordings](#)

23 Aug 2007 by James Clay

a new source of music and audio recordings which can be used for educational purposes is the british library archival sound recordings. the archival sound recordings service is the result of a two-year development project to increase ...

[e-Learning Stuff - http://elearningstuff.wordpress.com/](http://elearningstuff.wordpress.com/)

[Embedding audio into PowerPoint presentations](#)

22 Aug 2007 by James Clay

If you have created a PowerPoint presentation and added some audio files, say an audio track or a recording from the British Library Archival Sound Recordings collection you may find when you upload the presentation to a website or your ...

[e-Learning Stuff - http://elearningstuff.wordpress.com](http://elearningstuff.wordpress.com/)

[podcasting and audio in the social sciences](#)

6 Aug 2007 by Paul Ayres

in a recent article for aliss quarterly, the journal of the association of librarians and information professionals in the social sciences, i set out a few thoughts on the state of podcasting and audio in the social sciences. ...

[Intute: Social Sciences Blog - http://www.intute.ac.uk/socialsciences/blog/](http://www.intute.ac.uk/socialsciences/blog/) - [References](#)

[British Library Archival Sound Recordings](#)

26 Jul 2007 by ahniwa

The British Library has made available an archival collection of sound recordings that allow users to "explore 12000 selected recordings of music, spoken word, and human and natural environments."

Unfortunately, you can't listen to them ...

[ahniwa de montréal - http://ahniwa.com/blog](http://ahniwa.com/blog)

[oral history of british photography now online](#)

21 Jul 2007 by site admin

the british library has placed the (complete?) oral history of british photography online, for free to those in higher education. audio files only, it seems, with no searchable transcriptions yet. let's hope a 'google speech' launches ...

[D'log :: blogging non-stop since 2000 - http://www.d-log.info/](http://www.d-log.info/)

[unlocking audio: sharing experience of mass digitisation](#)

30 May 2007 by xcia0069

the british library is hosting a conference on a topic which there is increasing digitisation interest, such as the bl's own archival sound recordings project. according to the project blurb: "unlocking audio is an international ...

[Available Online - http://availableonline.wordpress.com/](http://availableonline.wordpress.com/)

[Old School Ties](#)

13 May 2007 by Les

My old school in Scotland, Aberdeen Grammar School, is celebrating its 750th anniversary year in 2007. Wikipedia has a good entry on the school and its history. The exact date of the schools founding is unknown, however research done to ...

[snafu - http://www.leshall.com/snafu](http://www.leshall.com/snafu)

[British Library focuses on Web 2.0](#)

26 Apr 2007 by xcia0069

Lynne Brindley, Chief Executive of the British Library, gave a talk last night as part of the University College London's 21st Century Curation series. She had some good points about what makes a 21st-century digital library, ...

[Available Online - http://availableonline.wordpress.com](http://availableonline.wordpress.com)

[Simon Mwansa Kapwepwe](#)

19 Apr 2007

BY CYNDI GREENING, GILBERT, ARIZONA – According to the CIA Factbook, "The territory of Northern Rhodesia was administered by the [British] South Africa Company from 1891 until it was taken over by the UK in 1923. ...

[Voice of an African Nation - http://www.filmzambia.com/africanvoice/](http://www.filmzambia.com/africanvoice/)

["Ra Ra Rasputin, Russia's Greatest Love Machine"](#)

27 Feb 2007 by John Angliss

I must recommend the British Library's pop collection for anyone with an Athens login. Notable absences include the Spice Girls, Garbage, Blur and Oasis (!), the Stranglers, the Monkees... I'm sure you can think of some more, ...

[You see, it is simply a very young boy's... - http://jangliss.livejournal.com/](http://jangliss.livejournal.com/)

[Apple, Cisco settle iPhone spat; Latest Copyright World](#)

22 Feb 2007 by Jeremy

The highly-publicised dispute between US techno-giants Apple and Cisco over the right to use the word iPhone has reportedly been settled, according to the New York Times. Apple had announced plans to use the name for a multimedia device ...

[IPKat—IP news and fun for everyone - http://ipkitten.blogspot.com/index.html](http://ipkitten.blogspot.com/index.html) - [References](#)

[Archival Sound Recordings, British Library](#)

1 Dec 2006 by chiu longina

<http://sounds.bl.uk/Default.aspx>. RESTRICTED ACCESS!! About the Archival Sound Recordings Project. The British Library's Archival Sound Recordings website gives UK Higher and Further Education staff and students free access to over ...

[../mediateletipos\)\)\) - http://www.mediateletipos.net](http://www.mediateletipos.net)

[british library sound archive](#)

21 Nov 2006 by Malcolm Taggart

the british library, in association with jisc, is in the process of launching its archival sound recordings service, which is free to members of the uk he and fe community. access will be via athens id, once the home institution has ...

[JIBS User Group News - http://jibsnews.blogspot.com/](http://jibsnews.blogspot.com/)

[Archival Sound Recordings](#)

16 Nov 2006 by Glasgow School of Art Library

Archival Sound Recordings makes audio files from the British Library's Sound Archive available via Athens. The Art and Design interviews strand includes interviews with artists, designers and architects, including Corinne Day, ...

[Glasgow School of Art Library : Fine Art... - http://gsaartdesign.blogspot.com/index.html](http://gsaartdesign.blogspot.com/index.html)

[geluidsarchiveringsproject british library](#)

11 Oct 2006 by Laurent Meese

de british library heeft een geluidsdatabank van 3.900 uur online gezet. het gaat om unieke collecties oorspronkelijk geluidsmateriaal dat 'schoongemaakt' en veilig gedigitaliseerd werd door memnon audio archiving services, gevestigd in ...

[Bibliothecaris in Blog - http://bibman.blogspot.com/](http://bibman.blogspot.com/)

[intute: social sciences podcast 001](#)

5 Oct 2006 by Paul Ayres

listen to the programme (9 mins, 4.5 mb). welcome to the first intute: social sciences podcast. each programme features social science related information news, an interview with a social science information provider and a selection of ...

[Social Sciences Blog - http://www.intute.ac.uk/socialsciences/blog/](http://www.intute.ac.uk/socialsciences/blog/)

[Archival Sounds Recordings. La British Library en colaboración con ...](#)

2 Oct 2006

Archival Sounds Recordings. La British Library en colaboración con JISC (the Joint Information Systems Committee) ha lanzado una web con 4.000 horas de sonidos históricos. Por motivos de Copyright los archivos sonoros sólo están ...

[Archivistica.net - http://archivistica.blogspot.com](http://archivistica.blogspot.com)

[Archival Sound Recordings - British Library](#)

26 Sep 2006 by Peter

The British Library's Archival Sound Recordings website gives UK Higher and Further Education staff and students free access to over 12000 recordings.

[Peter Scott's Library Blog - http://xrefer.blogspot.com](http://xrefer.blogspot.com)

[JISC and British Library launch online sound archive](#)

26 Sep 2006 by Iain Wallace

Today David is attending the launch of the new British Library online sound archive. The archive is freely available to the UK further and higher education community via the ATHENS authentication system. ...

[Spoken Word Services - http://www.spokenword.ac.uk/spokenwordmatters/](http://www.spokenword.ac.uk/spokenwordmatters/)

12.5.4 Project 4 – BOPCRIS: 18th Century Official Parliamentary Publications Portal

Searched for 'Bopcris' and "18th Century Parliamentary Publications": 8 results

[JISC Digitisation Conference, Cardiff, 20–21 July 2007](#)

9 May 2008 by a.butterworth@jisc.ac.uk (amybutterworth)

ProQuest is pleased to be in partnership with JISC and the Bodleian Library on a Phase 2 Digitisation project and is negotiating with University of Southampton on a partnership to host the **18th-Century Parliamentary Papers**. ...

[JISC Publications Web Feed - http://www.jisc.ac.uk/rss_feeds/publications_web_feed.aspx - References](#)

[18th Century parliamentary publications project](#)

24 Mar 2007 by Peter

"Launched on March 23 2007 at the House of Commons, the **BOPCRIS 18th Century parliamentary publications** project (based at the University of Southampton) provides the Uk academic community with access to 1400 volumes of core **18th century** ...

[Peter Scott's Library Blog - http://xrefer.blogspot.com](#)

[18th Century official parliamentary publications portal 1688-1834](#)

3 Apr 2007

This website provides free access to a wealth of Uk official **publications** for staff and students of UK academic institutions. It contains a large collection of **18th Century British Parliamentary publications** including **parliamentary** ...

[Latest Internet resources added to Intute:... - http://www.intute.ac.uk/socialsciences/latest.html](#)

[Project launch: 18th century Parliamentary papers project](#)

26 Mar 2007 by michelle

A project which has applied 21st **Century** technology to the digitisation of rare and delicate **18th Century parliamentary** papers was launched on Friday 23 March at an event at the House of Commons. The **18th Century Parliamentary Papers** ...

[JISC Digitisation - http://involve.jisc.ac.uk/wpmu/digitisation](#)

[A century of parliamentary papers made available online: 18th ...](#)

20 Nov 2007 by Brian Mitchell

Through an initial grant from the JISC, the Eighteenth **Century Parliamentary Papers** has been digitised by **BOPCRIS**. ProQuest through this partnership, will provide an interface for this content and make this important dataset completely ...

[JIBS User Group News - http://jibsnews.blogspot.com/](#)

[From scandal to empire: the 18th Century uncovered](#)

23 Mar 2007 by philippothen

Paul Seaward, director of the History of **Parliament** Trust said: '**BOPCRIS**'s digitisation of the proceedings of the **18th Century** Parliaments re pres ents an enormously valuable resource for students of politics, society and culture in the ...

[JISC News Web Feed - http://www.jisc.ac.uk/rss_feeds/news_web_feed.aspx](#)

[BOPCRIS](#)

19 Oct 2005 by Abbie Bradfield Mulvihill

Here is where you can search or browse **BOPCRIS**. Click here to see an example of one of the scanned documents available through the search. You can also search or browse the **18th century British Parliamentary Papers** Digitisation Project ...

[AbsTracked - http://abstracked.blogspot.com](#)

[Alliance Second Life Library one of Six Sirsi-Dynix Building ...](#)

24 Jun 2007 by Lorelei

BOPCRIS Project, University of Southampton Library – Launched on March 23, 2007, at the House of Commons, the **BOPCRIS 18th-century parliamentary publications** project (based at the University

of Southampton) provides the UK academic ...

infoisland.org - <http://infoisland.org>

12.5.5 Project 5 – Wellcome Medical Journals Backfiles

Searched for “Medical Journals Backfiles”: 11 results

[Launch of the Medical Journals Backfiles Digitisation Project](#)

11 May 2006 by Peter Suber

Today the Wellcome Trust officially launched its **Medical Journals Backfiles** Digitisation Project, which it first announced in June 2004. JISC, one of the project partners, describes the project in a press release issued today. Excerpt: ...

[Open Access News - http://www.earlham.edu/~peters/fos/fosblog.html](http://www.earlham.edu/~peters/fos/fosblog.html)

[Digitisation Town Meeting: 2003-07 overview](#)

21 Apr 2006 by JISC

The **Medical Journals Backfiles** catalogues entire runs going back 120 years, including the influential British Medical Journal. The Biochemical Journal was launched last month and, prior to the launch, with no publicity at all, ...

[JISC Digitisation Programme Blog - http://jiscdigitisation.typepad.com/jisc_digitisation_program/](http://jiscdigitisation.typepad.com/jisc_digitisation_program/)

[Medical Journals Backfiles Digitisation Project](#)

15 May 2006 by The Krafty Librarian

Upon completion, the **Medical Journals Backfiles** Digitisation Project will deliver over three million pages of medical journals to PubMed Central, and will be searchable through PubMed and Google.

[The Krafty Librarian - http://kraftylibrarian.blogspot.com](http://kraftylibrarian.blogspot.com)

[Free digitization of medical journal backfiles](#)

15 Sep 2005 by Peter Suber

The **Medical journals backfiles** digitization project is approaching completion (first blogged here 6/28/04) but still has funding to digitize additional journals. If a journal consents to participate, then the full-back run would become ...

[Technology Blog - http://technology.foundnews.com](http://technology.foundnews.com)

[A corpus-based approach to finding happiness](#)

12 May 2006 by gary

On completion, the **Medical Journals Backfiles** Digitisation Project will deliver over three million pages of medical journals to PubMed Central, the US National Institutes of Health (NIH) full-text, life sciences repository." ...

[ResourceShelf - http://www.resourceshelf.com](http://www.resourceshelf.com)

[Robert Kiley presentation on backfiles digitization and OA](#)

14 Apr 2006 by William

Below are the text of selected slides from "**Medical Journals Backfiles** Digitisation Project & open access," a presentation by Robert Kiley, Head e-strategy, Wellcome Library, Wellcome Trust, at the 29th UKSG Annual Conference: ...

[Issues in Scholarly Communication - Georgia... -](#)

<http://www.library.gsu.edu/news/index.asp?typeID=62>

[100 Years of Biochemistry Journal](#)

23 Feb 2006 by Emily Alling

Digitisation of the journal is part of a major collaborative programme of digitisation called the '**Medical journals backfiles** digitisation project', a partnership between JISC, the Wellcome Trust and the US National Library of Medicine ...

[Biochemistry - http://scilibupdate-biochem.blogspot.com](http://scilibupdate-biochem.blogspot.com)

["Publication costs are just another research cost"](#)

4 Apr 2006 by Charlie Rapple

Robert Kiley, Wellcome Trust -- **Medical Journals Backfiles** Digitisation Project & open access Project funded by JISC, Wellcome. Supported by several major publishers, and digitisation being carried out by National Library of Medicine. ...

[LiveSerials - http://liveserials.blogspot.com](http://liveserials.blogspot.com)

[JISC Inform 17](#)

18 Jul 2007 by amybutterworth

Medical Journals Backfiles Free access to the best in medical publications – past, present and future; Archival Sound Recordings at the British Library A slice of the world's rich audio heritage at your fingertips ...

[JISC Publications Web Feed - http://www.jisc.ac.uk/rss_feeds/publications_web_feed.aspx](http://www.jisc.ac.uk/rss_feeds/publications_web_feed.aspx)

[New JISC Collections](#)

18 Jul 2006 by The Laughing Librarian

18th-Century Parliamentary Papers;; Archival Sound Collection (British Library);; 19th Century British Newspapers (British Library);; **Medical Journals backfiles**;; Newsfilm Online (ITN, Reuters);; Online Historical Population Reports. ...

[aRKive - http://reidkerrarkive.blogspot.com](http://reidkerrarkive.blogspot.com)

[LER: História da Medicina no Wellcome](#)

25 Nov 2005 by José Pedro Sousa Dias

Medical journals backfiles digitisation project. Projecto do Wellcome Trust em colaboração com o Joint Information Systems Committee (JISC) ea National Library of Medicine (NLM). Visa disponibilizar colecções inteiras desde o início da ...

[Viridarium - http://viridarium.blogspot.com](http://viridarium.blogspot.com)

12.6 Conclusion

One lesson to take from the above data is that targeting blog authors may be a more efficient way to spread the word about a new digital resource than relying on traditional media press releases and articles. Certainly, in all cases except BOPCRIS, there were more mentions of the resources in the blogosphere than in the mainstream media. Histpop is particularly well represented in the blogosphere, and both British Library collections are well represented in both on blogs and in the mainstream media. Other projects could make additional efforts to get their collections noticed by the mainstream and alternative media, which in turn will drive new users and new types of users to explore the collections.

12.7 Related readings

- Macaes, S & Lewis LS. (2003). A content analysis of direct-to-consumer (DTC) prescription drug web sites, *Journal of Advertising* 32 (4), pp 43-56
- McMillan S.J (2000) The microscope and the moving target: The challenge of applying content analysis to the World Wide Web, *Journalism & Mass Communication Quarterly*, 77 (1), pp 80-98 (also in <http://web.utk.edu/~sjmcmill/Research/research.htm>).
- Okazaki, S & Rivas, A. A. (2002). A content analysis of multinationals' Web communication strategies: Cross-cultural research framework and pre-testing, *Internet Research: Electronic Networking Applications And Policy*, 12 (5), pp. 380-390.
- Papacharissi, Z. (2002). The self online: The utility of personal home pages, *Journal of Broadcasting & Electronic Media*, 46(3), pp. 346-368.
- Weare, C & Lin, W.Y. (2000) Content analysis of the World Wide Web - Opportunities and challenges, *Social Science Computer Review* ,18(3), pp. 272-292.
- Weaver, David A., and Bruce Bimber. 2008. "Finding News Stories: A Comparison of Searches Using Lexis Nexis and Google News." *Journalism & Mass Communication Quarterly* 85, no. 3: 515-530
- Zinkhan, G. M., Kwak, H., Morrison M. & Peters, C.O. (2003) Web-based chatting: Consumer communication in cyberspace, *Journal of Consumer Psychology* 13 (1-2), pp. 17-27.

13 Interview Report

13.1 Introduction

An interview is a conversation in which the interviewer questions the interviewee in order to gain information. Interviews can be formal or informal, structured or unstructured. They can be conducted one-to-one or in groups, face to face or by telephone.

Interviews are a very common research tool in the social sciences, and as such, attract a great deal of commentary and discussion. You can find out more about these in the 'Related readings' section below. Interviews allow you to gather a wide range of open-ended, qualitative data. They can provide information about people's motivations, feelings, attitudes, and what they remember.

Interviews were a vital part of our project to investigate the usage and impact of digitised resources. They provided rich qualitative data about each of the individual projects, about key stakeholders, and end users. We used a variety of face-to-face and phone interviews. Some interviews were conducted one-to-one; others were conducted in small groups. Our strategy was to make our interviewees feel as relaxed as possible.

13.2 Methodology

Our goal in conducting interviews for this project was to enrich our understanding of each of our five target projects; to discover what each project felt the usage and impact of their resource to be; and whether this had changed during the course of the project or subsequently; to understand more about how these resources were being used by subject specialists, students and other stakeholders; and to find out more about the relationship between resources, their funders, and end users.

In order to achieve this, we set out to interview the following groups:

1. Key project personnel. These interviews were designed to elicit:
 - a. The intended user audience, and the types of uses envisaged
 - b. How the resources were 'marketed' and disseminated
 - c. 'Choice points' in the design of the collection, and the results of these choices
 - d. To what extent the projects are part of a larger resource network
2. Related but non included institutional personnel: To the extent possible, we interviewed people who curate the paper or other non-digital resources that preceded the digitisation project to assess the ways in which the non-digital resources were utilised, and how these non-digital resources have been affected by the digitisation project.
3. End-user communities, focusing on:
 - a. Site discovery methods
 - b. Their pre-digitisation practices for finding and accessing these or similar materials
 - c. Their post-digitisation changes in practice
 - d. Incentives for use of the digitised resources
 - e. The importance of the site's resources in their overall ecology of information
4. Subject specialists: To gather evidence of the awareness of the existence of the digitised resources, and their expert opinions of the resource
5. Other stakeholders: These were identified via a snowball technique of asking each person interviewed to name other interested persons, and through suggestions from project personnel. Due to the nature of our research at the OII, we felt it important to interview subject librarians in order to find out their opinions of the resources, and the kinds of queries they field related to such resources.

6. Funding personnel: We interviewed JISC personnel to ask many of the same questions as asked of the projects, but focused on strategies of access to determine how policy level concerns are reflected at the project implementation level

35 interviews were completed in the course of this project. All interviews were recorded using a digital recorder and are being transcribed for further academic analysis.

13.2.1 Interview guide

There were several versions of the question guide, depending on the role of the person being interviewed: project staff, faculty, users, librarians, and funders. All the various versions of the interview guides are available on: <http://microsites.oii.ox.ac.uk/tidsr/kb/33/how-do-i-conduct-interview>. Below is the interview guide for project staff:

Interview questions: Project Managers and other project staff

1. Introduction
 - a. What is your position and how long have you been in it?
 - b. What is your background? What field or fields did you study, and what sorts of jobs have you held? (Probe to find out if background is primarily technical, primarily humanities, primarily collections, or something else)
 - c. What contact did you have with the resource pre-digitisation?
 - d. (Possible follow up question – how did you come to be associated with the project?)
 - e. Can you give a brief description of the project?
2. Organization
 - a. How many people worked on the project?
 - b. What were their roles?
 - c. Were any of these roles newly created in response to this digitisation project?
 - d. Were any staff re-assigned from traditional roles to work on the digitisation project? What sort of positions were they previously filling?
 - e. Have the roles of those responsible for the physical collection changed at all now that the collection is digitised?
3. Purpose of the project
 - a. What were the main goals of the project? (Access, conservation etc.)
 - b. Were there any special considerations to be taken into account? (Fragility of material/Reproduction of image or sound files)
 - c. How much influence did you have on the design and planning of the collections?
4. Community
 - a. Do you see this project as being related to other digitisation projects/developments in digital resources? If so, which?
 - b. Have you been contacted by other digitisation projects (established or potential)?
 - c. Was your project modelled on any other digitisation project/digital resource?
5. Planning and execution of the project
 - a. How did you initially envision the project?
 - b. How did the finished project compare to those original ideas?
 - c. At what stages did major changes occur?
 - d. How did those changes come about?
 - e. Who was involved in deciding to change?
 - f. Were there any disagreements?
 - g. How do the tools fit into the wider landscape of similar tools?
 - h. Have any changes come about from people outside the organization?
6. Audience and access
 - a. Who were your intended audiences when you began this collection?

- b. Can you describe the ways in which people may have accessed these resources before the digitisation project?
 - c. To what extent do you feel you have reached your intended audiences?
 - d. As you know, we are interested in measuring impact. What types of potential impacts on your institution, on your users, on the scholarly community, on the world at large, or on any group or activity you would identify as important are of most interest to you?
 - e. Do you currently have any way of measuring that? If so, how, or if not, how would you like to be able to measure it?
 - f. What measures do you regularly track? How often do you do this? Who is involved in analysing those reports or data? Can you show them to me?
7. How users use the tools
- a. How do users decide to use the tool?
 - b. What processes do they follow?
 - c. Who actually does the work at various stages?
 - d. What sort of scholarly questions are these tools best suited for?
8. Users
- a. What do you know about the use of the collections?
 - b. How many users of the resources are there?
 - c. What sorts of users do they have? (Academic? Non-academic?)
 - d. How do they find out about the digitised resources?
 - e. Do they actively recruit new users?
 - f. How much does it cost new users (in money, time, equipment) to start using the tools?
 - g. Do you interact with the users?
 - i. How? How often?
 - h. What kind of feedback do you get from users? Has this changed during the lifetime of the resource?
 - i. Do you keep track of them / in touch with them? If so, how?
 - j. May we contact some of them?
9. Marketing and dissemination
- a. How was the project marketed / disseminated? (Paper, conferences, events?)
 - b. What kind of response did you have to the marketing campaign?
 - c. How much influence did project staff have on marketing decisions?
 - d. Do you feel these marketing strategies reached your target users?
10. Transformations
- a. Has digitisation created research questions that could not be asked?
 - b. Have there been unexpected innovations in how these tools are used?
 - c. Do you know of any specific examples of new types of research being done using your collection?
 - d. What are the short term benefits of the digitised resources?
 - e. What are the potential long term benefits of the digitised resources?
 - f. Any examples of things they hadn't foreseen?
 - g. Are there questions that used to be common that these tools make less common or irrelevant?
 - h. Where do you see this project moving in the future? (further funding/agenda?)
 - i. What are the key challenges to achieving this?
 - j. Is there funding to sustain the collection over time? What sorts of resources are required to sustain it?
11. Intellectual Property
- a. How has this project been affected by intellectual property issues?

- b. What are the main legal issues around this from your point of view?
 - c. Do you know do other tools address the IP issue?
 - d. Do you know how do other users address the IP issue?
 - e. Any legal / ethical issues?
12. Experience of digitisation/lessons learned
- a. Are there any interesting use cases that stand out in your mind?
 - b. Are there any interesting collections that stand out?
 - c. Have you had any big surprises along the way?
 - d. Beyond your specific project, what are the main impacts you think the various digitisation efforts will have, and who will be most affected?
13. Follow up questions
- a. Who else would be valuable to talk to for additional perspectives?
 - b. Who are/were the key people connected to this project?
 - c. Are there other aspects of your work that you think I've missed and should know about?

Interview questions: Resource Users

1. Finding and using the resource
 - How did you find out about the resource?
 - Do you think this is an easy resource to find?
 - How did you use the resource?
 - Do you think this is an easy resource to use?
 - Did you know about the original (analogue) resource? Have you used this?
 - Have you passed on the details of this resource to anyone else?
2. Have you used any other digital resources in your current research?
 - If yes, which?
 - If not, why not?
3. Do you think that digital resources offer anything different to the original materials?
 - Specifically, have they allowed you to do anything with your scholarship you could not have done otherwise?
4. Have you completed a piece of work (published or otherwise) based on your use of this resource?
 - How did you cite the resource?
5. Do you have any feedback based on your experience of the site?
6. Any other comments?

None of the interview guides were prescriptive; interviewers were able to pursue interesting lines of questioning that arose during the course of the interview and follow paths of potential interest.

13.3 Results

While the interviews mainly allowed the researchers on this project to build a more comprehensive understanding of the context within which the overall impact of the projects can be understood, there are a number of specific quotes from the interviews which are instructive by themselves. As mentioned, project personnel were asked about planned uses and impacts, and their perception of the success of the project. The following quotes illustrate these issues.

13.3.1 Importance of close contact with users when developing a project

Example 1, Matthew Woollard, Project Director, Histpop:

'At the time [of the bid], I was working in the History department... I wrote a paragraph [supporting the bid]... then applied for the job [of leading the digitisation project]... My interest in this came from a historian's point of view, who had been using this material for

some time in my own academic work, and so the vision... was to produce something that would be usable by me... The whole of the original project, I was the user, and obviously it was designed for many others but my first critical feeling was, why don't you design a site that would do everything that I want it to do... It [then] went through a number of refinements during the design process... The whole of this is designed so that it does the things that I want it to do... and things that I think it should do, and when we had users come in to look at the various demonstrators that we had produced, in most cases I was right... I wanted good quality images, I wanted easy navigation, I wanted things that had been designed in a scholarly fashion.'

Example 2, Steering Committee member, 19th Century British Library Newspapers:

'The British Library... made an arbitrary decision just to confine themselves to digitising the holdings that happened to be in Colindale, and those themselves are some arbitrary selection of all the serial titles that the British Library holds and there's a very odd line that was drawn between what counts as a newspaper historically, 100 years ago, so there were lots of specialist titles included in the Colindale collection because they were more like magazines, not newspapers at all... so there was this long list of very variegated titles and we had to make some executive decisions and a certain amount of consultation.'

13.3.2 Digitised Projects and lack of contact with custodians of original collections

Sound Archive Curators, British Library Archival Sounds:

'We don't have, or at least I don't have, any user evaluation data about who's using the ASR site, my colleagues might, but I don't think we've been given yet any figures even, let alone any more targeted information about who's actually going onto the site to use the collections that have been digitised... I could give you some impressionistic feedback, but we don't know, and that 's been one of my main criticisms of the project is that despite the fact that we're now in Phase 2, there's still insufficient user information as far as I can tell.'

When asked what kind of information would be useful: 'Numbers, purposes of use, how long people are on the site for, what they're going into, how much stuff is being downloaded, what are they doing with it afterwards... Some of it is just stats, which I cannot understand... why we can't be supplied with that information.'

13.3.3 Discrepancy between intended usage and perceived success

Wellcome Medical Backfiles project staff:

'We did have a selection criteria [for the journals], a key one being are they of interest to the research community, predominantly the medical historian research community... although we had to demonstrate that it wouldn't just be of interest to some academics, it would also be of interest to practicing researchers, you know, biomedical researchers... So we found some examples which demonstrate how sometimes medical practice hadn't changed that much, but it was published in the 1940s perhaps but it wasn't available online.'

'They were the obvious goals, which were to provide access to what we deemed historically significant biomedical journals... and to ensure they could be readily found.'

'Statistics are available at the individual journal level... I think realistically, on the whole, it does seem to be the more recent stuff which experiences the heavier downloads. If you just... took a snapshot... I suspect most of those would be relatively recent articles rather than old ones.'

13.3.4 Project impacts revealed through interviews with users

Quality of undergraduate dissertation work improved by early contact with digitised primary sources

A lecturer in Historical Geography at King's College, London reported that he had used Histpop in both second and third year undergraduate courses in Urban Historical Geography, allowing students access and freedom to explore primary sources at this stage of their undergraduate careers. This, he said, led to several Final Year dissertations of high quality, which he said were enhanced by early access to primary sources. 'I think [the students scored so well]... Because they had already been used to dealing with historical documents...using Histpop as a teaching tool fed into those particular dissertations.'

'Histpop made it possible to do a completely different project [at undergraduate level]... It allows them to start using primary sources and do some basic research, which otherwise they wouldn't be able to do.'

'You tend to get a very big spread of marks in this kind of coursework... It sorts out the really good students from the weaker ones.'

He also stated that setting up undergraduate courses that make use of (easily accessible) digitised primary resources counters the plagiarism issue. 'There's a plagiarism problem with coursework, and getting them to use primary documents [means] there's no chance that they can plagiarise. That was a consideration.'

Type of research being presented at conferences

Conference paper submissions contain increasingly quantitative (digital) data: 'You do feel the ground shifting...'

Organiser of a large annual conference, who said 'I had 500 paper proposals and you did feel just from those paper proposals that a lot more people than had previously been doing so were working on sources that came straight out of these databases and were doing searches and making generalisations... I'm not entirely happy about this... You do feel the ground shifting... I think the place where you see it is that people make generalisations based on global searches and therefore they're citing quantitative measures.'

Types of research being attempted

Quantitative research projects are being piloted with digital data with mixed results

'With digital resources it should be much easier to do this; because of keyword searching, you don't have to browse through every issue. But what I'm finding now is that keyword searching is... unreliable.'

We spoke to a researcher at the University of Oxford, who has recently embarked upon a project looking at popular protest in a major city over two centuries, using the C19th British Library Newspapers as a key resource. The researcher explained that such studies have been common before digitised newspapers were available, and have generally covered a 50 year period, say 1945-95. The researcher's new project took a more ambitious scope, using the British Library Newspapers to open up the entire C19th for similar research. (S)he said 'With digital resources it should be much easier to do this; because of keyword searching, you don't have to browse through every issue. But what I'm finding now is that keyword searching is... unreliable. For example, if you search for 'riot', you get a lot of 'nots'. It may not be possible to use keyword searching... There are too many false positives, and false negatives. Digital will still be better than using microfilm... but it still won't be as

powerful as I'd hoped. I'll have to truncate the time period – I really had been ambitious going for two centuries, but now I think it'll be about 50 years.'

Archival Sounds: New possibilities for serendipitous research

Changing access to resources encourages new discoveries: 'What I've found most enjoyable... is the serendipity'

A musicologist stated that 'what I've found most enjoyable... is the serendipity, the serendipitous nature of [the resource]. I didn't have a clue about some of these African music recordings and I found some wonderful stuff, I found a whole series of radio programmes I didn't know existed, and a genre of music - Jazz from Soweto - that I didn't know existed. That was a great moment... Dipping in and out of things... That's impossible [with the Sound Archive]... You have to know exactly what you want because somebody has got to go and get it for you.'

Impact of Digital Resources on Ease and Patterns of Research

A major impact of digitised historical resources is the convenience of access: '[Before digitisation]... It would have taken me years'

Patterns of research are changing: 'There are days when I spend most of the day looking at digitised resources'

An important aspect of the impact of digitised scholarly resources in History is the ease with which digital resources can be accessed. I think this should not be underestimated. Many of the academics we spoke to cited this as the biggest impact on their research. One parliamentary historian told me, 'There are days when I spend most of the day looking at digitised resources... I can probably work through most of the material for this project in this [one] year of leave that I have, there is no way I could have done that before... it would have taken me years'.

13.4 Conclusions

Only tentative conclusions regarding the interview data are possible at this time. Further analysis awaits the final transcribing of the interviews, which will take several months beyond the end of the project. Once that data is available, it will be analysed and published, including a report on the project website.

In the meantime, however, it is clear from the interviews that this is considerable enthusiasm for digitisation in general within the humanities, but that there is also still a lack of clear understanding of ways in which these efforts will be transformative of the types of research that is published.

In terms of the five projects, one major theme that comes up time and again is the concern for the long term support for the resource. Since considerable effort has been expended digitising these resources, their maintenance and expansion is crucial. However, many expressed concern that there were not many clear paths to sustaining the resources in the long run.

13.5 Related readings

Interviews: Methodology

Berg, B. (2001). *Qualitative research methods for the social sciences*, Allyn & Bacon.

Briggs, C. (1986). *Learning how to ask: A sociolinguistic appraisal of the role of the interview in social science research*, Cambridge University Press.

Foddy, W. (1994). *Constructing questions for interviews and questionnaires: theory and practice in social research*, Cambridge University Press.

Gubrium, J. and J. Holstein (2001). *Handbook of interview research: Context & method*, Sage.

- Kvale, S. (1983). 'The qualitative research interview', *Journal of phenomenological psychology* 14(1): 171-196.
- Mays, N. and C. Pope (1995). 'Qualitative research: rigour and qualitative research', *British Medical Journal* 311(6997): 109-112.
- Meho, L. I. (2006). 'E-mail Interviewing in Qualitative Research: A Methodological Discussion', *Journal of the American Society for Information Science and Technology* 57(10): 1284-1295.
- Merton, R. K. (1987). 'The focused interview and focus groups: Continuities and discontinuities.' *Public Opinion Quarterly*: 550-566.
- Merton, R. K., M. Fiske and P. L. Kendall (1990). *The Focused Interview: A manual of problems and procedures*, Free Press.
- Ritchie, J. and J. Lewis (2003). *Qualitative research practice: a guide for social science students and researchers*, Sage.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*, Teachers College Press.
- Silverman, D. (2004). *Qualitative research: Theory, method and practice*, Sage.

Online interviews

- Bampton, R. and Cowton, C. J. (2002) 'The E-Interview', *Forum: Qualitative Social Research* 3:2
<http://www.qualitative-research.net/fqs-texte/2-02/2-02bamptoncowton-e.htm>
- Chen, P. and Hinton, S.M. (1999) 'Real time Interviewing Using the World Wide Web'. *Sociological Research Online*, 4 (3). <http://ideas.repec.org/a/sro/srosro/1999-57-3.html>
- Davis, M., Bolding, G., Hart, G., Sherr, L., & Elford, J. (2004). 'Reflecting on the experience of interviewing online: Perspectives from the Internet and HIV study in London', *AIDS Care*, 16, 944-952.
- Illingworth, N. (2001) 'The Internet matters: exploring the use of the Internet as a research tool', *Sociological Research On-line* 6(2)

Studies of digital resources using interviews

- Harley, D. H., J; Lawrence, S; Miller, I; Perciali, I; Nasatir, D; Kaskiris, C; Bautista, C (2006). 'Use and Users and Digital Resources: A Focus on Undergraduate Education in the Humanities and Social Sciences'. Report: Center for Studies in Higher Education, University of California Berkeley: 326. <http://cshe.berkeley.edu/research/digitalresourcestudy/report/>

14 User feedback report

Only one of the projects was able to provide us with data on user feedback: Histpop. This report thus focuses on that site's user feedback only. Other projects are encouraged, however, to take a systematic approach to assembling and analysing their user feedback in a serious way, as the people who take the time to contact your project are among your potentially influential users. They have taken the time to contact you, which indicates they care about being able to use the resource, and thus are a potential champion of your resource to others, thus extending your impact. Also, the old maxim about asking questions applies here: if one user has a query or problem, there are almost certainly many others who have or will find themselves in a similar situation. To the extent possible, being able to provide either answers to these queries on your site, possibly in the form of a FAQ, or to resolve issues through re-design will strengthen your resource.

14.1 Report on user feedback: Histpop

14.1.1 Contacting Histpop

Histpop allow users to contact them in one of two ways. They provide an email address for users to email enquiries or alert project staff to problems: info@histpop.org. They also provide an email enquiry form:

The screenshot shows the Histpop website's feedback form. At the top left is the Histpop logo and the text 'ONLINE HISTORICAL POPULATION REPORTS'. A navigation bar at the top right contains links for 'Home', 'Browse', 'Search', 'Help', and 'Contact'. Below the navigation bar, the page title is 'Contact > Feedback'. The main heading is 'Feedback'. Below this, a message reads: 'We are interested to hear from you. Please let us know what you think about this new OHPR website by completing and submitting this form.' The form itself is a light green box containing four input fields: 'Your name', 'E-mail address', 'Subject', and 'Your comments' (a larger text area). Below the form, a note says: 'Please include your e-mail address if you would like a response.' At the bottom of the form are two buttons: 'Send your comment' and 'Clear the form'.

14.1.2 Accessing user feedback

Like all of our projects, Histpop was unwilling to share the content of emails received through these two methods due to privacy issues. Project Director Matthew Woollard did, however, allow us to reach Histpop users by forwarding on an email from the OII project team to users who had contacted him through these two systems. We were particularly interested in reaching 'unusual' or 'unexpected' users of the resource – namely those that Woollard had not considered to be likely users of the resource when it was developed.

An email asking for users to assist with our project was sent to twelve users who had contacted Histpop and who were considered to fit the profile given above. Of those twelve, seven responded favourably and indicated that they were willing to complete a questionnaire or to be interviewed for the project. Of these, we received four completed questionnaires and conducted two interviews.

One of the users we contacted was a course tutor for 'Using the Victorian Census (Online)', a distance learning course based at the Department of Continuing Education, University of Oxford [http://www.conted.ox.ac.uk/courses/results.php?search=census#a_togg_O09P319LHV]. The course tutor was able to ask her students to respond to our online survey, generating more data for the project.

14.1.3 Results of user feedback

Users were asked either by questionnaire or via interview a set of questions about the resource.

Topic	N	Topic	N
Subject area		Is Histpop easy to use?	
Epidemiology	1	Yes	2
Human Geography	1	No	2
Historical Geography	2	No, but due to material, not website design	2
Population History	2		
Discovery method for Histpop		Aware of original materials?	
Course tutor	2	Used originals	3
Clicked through from another site	3	Knew of originals, but did not use	0
Colleague	1	Didn't know of originals	3
Was Histpop easy to find?		Have you passed on info about Histpop to others?	
Yes	1	Yes	6
Yes, if you know what you are looking for	3	No	0
No	0		
N/A	2	Publishing and citation	
How do you use Histpop?		No intention to publish	1
Mainly for research	5	Publish, cite paper only	1
Mainly for teaching	0	Publish, cite paper + Histpop URL	2
		Publish, citing Histpop recommended style	2
Which materials do you use?		Difference from original materials	
Historical material	4	New research questions	3
Essays	0	Mainly convenience	2
Both	2	Both new research & convenience	1

Users were asked to provide feedback on their experiences of using 'Histpop'

'Wonderful resource' 'Without it, it would be a nightmare [to find what I need], impossible'.

'The search facility is very poor in my experience. I can't quote a particular point at the moment as the site is down again. From memory, entering something like 'Hampshire 1901 population table' comes up with a long list of entries, trying to find the right one is tedious.'

'The essays are good but unless I had been told I would not have known what there was. Could there be an index – sorry if there is one and I have missed it. The material on the site is extremely useful and I am very glad that I now know about it.'

'The support provided when I had a query was very good. The site is easy to use.'

'There is still work that could be done on histpop, which would have value, certainly inside the academic community, on transforming the scanned images into data files.'

'Where would you find out about Histpop or Nineteenth Century Newspapers? How would you even know of their existence? ... I was certainly looking for something like Vision of Britain but was more primary based... If you're not tuned into that research, I don't actually see where you'd come across them.'

'[These resources present] fantastic potential for teaching, as well as for research'

'A "download entire pdf" button would be useful. Or even for each page "download as pdf" instead of tiff files would be great.'

'Oh, and, this is very picky, but there's a lot of white around the page (maybe this is the original document) but it means printouts can be slightly smaller than you might like.'

'I would never have had access to these papers if it wasn't for histpop. And additionally, since I am not a historian, it has allowed me to quickly find what I'm looking for when things are organised well.'

Other online resources that Histpop users regularly use

Arts and Humanities Data Service: <http://ahds.ac.uk/>
UK Data Archive: <http://www.data-archive.ac.uk/>
PubMed Central: <http://www.pubmedcentral.nih.gov/>
US Public Health reports: <http://www.publichealthreports.org/>
British Medical Journal Archive: <http://www.bmj.com/archive/>
National Archives: <http://www.nationalarchives.gov.uk/>
Hansard Online: <http://hansard.millbanksystems.com/>
Ancestry.com: <http://www.ancestry.com/>
Historical Directories: <http://www.historicaldirectories.org/hd/>
e-mapping Victorian Cheshire: <http://maps.cheshire.gov.uk/tithemaps/>
British Agricultural History Society: <http://www.bahs.org.uk/>
Google Books: <http://books.google.com/>
UK Borders: <http://edina.ac.uk/ukborders/>
CasWeb: <http://casweb.mimas.ac.uk/>
Vision of Britain: <http://www.visionofbritain.org.uk/index.jsp>
Times Digital Archive: <http://www.galeuk.com/times/>

14.2 Conclusions

The user feedback indicated that 'Histpop' is a flexible resource, appealing to a broader community than had been envisaged at the beginning of the project. Of this small sample, the majority had discovered the resource via other online resources, suggesting that networking of such resources is successful and should be encouraged. The final questions about the kinds of digital resources these users were generally accessing point to the online community of which 'Histpop' is a part.⁶ Having discovered the resource, these users had all passed on information about the resource, indicating

⁶ This information would enable the resource to look into better networking possibilities with these resources. In addition, it provides potential comparator projects to be used in further surveys or webometric research.

that word of mouth remains a powerful means of disseminating information about archival resources. Only 50% of our sample had used the original population reports, which suggests that 'Histpop' is bringing these resources to new audiences in addition to making access easier for existing users. Of our sample, two users were using 'Histpop' as part of an online learning course, and one user talked at length about having successfully used 'Histpop' in an undergraduate teaching and research context. This strongly indicates that 'Histpop' has been successful in both the research and teaching environment. Of the feedback we gathered, only one user described the search facility as 'poor'. More than half of our users reported that they were able to answer new research questions as a result of the digitised material, while only one third of users found the digitised material had largely provided convenient access to the resources.

15 Referrer Analysis Report

Author: Christine Madsen

15.1 Methods

Referrer analysis is a process by which project managers can determine more specifically how a digital resource is being used. By closely analyzing the nature of the sites that link to a specific project, it is possible to discover, for example, if a collection or site is being used in a taught course or if a resource is recommended by an academic library.

Referrer analysis makes use of several webometric methods, including web log analysis and link analysis. Using web logs to perform the referrer analysis provides a much better sense of which referring sites and domains are providing the most traffic, while using link analysis data will provide a larger (but not ranked) set of inlinks. Both methods are explained below, followed by the results for each of the five projects in this study.

15.1.1 Using web log analysis to identify use of resources for teaching and learning

To find references from library or academic (syllabi, course resource lists, etc.) pages, start from the 'Referring Sites' section of the extended web log files / reports. Scan the domains provided for one belonging to academic institutions and libraries.

For Histpop, for example, we can see that of the top 50 referring sites, 20 are on .edu or .ac.uk domains.

	Site	Visitors
1	No Referrer	77,712
2	http://www.gro-scotland.gov.uk	10,919
3	http://www.histpop.org.uk	1,715
4	http://www.statistics.gov.uk	1,629
5	http://www.genuki.org.uk	1,195
6	http://www.familyrecords.gov.uk	850
7	http://histpop.org	726
8	http://en.wikipedia.org	614
9	http://homepages.gold.ac.uk	524
10	http://www.jisc.ac.uk	386
11	http://moodle.nuim.ie	257
12	http://www.theregister.co.uk	249
13	http://www.1911census.org.uk	238
14	http://library.open.ac.uk	220
15	http://www.rootschat.com	211
16	http://libweb.lancs.ac.uk	188
17	http://ahds.ac.uk	157
18	http://ilsapps	153
19	http://www.qub.ac.uk	137
20	http://www.lib.gla.ac.uk	136
21	http://www.ffhs.org.uk	130
22	http://eudocs.lib.byu.edu	127
23	http://blogs.ahds.ac.uk	115
24	http://www.data-archive.ac.uk	102
25	http://www.inf.aber.ac.uk	94
26	http://forum.yourfamilytreemag.co.uk	81
27	http://www.britac.ac.uk	79

28	http://www.glam.ac.uk	68
29	http://www.hw.ac.uk	59
30	http://www.genuki.org.uk:8080	53
31	http://www.bodley.ox.ac.uk	52
32	http://gro-scotland.gov.uk	50
33	http://www.whois.sc	49
34	http://www.jiten.com	48
35	http://www.leighlife.com	47
36	http://www.boyd.harris.btinternet.co.uk	47
37	http://www.ncl.ac.uk	46
38	http://study.conted.ox.ac.uk	45
39	http://studentintranet.peterborough.ac.uk	43
40	http://theoracle	42
41	http://www.wordsun.co.uk	41
42	http://scout.wisc.edu	40
43	http://www.blackstump.com.au	39
44	http://www.galaxy.bedfordshire.gov.uk	39
45	http://histpop.org.uk	37
46	http://www.stumbleupon.com	37
47	http://www.sylviamilne.co.uk	36
48	http://librarianinblack.typepad.com	36
49	http://del.icio.us	33
50	http://philbradley.typepad.com	33
Subtotal		99,964

Looking more closely at the academic domains, we can see that of these twenty:

- 4 domains represent UK HE non-profits such as AHDS, JISC and the UK Data Archive
- 4 appear to be libraries as they have 'lib' somewhere in the domain
- 2 are instances of learning / teaching platforms (1 is an instance of Moodle, the other of Study)

From here, it is possible to dig further into these references by following some of the links and performing basic searches. Following the top .ac.uk site (homepages.gold.ac.uk) and performing a basic search on the Goldsmiths homepage for "Historical Populations Reports" shows that Histpop is linked to from a page called "GENUKI" which contains genealogical resources for the UK and Ireland (See Fig. 1). If the link is not immediately obvious on the page you have navigated to, try going to 'View Source' in your browser and searching for the URL in the code.

GENUKI: Middlesex Censuses

<http://homepages.gold.ac.uk/genuki/>

Webmail System Login Daphne Inn :: Rome Oil In-Outboard Rea... thd.org - Quantcast... <http://popuri.us/> Project MUSE

[National Archives' Catalogue](#) online, but wanting parts are only listed in the paper versions at the [National Archives](#) and elsewhere. Known lost returns for London and Middlesex are noted below. If any readers know of others, please let us know.

pre-1841 census returns

Very few pre-1841 census returns survive. The known London and Middlesex ones are included in [Census schedules and listings, 1801-1831: an introduction and guide](#) by Richard Wall, Matthew Woollard and Beatrice Moring.

- [Archive CD Books](#) publishes on CD facsimiles of the census returns for Hendon for 1801, 1811, 1821.
- [S&N Genealogy](#) publish the 1821 and 1831 census for Marylebone as images on CDs with a householders' surname index.
- The East of London FHS have published an index to the [1831 census for Hackney](#).

1841 census returns

Piece HO107/680 covering Paddington is missing.

Continuing down the list of referring sites, following the link to moodle.nuim.ie shows that a password is required to go any further. The same is true for the other teaching platform (study.conted.ox.ac.uk). Nonetheless, these links seem to imply the use of Histpop in a teaching context—as a recommended resource, or for an assignment.

Following the links from the domains that contain “lib” will often take you to a library home page. From here, following a link to ‘recommended resources’, ‘e-resources’, or searching on the project name will reveal links from library pages.

Examples of Links from Library Web Sites

Library: Databases

<http://library.open.ac.uk/find/databases/>

Webmail System Login Daphne Inn :: Rome Oil In-Outboard Rea... thd.org - Quantcast... <http://popuri.us/> Project MUSE

	same location but different dates. Data may be downloaded to use with appropriate application software such as GIS or CAD, or as maps generated by Digimas online. First time users should register with the site.
Historical abstracts	A bibliographical database indexing the history of the world from 1450 to the present (excluding the United States and Canada); covers over 2,000 journals published throughout the world. Fulltext Helpsheet available
Historical math monographs : Cornell University Library	A collection of 512 selected monographs with expired copyrights chosen from the mathematics field. These were monographs that were brittle and decaying and in need of rescue, so were digitally scanned.
Historical population reports	Access to the complete British population reports for Britain and Ireland from 1801 to 1837, supported by auxiliary documents. Full text of documents may be searched, also searchable by date and location
History of science, technology, and medicine	Journal articles, conference proceedings, books, book reviews, and dissertations. Integrates four bibliographies: Isis Current Bibliography of the History of Science; Current Bibliography in the History of Technology (Technology and Culture); Bibliografia Italiana di Storia della Scienza; Wellcome Library for the History and Understanding of Medicine. 1975 onward. Helpsheet available
History online	Palmer's Index to The Times, 1790-1905 combined with Palmer's Full Text Online, 1800-1870 (i.e. the full text of The Times, 1800-1870). Also contains the Annual Register, 1758-2000. Helpsheet available
History Reference Online	A collection of over 600 ebooks in the history, politics, law, education,



15.1.2 Using inlink analysis to identify use of resources for teaching and learning

If log files aren't available, similar tactics can be used to identify specific uses of a resource using an inlink-tracking tool such as Yahoo! Site Explorer, although more labour is required.

Taking as an example the British Library Archival Sound Recordings project, (<http://sounds.bl.uk>), Yahoo! Site Explorer can be used to generate a list of the first 1,000 inlinks (see the section on using Yahoo! Site Explorer under webometrics). The first drawback to this method is that the inlinks are in no obvious order and are not ranked by frequency of referral as are reports generated from extended log files. Open the tab-delimited file in a spreadsheet program and highlight the first two hundred sites in the list. Because this is a list of sites, not domains, there are frequent duplicates (see figure 3), so in order to get approximately 50 domains, a larger number of sites need to be selected than you might work with from processed web logs.

Duplicate Domains

24	Collect Britain has moved	http://www.collectbritain.co.uk/collections/			
25	Illustrated Manuscripts - Collect Brita	http://www.collectbritain.co.uk/collections/illuminated			
26	ResourceShelf * Source File	http://www.resourcesshelf.com/category/source-file/			
27	Collect Britain has moved	http://www.collectbritain.co.uk/collections/unveiling/			
28	Collect Britain has moved	http://www.collectbritain.co.uk/collections/crace/			
29	ResourceShelf * Resources for Educators	http://www.resourcesshelf.com/category/source-file/education/resources-for-educators/			
30	art and allusion	http://nigelwarburton.typepad.com/art_and_allusion/			
31	Guttural R - Wikipedia, the free encyclope	http://en.wikipedia.org/wiki/Uvular_R			
32	VASTA.ORG - Internet Resources for Voice	http://www.vasta.org/resources/internet_resources.html			
33	Le marchÉ-@ du mardi, nÇ-027 : Ma	http://marlenescorner.blogspot.com/archive/2009/02/08/le-marche-du-mardi-n-27.html			
34	Amasi - Wikipedia, the free encyclopedia	http://en.wikipedia.org/wiki/Amasi			
35	Colin Winter - Wikipedia, the free encyclo	http://en.wikipedia.org/wiki/Colin_Winter			
36	Norman Reid (museum director) - Wikiped	http://en.wikipedia.org/wiki/Norman_Reid_(museum_director)			
37	Holocaust recordings put online by British	http://www.telegraph.co.uk/culture/4358121/Holocaust-recordings-put-online-by-British-Library.html			
38	USC Libraries - Databases	http://www.usc.edu/libraries/erms/databases/index.php			
39	ResourceShelf * New Websites and Resour	http://www.resourcesshelf.com/category/source-file/resources/new-web-sites/			
40	Collect Britain has moved	http://www.collectbritain.co.uk/collections/caribbean/			
41	Collect Britain has moved	http://www.collectbritain.co.uk/search/advanced.cfm?collection=English+Accents+and+Dialects&step=val_form			
42	Collect Britain has moved	http://www.collectbritain.co.uk/collections/philatelic/			
43	Speechification	http://www.speechification.com/			
44	Ready Reference Center at Middletown Th	http://thrall.org/readyref/			
45	Group Classroom 2.0's best bookmarks	http://groups.dlgo.com/classroom20/bookmark			
46	ResourceShelf * Education	http://www.resourcesshelf.com/category/source-file/education/			
47	ResourceShelf * Resources	http://www.resourcesshelf.com/category/source-file/resources/			
48	ResourceShelf * Information Science	http://www.resourcesshelf.com/category/search-news/information-science/			
49	ResourceShelf * Arts and Humanities	http://www.resourcesshelf.com/category/source-file/resources/art/			
50	ResourceShelf * Archives and Special Colle	http://www.resourcesshelf.com/category/source-file/resources/archives/			
51	ResourceShelf * Info Management and Ret	http://www.resourcesshelf.com/category/search-news/information-science/online-info-retrieval-research/			
52	British Library puts classical music archi	http://www.pcadvisor.co.uk/news/index.cfm?newsid=112696			
53	ResourceShelf * Digitization Projects	http://www.resourcesshelf.com/category/search-news/information-science/online-info-retrieval-research/digitization-projects/			
54	Listening in on Woolf and West * Blogging	http://bloggingwoolf.wordpress.com/2008/11/11/listening-in-on-woolf-and-west/			
55	Collect Britain has moved	http://www.collectbritain.co.uk/collections/vicmusic/			
56	Collect Britain has moved	http://www.collectbritain.co.uk/galleries/faith/			
57	Collect Britain has moved	http://www.collectbritain.co.uk/collections/19thphotobooks/			
58	Collect Britain has moved	http://www.collectbritain.co.uk/system/paper/			
59	Collect Britain has moved	http://www.collectbritain.co.uk/search/advanced.cfm			

Next, copy the two hundred sites highlighted to a word processing programme. Using the find and replace function of your word processor, search for the same top-level domains (.ac.uk and .edu) and phrases (lib or libr) that we looked for above. “Find” each of these strings with the programme and replace it with identical text, only highlighted or bolded. This will make it easier to scan the list for relevant entries:

Highlighting the top level domains and library references

```

http://britishlibrary.typepad.co.uk/archival_sounds/2009/03/the-british-library-publishes-audio-metadata-profile.html
http://www.athensams.net/allresources
http://www.medev.ac.uk/static/news_rss_feed.php
http://www.ulrls.lon.ac.uk/resources/databaseloc.asp?loc=shl
http://www.collectbritain.co.uk/search/advanced.cfm?collection=Local+Dialects&tep=val_form
http://www.collectbritain.co.uk/collections/dialects/textintro.cfm
http://www.bbc.co.uk/go/homepage/ext/br/arc/experts/t-/archive/tv_archive.shtml
http://bullet4resources.blogspot.com/
http://www.is.stir.ac.uk/resource-db/az-list.php

```

Follow the relevant links—as above—looking for the content in which the link appears. One of the benefits of using inlink data rather than log files is that the link should take you directly to the page in which the link appears.

Summary of findings related to the British Library Archival Sound Recordings Project

- links from academic web sites (5 .edu and 14 .ac.uk)
- 8 links from academic library websites, primarily as part of a list of recommended e-resources
- 1 link from a page directly related to a course taught by Open University (See Figure 5)
- 31 links from blogs

Link from a page at Open University used for a course

The screenshot shows a web browser window with the address bar displaying <http://ouseful.open.ac.uk/blogarchive/014120>. The page content includes a video player for 'Spoken Word on the BBC' by Graeme West, Aidan Johnston, and Ewan MacPhee. Below the video player, there is text about the British Library's Archival Sounds Recordings Service and a link to the Internet Archive: http://www.archive.org/search.php?query=mediatype:audio AND collection:opensource_audio AND /metadata/subject:Spoken Word. The page also mentions 'Returning to the idea of mashup unartistry, several video shorts by John Monk, a colleague here at the OU, also come to mind...'.

15.2 Complete Results

Project	Academic referrers	Evidence of Use in Courses	Academic Library References	Other
Histpop	20	4	2	
British Library Archival Sound Recordings	19	1	8	31 links from blogs
BOPCRIS 18c	42	3	30	
Wellcome Medical Journals Backfiles	22	0	1	14 news articles
19th C. British Library Newspapers	19	2	14	

15.2.1 Detailed Results

Histpop

- 20 links from academic web sites (18 .ac.uk and 2 .edu)
- 4 domains represent UK HE non-profits such as AHDS, JISC and the UK Data Archive
- 4 appear to be libraries as they have 'lib' somewhere in the domain
- 2 are instances of learning / teaching platforms (1 is an instance of Moodle, the other of Study)

Archival Sound Recordings

- links from academic web sites (5 .edu and 14 .ac.uk)
- 8 links from academic library websites, primarily as part of a list of recommended e-resources
- 1 link from a page directly related to a course taught by Open University (See Figure 5)
- 2 links from newspaper articles
- 31 links from blogs

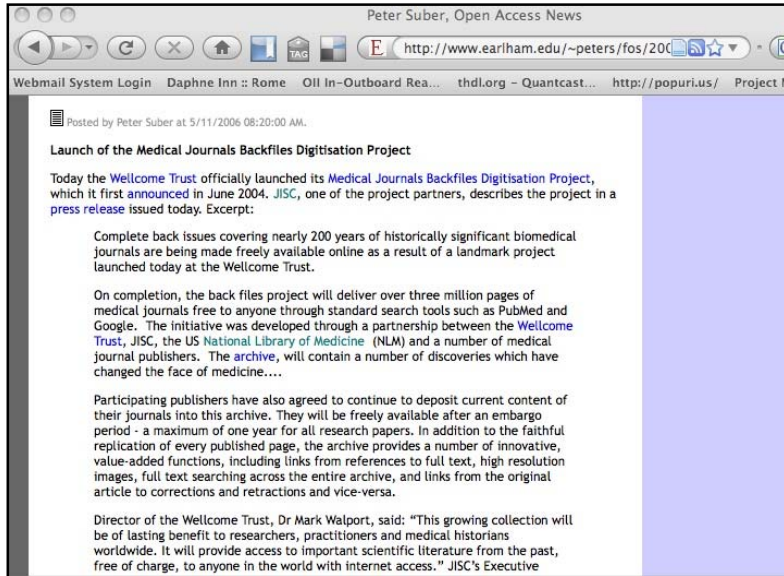
Bopcris: 18th Century

- 42 references from academic web sites (13 .ac.uk, 1 .ac.in, 28 .edu) of which:
 - 30 are references from academic library web sites
 - 3 are references from a faculty member's page of recommended sites

Wellcome Library Medical Journals Backfiles Digitisation Project

- 22 reference from academic web sites (15 .ac.uk, 7 .edu) of which:
 - 14 are references in regard to open access mandate supported by the Wellcome Trust (see Figure 6)
 - 1 is a reference from an academic library web site

Open Access News article about the Wellcome Medical Journal Backfiles Digitisation Project



19th C. British Library Newspapers project

- references from academic web sites (14 .edu, 4 .ac.uk, 1 .ac.nz) of which:
 - 14 are links from academic libraries
 - 2 are links from departments recommending sites to their students

16 Focus Group Report

Author: Kathryn Eccles

16.1 Introduction

This report presents methods and results from focus groups held as part of the *Digitised Resources: Usage and Impact/Toolkit for the Impact of Digitised Scholarly Resources* project, based at the Oxford Internet Institute, University of Oxford, and funded by the Joint Information Systems Committee (JISC). The broader study from which these results come is probing the usage and impact of five JISC-funded digitisation projects in the Humanities. The aim of the study is to assess the current usage and impact of these resources, and to suggest ways in which the resources concerned can use the tools reviewed during this study to monitor and improve their usage and impact. Focus groups function as a group interview, in which participants are encouraged to enter into conversation with one another. Participants ask questions, respond to points raised, relate anecdotes and experiences, and provoke debate. The aim is to gather qualitative data from these interactions, including data that can be hard to get at in conventional interviews or other data gathering methods.

16.2 Methodology

Two focus groups were held in March 2009; one with two second and two third year undergraduates reading History at Royal Holloway College, University of London; the second with five postgraduates/early post-doctoral researchers in History from the University of Oxford, the University of Leicester and Humbolt University, Berlin. Each focus group was scheduled to last one hour, but participants were happy to continue the discussion for up to another one hour.

In order to complement the other methods included in this study, which include quantitative measures such as webometrics, log file analysis and survey data, and qualitative measures such as interviews and user feedback, and to provide context for the specific results required by our funders at JISC, we used focus groups to gather broader information about the use of digital resources by Humanities scholars

We asked the participants variants of the following questions:

- What is your general attitude to and knowledge of digital resources?
- What are your chief methods of searching for digital resources?
- How do you cite digital resources?
- How do you know you can trust a digital resource?
- What kind of training and support in using digital resources have you received?
- Resource specific questions:
 - Did you know about [target resource]?
 - How easy is it to find [target resource]?
 - How easy is it to use [target resource]?
 - How trustworthy is it?

For more information on Focus group methodology, see the *Toolkit for the Impact of Digitised Scholarly Resources* at: <http://microsites.oii.ox.ac.uk/tidsr/kb/focus-groups>

16.3 Results

16.3.1 Attitudes toward digital resources

Both groups were very positive about digital resources, and reported that they were active users of such resources in their work. The undergraduates were encouraged to use digital resources in their course work, but were also independently using the Oxford Dictionary of National Biography, databases of journals (chiefly JSTOR), the Times Online database, and database collections such as Eighteenth Century Collections Online (ECCO) and Early English Books Online (EBBO).

Examples of the kind of resources the students were comfortable using, and the reasons they gave for this are presented below:

‘The other thing I use a lot is Project Gutenberg, mainly because I can’t be bothered to go to the library and it’s so much easier to download them onto my computer.’

‘A website that I use is the Online Library of Liberty... I’m doing my dissertation on John Stuart Mill, and it’s got Robson’s complete collected works under his editorship, and there are 33 volumes, and the library doesn’t have them... and at Senate House⁷ for example they are reference only, and obviously I don’t want to be dragging around 33 volumes.’

‘It’s there, and you can use it 24/7.’

‘The range of stuff that’s there... it would be so much harder to access [the material I need for my dissertation] if they weren’t online, because they’ve already been gathered together.’

‘I think once you’re using a database, the most important thing for me is that it’s easily searchable and that the searches that it returns are relevant...’

The Oxford historians were similarly enthusiastic about using digital resources, especially those who had completed or were completing their postgraduate studies at the university. They did report a slight preference for using digitised secondary rather than primary sources:

‘Eighteenth Century Collections Online... I would be lost without it, especially being in Germany I know that doesn’t necessarily make me typical, but there are almost no documents that I can look at in Berlin [for my research]... That’s probably the one that I use almost every day.’

‘I’ve really used the Oxford Dictionary of National Biography which is online... a lot, and explored it as a [primary] source not just as a reference.’

‘The [ODNB]... I’d be lost without that too.’

‘I think I feel more comfortable actually seeing the primary source... I almost feel as though I’m cheating if I don’t.’

The Oxford historians discussed the changes in their research behaviour through the increased availability, and their increased confidence with digitised resources:

⁷ Senate House Library, University of London.

'The difference between now and just a few years ago, what I'm willing to sort of try and do online that I would never have done at the beginning... I will now go online first... I cannot imagine doing a PhD without the internet.'

Those who had recently moved on from the university were worried about the move away from the online resources available through the university. Those who had recently moved to Oxford from other universities also reported the contrast in availability of resources:

'There's always the issue of subscription, and whether you have access, and leaving Oxford is one of those things where you think, am I still going to be able to do my research online?'

'Being from Leicester where they didn't have such great subscriptions, I used [digital resources] much as a supplementary thing... I always went to look at newspapers... my primary stuff was always in archives. I don't think in Leicester they're as geared up to promoting them.'

Some of the Oxford historians reported that the period of study made a big difference to what kind of resources could be found online and this affected their general usage of digital resources:

'Most of my material as a twentieth-century historian is just not online, surprisingly, they just haven't got round to digitising or cataloguing those sorts of thing... most of my archives aren't even indexed let alone digitised... I used three newspapers as core archive material for the thesis and I was down to the British Library and out to Colindale to access them... so I guess there are gaps in the coverage of these research tools.'

The Oxford historians were very frustrated by the fact that certain digital resources were not made available online, only within the confines of certain libraries:

'I do think this is a problem, limited access to things, and the subscription issue is a big deal... Right now it would help hugely if I could have Irish Newspapers online, which are coming online now and that's an amazing resource. I have looked at it at Colindale and it would be tremendously useful, but I have to go to Colindale to look at it; I may as well look at the hard copies for goodness' sake! It does seem crazy that something is digital, and yet you're having to travel to see it!'

Both the London undergraduates and the Oxford historians preferred to print the materials and read them in paper format, rather than reading from the screen. This allowed them to annotate their work and they found it easier to transport their research.

'If I downloaded it, I could curl up in bed with a cup of tea and read it.'

'I'm a bit of a Luddite about that, I just prefer the paper!'

16.3.2 Training and support

The London undergraduates reported that few of them had undertaken training courses, and those that had were disappointed with the content (see below). They told us that courses 'are not compulsory... [although] you are encouraged to go every year'.

'I went to one of those really boring seminars at the Computer Centre, which, I'm sorry, I was sitting there playing on Facebook most of the time... it was just, how to turn on a computer... I've got that now, I'm in my third year...'

In general, the undergraduates did not ask their library staff for help when they encountered problems in using online resources:

(Second year student) 'I don't understand MetaLib [RHUL library database index]... I've never used it... I think I tried it ages ago and it didn't seem to work... I've never tried it again'.

(Second year student) 'I have to say that MetaLib was very useful when it came to deciding which source to use for my independent essay, because the deadline was approaching, and I managed to find a source from 1848, so that was really useful.'

'I don't think it helped [to ask librarians]'

'I generally find that every single time I've been to ask for professional help for computer stuff, I've managed to work it out for myself.'

'The library representative for the History department is very useful, I couldn't really speak more highly of him in terms of when I have had questions, he's always been really helpful, and he knows what databases we're using as well so he always knows if we're making a mistake in accessing them, he knows where we're going wrong.'

History department based seminar on digital/online resources 'was helpful... I had no idea that there were all these online databases before that, I just didn't realise they existed.'

Oxford historians were also split as to whether computer services and librarians were able to help them in finding and using resources:

'The University Computing Services isn't bad. When I was doing my masters, I found them really useful; they did a few lunchtime bite size courses and they were quite good, but of course not for your individual research topic.'

'Some of the [online resource] courses for graduate students [at the History Faculty] were well attended but some of them, almost nobody turned up... either that's because people think they know everything that's out there, or the librarians, who are a bit older often... don't know as much as the students themselves do.'

'The Bodleian librarians know exactly what's going on, I think it's just maybe at the Faculty level, but why should they necessarily know everything about what's online?'

16.3.3 Discovery and Search behaviour

The London undergraduates that we spoke to reported that they tended to search for both primary and secondary materials through Google, but were also keen users of their library guides to databases, and were aware that accessing resources through these portals connects them to subscription access resources. The Oxford historians were much more inclined to 'Google it', and especially to go to 'Google Scholar' to find articles.

The undergraduate students were also creative in seeking out primary sources, for instance, two students had found digitised primary sources through footnotes/citations in Wikipedia⁸.

The undergraduates reported that they kept notes of the search terms that they had used. The Oxford historians tended not to write down their search terms systematically. The exception to this was the Royal Historical Society bibliography, which allows you to save your searches.

The Oxford historians reported that discovery of new resources was a problem, even when these are available through the library catalogue.⁹

'I must admit that I think knowing about things is a major problem. The fact is that things are so all over the place, and even when you're going into the Oxford website, there's just so much and you need to know the right search terms to find it.'

A post-doc among the Oxford historians reported that listservs had been the most useful way of gaining knowledge of new and existing digital resources:

'I subscribed to a couple of subject emailing lists about a year into my DPhil and I found that was really rather useful in terms of keeping up with new resources and new publications... I found that really helpful.'

The Oxford historians also reported that the launching of a new resource can derail a research project, adding months to a research degree if this had not been included in the original proposal. This had also changed attitudes to research and, they felt, had made it harder to justify not having looked at certain resources:

'It was a lot easier [before the internet], you didn't have to consult as much... there were finite resources.'

'This annoys me actually, and you're right, it was easier before, because you couldn't look at everything whereas now you're under such pressure because everything is so accessible. People think it's much easier...'

'It multiplies how much you can get through... to be able to search that many newspapers on search terms throws up so much more information... more and more is coming online and there are more papers that one becomes aware of.'

16.3.4 Citation practices

Both groups reported that they were more comfortable citing the original resource, rather than the digital copy.

(Third year student) 'Sometimes it feels as if you're slightly cheating [if you've used digital resources]... and the way you have to cite it, you have to cite the web address, and I'm paranoid about getting that wrong.'

'I think there's a snobbishness about it'.

⁸ This is despite the fact that students had been told not to use Wikipedia, and had been warned that essays citing Wikipedia would not be acceptable.

⁹ Oxford has recently launched a new interface for electronic resources, which had led to confusion.

'I don't feel as though I'm working as hard... I don't know why I do it; my brain just says I should do it'.

'I would just [cite the original]... what else would you cite it as, the website? Because websites change, and it's not the original thing anyway.'

'Sometimes I would say, accessed through...'

'It depends whether... I think I can get away with them believing me having actually looked at... If it's something I could access myself easily, nearby... but I have stumbled across online, I'd cite it as the paper copy. But if it's something that I would not have access to by any stretch of the imagination, without going to the other end of the country, or abroad, then I'll come clean.'

'Articles are different; it's like, acceptable, to get it from JSTOR'.

'Books almost seem as if you've been more diligent'.

'I'd go straight to the paper.'

'If it's only a website and that's the only place you can cite it... I cite the paper even when I haven't looked at it.'

'There's a snottiness about it too... My first footnote in my thesis was a YouTube footnote and I deliberately did that but my two readers, one of whom is very snotty, said 'Are you very sure that you want to put the Internet as the first footnote in your thesis?'... It's about issues of recognition and credibility.'

Both groups reported that the major exception to this rule was to the Oxford Dictionary of National Biography online, an authoritative text which gives a clear citation (including the URL and access date). This is an evolving project, necessitating a fixed date of reference, which all these scholars accepted and embraced.

16.3.5 Trust

The undergraduates discussed whether they felt that a scanned image of a primary source document, rather than the full text in a website, was more reliable, and changed how they evaluated whether the source was reliable or not:

'Yes, I think so. It seems more tangible almost that you've got a scanned image of another document that exists. I mean obviously both exist... but it seems by having a scanned image, it's not just been plucked out of the air. I think there's a lack of tangibility to some internet resources that can be off-putting at times.'

'Maybe it's because I trust where I'm getting the source from; it's not a problem [for me]. Sometimes I find it hard it harder to read when it looks like they've scanned a page.'

The London students were also asked whether they find it easier to trust 'official' sources, such as digitised resources created by the British Library. The students were clear that these sources were to be preferred:

'It's been vetted more, it's less likely to lead you astray... and when you footnote it... it just looks more official... I think one of the things that we're always trying to do is make it look like we've actually done work, which we have actually done... we have actually done the work, but we then have to prove that we've done it.'

'What's actually dubious is that we're less sure as to how to footnote it... The information we're given in the student handbook, it gives you pages and pages of how to footnote from books and from articles; it doesn't give you that much at all about websites, so it does automatically feel like this is something that perhaps we're not supposed to do as much, because we're not given as much guidance on it.'

'You do have to be aware that some websites pick and choose, so you have to be careful when you're using certain sources that they're not incomplete.'

The Oxford historians reported similar inclination to trust British Library sources in particular, or those that they had accessed through the library catalogue:

'If you find something on the British Library site you know that it's gone through certain quality assurances, but there aren't mechanisms for those kinds of quality assurances, so you're just riding on the brand.'

'I guess it's a question of how one gets access to these things... most of the online sources I've used, I've used going through Oxford, and so one assumes if they're subscribing to it, they're doing it because they rely on the information, so I have to admit, I'm not somebody who assiduously checks it out. And things that I haven't accessed through Oxford, I'm quite sceptical about.'

One of the Oxford historians referred to Intute:

'There's some kind of hub... [(KE) 'Do you mean Intute¹⁰? Yes!'] That's quite good because it has explored the background to any sites that it posts.'

16.4 Specific resources

In the focus group with undergraduate students from Royal Holloway, University of London, we asked them to focus on two resources, Histpop and 19th Century British Library Newspapers. They were unfamiliar with Histpop, but had been using 19th Century British Library Newspapers for their course.

In the focus group with postgraduates and post-docs at the Universities of Oxford, Leicester, and Humbolt, the participants were asked to use all five resources before attending the focus group.

16.4.1 Project 1 – Histpop

The undergraduate students used Google to find 'Histpop' and clicked on the first hit returned by Google, which took them to the resource. The students found it easy to work out what kind of material was available through Histpop, despite not being very familiar with demographic material. When asked to search for information on a particular topic, they did not find the 'browse' feature very helpful, and went straight to the 'search' functioned. They particularly liked the fact that search results were broken down by type of document. They found that the zoom feature was not obvious

¹⁰ <http://www.intute.ac.uk/>

and spent some time looking for a way to enlarge the document. None of the students looked at the 'project' information to gauge the coverage and quality of the project. When encouraged to do so, they all reported that they found this information helpful, and suggested that this would make it easier to navigate through the resource. When asked to find out who was responsible for the project, they reported that the fact that it originated from the University of Essex made it seem more trustworthy.

All of the students said that the resource was of a high quality, and compared well with the kinds of resources that they were encouraged to use by tutors and library professionals.

The Oxford historians thought that this was 'amazing', and none had discovered it before being asked to test the resource. They used Google to find it, and clicked on the first hit. They were frustrated that they couldn't refine the search by time, they had found that they had to comb through the results by hand. Only one of the researchers had looked at the essays. When asked to probe the question of where this resource had come from, they found it easy to discover the information. It had not occurred to all of the researchers to check the origin of the digital resource.

16.4.2 Project 2 – 19th Century British Library Newspapers

The London undergraduates were familiar with this resource, and went straight to their library catalogue to access it. The third year students, who had more research experience, had more difficulty navigating to the resource than the inexperienced second years. It was not a straightforward process to discover the resource through the library catalogue.

The students reported that they found the search facility very useful, and also found the breakdown of the results by article type helpful for navigation. They were able to search again within the results. The students found it difficult to download and print the resources, which was their favoured model for consulting the documents.

The Oxford researchers found the British Library website difficult to navigate, and reported that the recent changes had disrupted their research activity. They tried to get to the resource through the British Library website, but found this was impossible, so were encouraged to find it through their local library catalogue.

The researchers found it difficult to get a sense of what was in the collection, and went straight to the page detailing the coverage before undertaking a search. This contrasted with the undergraduates who went in the opposite direction. The researchers found that this site was easy to browse, and then refine their searches. None of our researchers were keen on using the extra resources, such as marked lists and retained search information, as they felt that this was too much of an investment of their time, when they could simply perform a search. They were only tempted to use 'Help' menus or other specialised areas of the website if they 'were hitting a brick wall'. Otherwise, they felt that this would be a waste of time.

'There's a notion that it should be intuitive, and if it's not then there must be something wrong with it.'

16.4.3 Project 3 – British Library Archival Sound Recordings

None of our researchers had heard of this project before being pointed to this resource, and all of them found it fascinating. Each of them had found material of general interest, and one found good context for a research project. They had found the metadata very valuable and found that this offered textual research possibilities, as well as providing context for the recordings. Some of our

researchers found that it was difficult to browse this material, and to get a sense of what is in the collection.

The embedding of the play mechanism in the page encouraged the researchers to engage with the audio material, and they felt that this would be good for those who were not digitally literate.

As the researchers were not very familiar with this resource, they found it difficult to think about how they might use this again. One of our researchers was familiar with using the Sound Archive, and wished that this interface were possible for all of the material contained within the archive.

16.4.4 Project 4 – BOPCRIS: 18th Century Official Parliamentary Publications Portal

The Oxford historians were somewhat familiar with this resource. They found it via Google, and went directly to the BOPCRIS homepage, not to the C18th Century resource. They complained that the front page and the C18th page looked identical, leading to easy confusion of the two. One of our participants found the BOPCRIS C18th material much easier to search and view than the commercial material available through ProQuest – in direct contrast to our results via interview and survey. This researcher said that this resource was far superior and said ‘this made me want to write my thesis again’. The researchers found that this was an authoritative resource, with clear information about the project’s origins and funding. They found the search results easy to navigate, although the numbers were somewhat confusing. They also liked the way in which the search terms were identified in the page with arrows.

Many of the researchers found it difficult to navigate the different parliamentary papers, which confirmed what we had learned in interviews, which is that some specialised knowledge of parliamentary papers is required to properly search through these collections.

16.4.5 Project 5 – Wellcome Medical Journals Backfiles

Some of the researchers were familiar with this resource, and were comfortable with PubMed Central as a source of historical material. One of the researchers, who was unfamiliar with this resource, had searched for a topic related to their research, and found relevant results. All of the researchers found it difficult to navigate the site, and found it difficult to work out how to limit the search to the historical material. The use of the term ‘limits’ compared to the more usual ‘Advanced Search’ had confused many of our researchers, and led us to consider whether there were differences in the vocabulary used by Humanities rather than Science researchers. This resource was compared to the interface at JSTOR, with which our researchers were much more comfortable.

This resource was directly relevant to one of our researchers, but this researcher had found it difficult to use and hard to isolate relevant research results. The ‘browse’ interface was particularly difficult to use, and to track progress through the results. The researchers felt that if they knew that this resource contained useful data for their research, they would persevere and felt confident that they would be able to decipher the website, but felt that this was not an intuitive resource for historians.

16.5 Conclusions

Both groups were enthusiastic about digital resources, and both were using digital collections on a regular basis. The undergraduate students were responding to requests from tutors that they use certain collections, but were also independently seeking out such resources. The postgraduate and postdoctoral researchers were also using recommended resources, but were less sure about where the best recommendations would come from, and were more sceptical about the content and quality of resources they had discovered outside the library catalogues. Both groups were aware of the advantages of seeking and discovering digital resources through their library catalogues. Both

groups were unlikely to cite the digital material if there was a paper or analogue citation available, although for different reasons. The undergraduates were concerned that they would be perceived as having not completed 'proper' research unless they cited the analogue resources, whereas the postgraduates and postdoctoral researchers were more concerned about giving stable citations that future researchers would be able to trace. Both groups were concerned about the trustworthiness of digital resources. The undergraduates were more likely to trust a digital resource on the basis of its look and feel, but were also convinced by branding such as 'British Library'. The postgraduates and postdoctoral researchers were more likely to encounter digital resources through trusted sources such as library catalogues and gatekeepers such as Intute, and therefore established trust through these gateways. There was some concern among this group as to the availability of these resources in other universities, as most are likely to seek jobs elsewhere and were concerned that access would present challenges to their research agenda.

Both groups were enthusiastic about the JISC-funded resources. Both groups were more familiar with the 19th Century British Library Newspaper project than any other, but found the other sites to which they were exposed for the purposes of the focus groups both high quality and trustworthy. Both groups found Histpop easy to find, easy to use and could quickly see how this resource could be of use to them. Our postgraduates and postdoctoral researchers were particularly excited about the British Library Archival Sounds project, but were largely unfamiliar with using sound resources for research, and might perhaps need further encouragement or training to engage confidently with this resource. An unexpected finding was that one of our postdoctoral researchers had been using the commercial version of the House of Commons Parliamentary Papers at ProQuest, and found the BOPCRIS 18th Century Parliamentary Publications easier to search and extract information from. This was in contrast to the results of some of our other qualitative measures. Our postgraduates and postdoctoral researchers were very open to using the PubMed Central database to look for historical material, but did not find the search and browse terminology translated easily, suggesting that a help page for historians may be necessary to maximise the potential of this resource for Humanities researchers.

While both groups were enthusiastic about the resources, some resources presented more challenges than others. As historians, official publications such as the Histpop material and the British Library Newspapers presented few difficulties, as these are commonly used in historical research. The parliamentary papers were difficult to navigate for those unfamiliar with the complicated cataloguing and classification of these parliamentary documents. The journal material at PubMed Central was also familiar to these researchers, even though the scientific terminology slowed their progress through the resource. The most difficult resource for our historians was the British Library Archival Sound Recordings, which was significantly less familiar to our researchers as a resource, and therefore required more of an investment of their time and energy in seeking out relevant material.

16.6 Selected References related to Focus Groups

- Adams, A. B. (2002) 'Digital Libraries in Academia: Challenges and Changes', *Digital Libraries: People, Knowledge, and Technology*. Berlin/Heidelberg, Springer. 2555: 392-403.
- Agar, M. and J. MacDonald (1995) 'Focus groups and ethnography', *Human Organization* 54(1): 78-86.
- Barbour, R. S. and J. Kitzinger (1999) *Developing focus group research: politics, theory and practice*, Sage.
- Bloor, M. (2001) *Focus groups in social research*, Sage.
- Carey, M. A. (1994) 'The group effect in focus groups: planning, implementing, and interpreting focus group research', In J. Morse (Ed.), *Critical issues in qualitative research methods*: 225-24, Sage.

- Debus, M. (1990) *Methodological review: a handbook for excellence in focus group research*. Academy for Educational Development
- Dorner, D. G. (2004) 'The impact of digital information resources on the roles of collection managers in research libraries', *Library Collections, Acquisitions and Technical Services* 28(3): 249-274.
- Kitzinger, J. (1995) 'Qualitative research: introducing focus groups', *British Medical Journal* 311: 299-302.
- Lunt, P. and S. Livingstone (1996) 'Rethinking the focus group in media and communications research', *Journal of communication* 46(2): 79-98.
- Merton, R. K. (1987) 'The focused interview and focus groups: Continuities and discontinuities' *Public Opinion Quarterly*: 550-566.
- Morgan, D. L. (1996) 'Focus groups', *Annual Review of Sociology* 22: 129-152
- Morgan, D. L. (1997) *Focus groups as qualitative research*, Sage.
- Morgan, D. L. and A. U. Scannell (1998) *Planning focus groups*, Sage.
- Schneider, S., J. Kerwin, J. Frechtling, and B. Vivari, (2002) 'Characteristics of the discussion in online and face-to-face focus groups', *Social Science Computer Review* 20(1): 31-42
- Stewart, D. W., P. N. Shamdasani, et al. (2007) *Focus groups: Theory and practice*, Sage.
- Stewart, K., & Williams, M. (2005) 'Researching online populations: The use of online focus groups for social research', *Qualitative Research* 5, 395-416

16.7 Studies of digital resources using focus groups

- Abels, E. G., M. D. White, et al. (1997) 'Identifying user-based criteria for Web pages', *Internet Research: Electronic Networking Applications and Policy* 7(4): 252-62.
- Adams, A., A. Blandford, et al. (2005) 'Social empowerment and exclusion: a case study on digital libraries', *ACM Transactions on Computer-Human Interaction* 12(2): 174-200.
- Borgida, E., J. L. Sullivan, et al. (2002) 'Civic culture meets the digital divide: The role of community electronic networks', *Journal of Social Issues* 58(1): 125-141.
- Choudhury, S., B. Hobbs, et al. (2002) 'A framework for evaluating digital library services', *D-Lib magazine* 8(7/8): 1082-9873.
- Cohen, S., J. Ferreira, et al. (2000) 'Personalized electronic services in the Cornell University Library', *D-Lib Magazine* 6(4): 1082-9873.
- Harley, D. H., J; Lawrence, S; Miller, I; Perciali, I; Nasatir, D; Kaskiris, C; Bautista, C (2006) 'Use and Users and Digital Resources: A Focus on Undergraduate Education in the Humanities and Social Sciences'. Report: Center for Studies in Higher Education, University of California Berkeley: 326. <http://cshe.berkeley.edu/research/digitalresourcestudy/report/>
- Levin, D. and S. Arafeh (2002) 'The digital disconnect: The widening gap between Internet-savvy students and their schools.' Report of the Pew Internet & American Life Project <http://www.pewinternet.org/reports/toc.asp?Report=67/>
- Recker, M., J. Dorward, et al. (2005) 'You can lead a horse to water: teacher development and use of digital library resources', *Proceedings of the 5th ACM/IEEE-CS joint conference on Digital libraries*, Denver, CO, USA, ACM
- Wang, M. Y. (2003) 'The strategic role of digital libraries: issues in e-learning environments', *Library review* 52(3): 111-16.

17 Survey Report

Authors: Eric T. Meyer, Christine Madsen, Kathryn Eccles

17.1 Introduction

This survey was designed in late 2008 and administered in February and March of 2009. It was an opportunistic survey (i.e., not a random sample) with respondents gathered by announcing the survey to a number of relevant e-mail lists. It was designed with several goals in mind:

1. to better understand the usage and impact of the five JISC phase 1 digitisation projects that were the focus of this study;
2. to understand more generally how humanities scholars are using digitised resources;
3. to collect additional data about collaboration habits using a similar structure to a 2008 survey aimed at social scientists (<http://www.oii.ox.ac.uk/microsites/oess/survey/>), in order to compare social science and humanities researchers using similar data

17.2 About the Survey Design

The survey contained 46 questions and was designed to take no more than 20 minutes to complete, which turned out to be a close estimate of the actual rate among respondents (mean = 17.5 minutes, median = 13 minutes, 83% of respondents completed survey in less than 20 minutes).

This survey was fielded using a proprietary software package, DatStat Illume. This package was chosen over other free or inexpensive options partly due to the complex skip patterns and conditional display options needed. The complexity was due in part to the number of digitisation projects being examined simultaneously, and to the multiple purposes for the survey.

Please note that if you use all or part of this survey, you should cite it as follows:

Meyer, E.T., Madsen, C., Eccles, K. (2009). TIDSR Survey on the Use of Digitised Resources. Available online: <http://microsites.oii.ox.ac.uk/tidsr/kb/27/tidsr-survey-use-digitised-resources>

We would also like to request that you contribute your data back to the project toolkit when you have completed your study.

17.3 Survey Questions and Structure

The questions in the survey fell roughly into three categories:

General Working Style and Habits

This section contains questions designed to discover how much of the respondents' general working style and habits currently involve ICTs. That is, do they access research materials primarily online, offline, or a using a mix of strategies? An additional set of questions near the end was intended to gauge participant's work habits with regard to collaboration.

Awareness and use of digital resources

These questions were aimed at discovering a respondent's general awareness of and attitudes towards digital projects; and subsequently to determine whether awareness and use of the five cases were in line with overall awareness and use of such projects.

General demographic questions

These were general questions about the respondent and their work; they included gender and age, but also field of work, job title, etc.

NOTE: When awareness of the five projects is gauged in question 7, the specific resources we were interested in were embedded within a larger list of similar projects (many of which were also comparators for the webometrics discussed elsewhere in this toolkit). This was done so as not to bias respondents in their selection of websites with which they were familiar. After this large question, however, respondents were only asked follow up questions on those projects among the five with which they were either familiar or a regular user.

All questions in the survey were optional.

The full text of the survey is available online at: <http://microsites.oii.ox.ac.uk/tidsr/kb/27/tidsr-survey-use-digitised-resources>

The frequency tables for all data in the survey are also available:
<http://microsites.oii.ox.ac.uk/tidsr/kb/27/tidsr-survey-use-digitised-resources>

17.4 Executive Summary of Findings

Response Rate

- There were 714 responses for this survey, 550 of which were complete (for a completion rate of 77%) and included in the dataset for analysis
- Average time spent filling out the survey: 17.5 minutes.
- 83% completed the survey in less than 20 minutes.
- 80% of respondents agreed to continue on to further questions after an optional skip that would take respondents to the end if they chose not to answer the optional questions on collaboration habits.

About the Respondents

- 40% of the respondents live the UK, with the next most common countries being the United States, Canada, and Germany.
- Average age of respondents was 45.3, with 52% falling between the ages of 30 and 49.
- 86% of respondents have a doctoral or master's degree and 52% have earned their highest degree since 2000.
- The largest portion of respondents (46%) described their field as 'history.'
- 56% have 'academic' job titles (versus student, non-academic researcher, librarian, or administrator), and most (90%) said they are involved in research.
- 51% are involved in teaching.
- 93% of respondents rated their ICT expertise as 'excellent' or 'good.'

Online Work and Research Habits

- Email and word processing is virtually ubiquitous, with 100% and 98% of respondents (respectively) saying they often or sometimes use these tools.
- While 55% limit access to their work until publication, 52% do commonly make their work available through a personal website.
- While general search engines are heavily used by most (91% 'often' and 8% 'sometimes'), library catalogues are still very heavily used (80% 'often' and 16% 'sometimes.')
- Only 27% of respondents said they 'often' use Google Scholar (33% said they 'sometimes' use it).
- CD-ROM use remains somewhat surprisingly common, with 43% using them 'often' or 'sometimes.'
- Online reference tools (Oxford Dictionary of National Biography, OED, etc.) seem slightly more heavily used than Online Databases (Historical Abstracts, Royal Historical Society Bibliography, etc), but both are more heavily used than online collections of digital facsimiles.

Overall Awareness of Digital Resources and Attitudes Toward Digitisation

- Enthusiasm for using digital collections is high (90%), with at least 90% of respondents already feeling that digitised collections are useful to them (94%) and enhancing their productivity (90%).
- 57% of respondents think that digitised collections raise new ethical issues.
- Respondents are generally in favour of further support for digitisation; with 66% agreeing that 'more funds should target projects using digitised collections' and only 8% agreeing that 'digitisation is adequately funded.'
- A majority of respondents (76%) agree that 'new research questions will require the use of digital resources,' but less than half (41%) feel that 'digital collections are easy to use' and 73% think that 'more training is needed in using digital collections.'

Awareness and Use of Five JISC-Funded Projects

A set of questions were presented to those respondents who said they were aware of, or used any of the following digital collections: Online Historical Population Reports (Histpop) at the UK Data

Archive; 19th Century British Newspapers (British Library); Archival Sound Recordings (British Library); 18th Century Parliamentary Papers at the British Official Publications Collaborative Reader Information Service (BOPCRIS); Medical Journals Backfiles Digitisation (Wellcome Trust / JISC / NLM).

Average awareness of these five projects was close to the overall average awareness of the larger set of collections about which respondents were asked (35.3% versus 35.9%).

The most common methods for finding these resources were split between Google and a professional society, listserv, or conference. Significant deviations from the norm for this variable include the 19th Century British Library Newspapers project, which most respondents found out about via a library.

Amongst users of these collections, response was positive with a majority feeling that each collection is both easy to find and easy to use. In all five cases, more than 60% of users felt that the collection was important to their field, with importance to their research being second, and importance to teaching coming last. The vast majority of those who have used materials from one of these collections in their work cite the original (paper) version of the digitised document, or the original version with a URL to the online version.

Collaboration and Dissemination of Work

- 63% of respondents said they were 'sole investigator on all or most of their projects.'
- Most respondents (55%) will limit access to their creative outputs until publication, and the most common means of distribution is e-Mail.
- Most respondents (52%) do have a personal website that provides information about their research, but only 19% provide access to their creative outputs through their site.

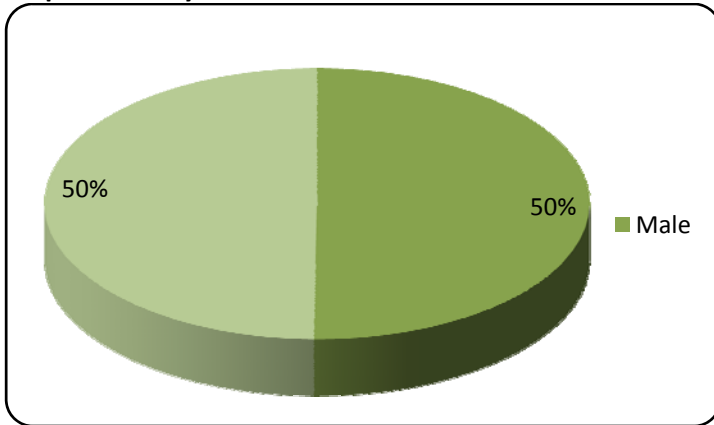
17.5 About the Respondents

The survey was distributed through a variety of e-mail lists which targeted humanities scholars. Twenty-seven lists in total were included, including a number of H-NET and JISCMail lists which serve historians, classicists, anthropologists, and other humanities fields. Although this open invitation approach is less ideal than assembling a random sample of potential respondents and sending them individualized invitations to participate, no such list of humanities scholars is readily available, and we did not have resources available to assemble such a list. Nevertheless, the total number of responses for this study (n=550) corresponds to a similar survey targeted to social scientists (n=526)¹¹. Although this non-systematic approach limits the ability to make statistical conclusions from the data, we nevertheless feel that the general patterns in these data can be used to suggest tentative conclusions worthy of further systematic study.

¹¹ Dutton, W.H., & Meyer, E.T. (2008). The Diffusion of e-Research: The Use and Non-Use of Advances in Information and Communication Technologies across the Social Sciences [Electronic version available at <http://ssrn.com/abstract=1150422>]. Paper presented at the 4th International Conference on e-Social Science, Manchester, UK, 18-20 June.

Meyer, E.T., & Dutton, W.H. (2008). Top-Down e-Infrastructure Meets Bottom-Up Research Innovation: Fitting e-Social Science Visions to the Realities [Electronic version available at: <http://ssrn.com/abstract=1262211>]. Paper presented at the UK e-Science All Hands Meeting, Edinburgh, UK, 8-11 Sept.

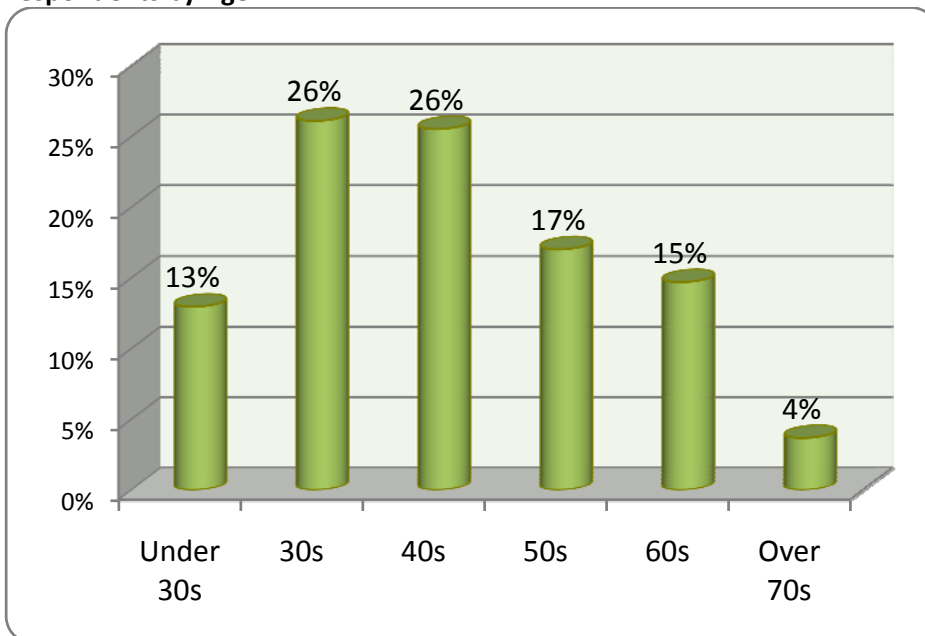
Respondents by Gender



n=526

In the final dataset, responses were equally split between males (n=264) and females (n=262).

Respondents by Age

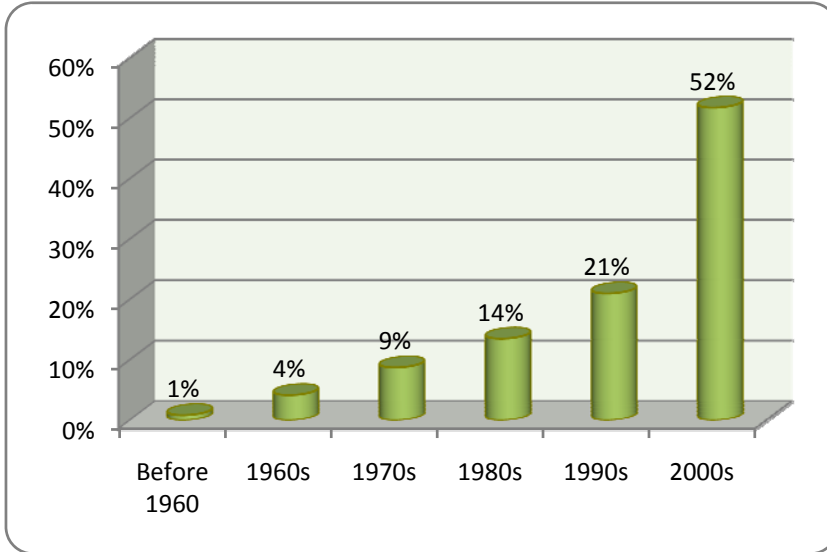


n=517

The average age of respondents was 45.3, with 52% falling between 30 and 49. This indicates that this sample is skewed somewhat toward younger respondents at the expense of senior researchers. One interpretation of this bias is that older researchers are less interested in digitization efforts in general and thus avoided filling out the survey. However, other data in the survey suggests this is not the case, as 56% of respondents in their 50s and 60s responded that they were personally “very interested” in digitization efforts, compared with 53% of respondents in their 30s and 40s. An alternative explanation is simply that senior researchers have less time available to participate in an online survey, and thus did not respond to the invitation.

This bias in favour of younger researchers is also reflected in the next table, which shows when the respondent earned their highest academic degree.

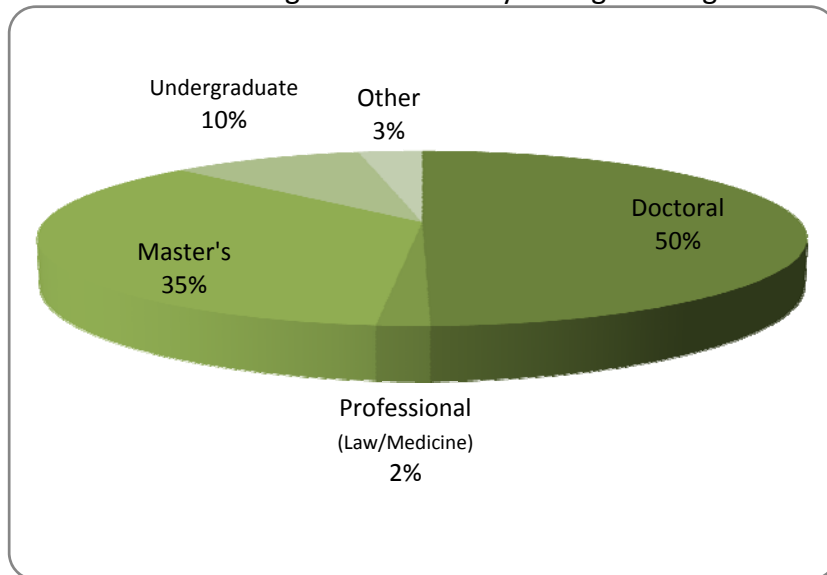
In What Year Did You Receive Your Highest Degree?



n=531

A majority of respondents are recent recipients of their highest degree. 52% have received their highest degree since 2000 and 73% since 1990.

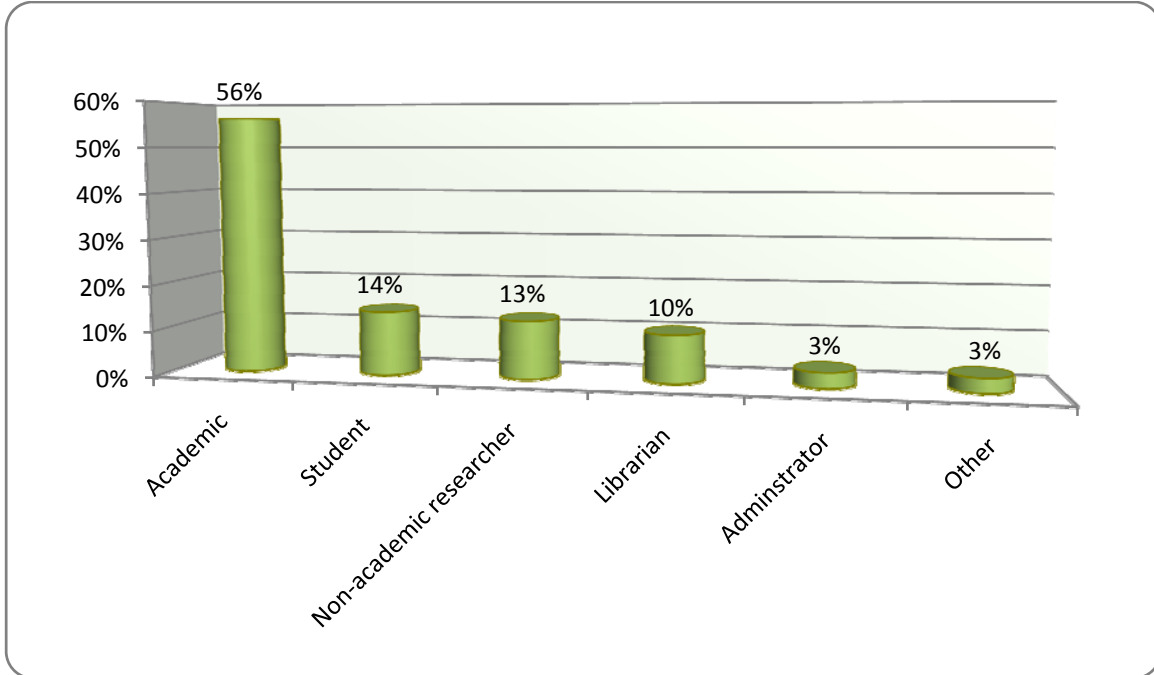
Which of the following best describes your highest degree earned?



n=531

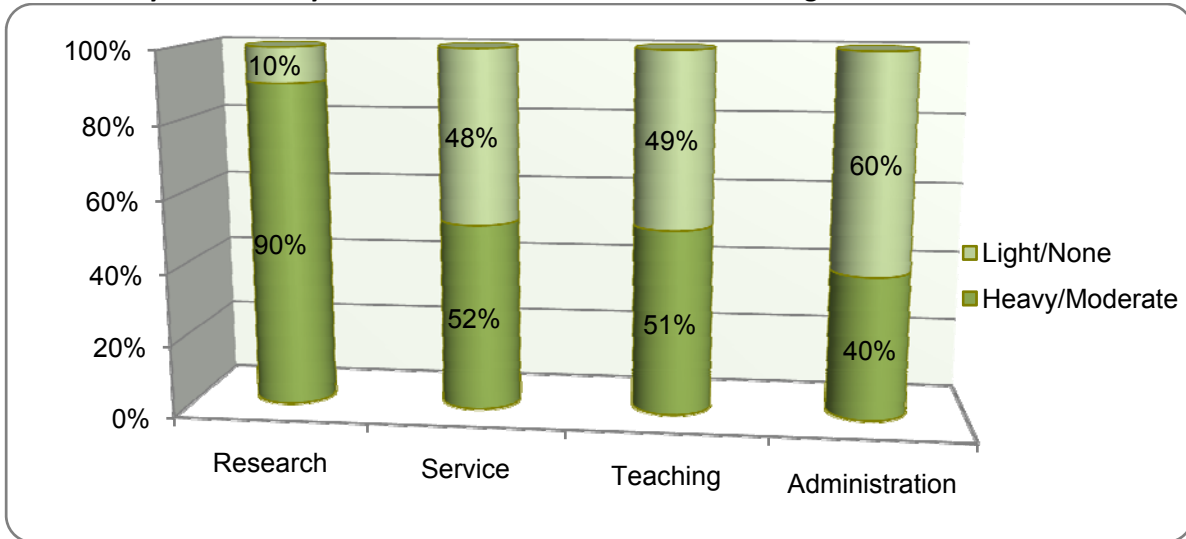
50% of participants hold a doctoral degree, and 87% hold an advanced professional degree of some sort. This indicates that the sample is biased towards professional researchers.

What is your current job title?



n=536

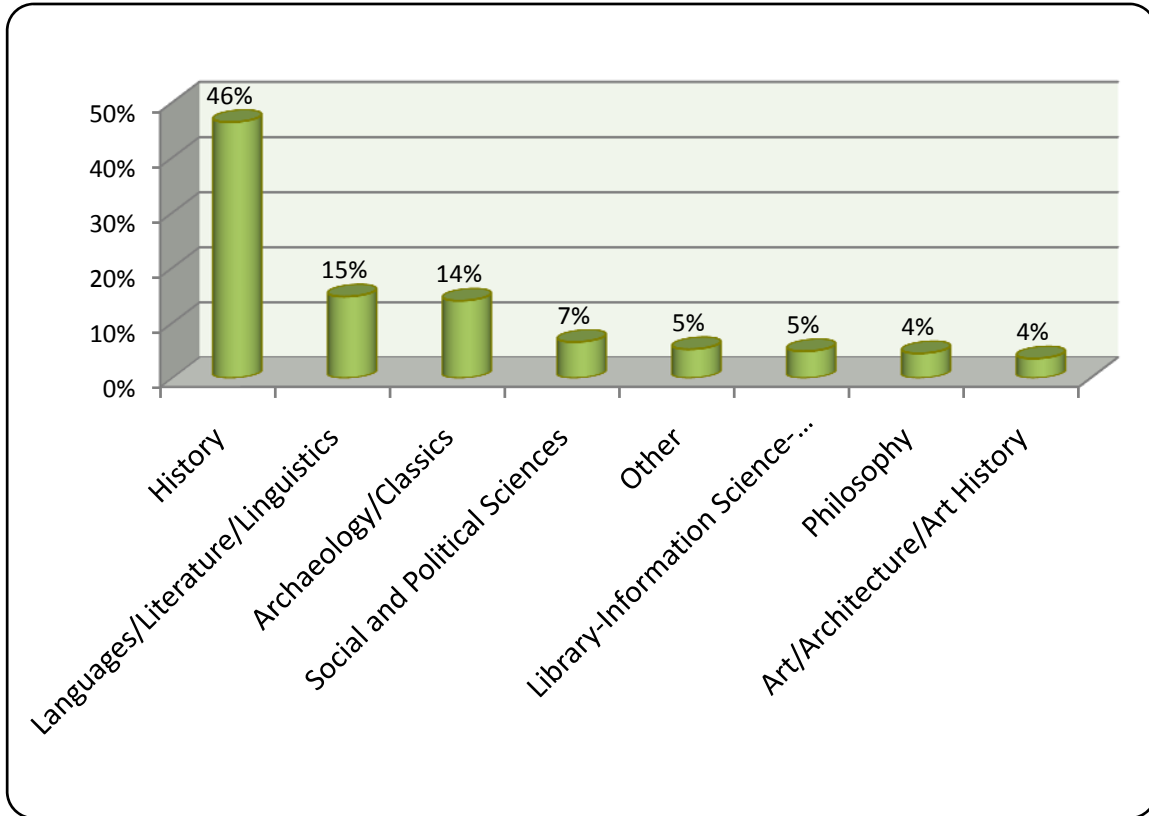
How would you describe your level of involvement in the following activities?



n=546

Most respondents (56%) hold academic job titles and the vast majority (90%) are engaged in research. Involvement in teaching is slightly less than 'Service for department or profession.' This much heavier involvement in research than in teaching also shows up in other responses, as fewer respondents also indicate that they use various specific digitised resources in teaching than for their research.

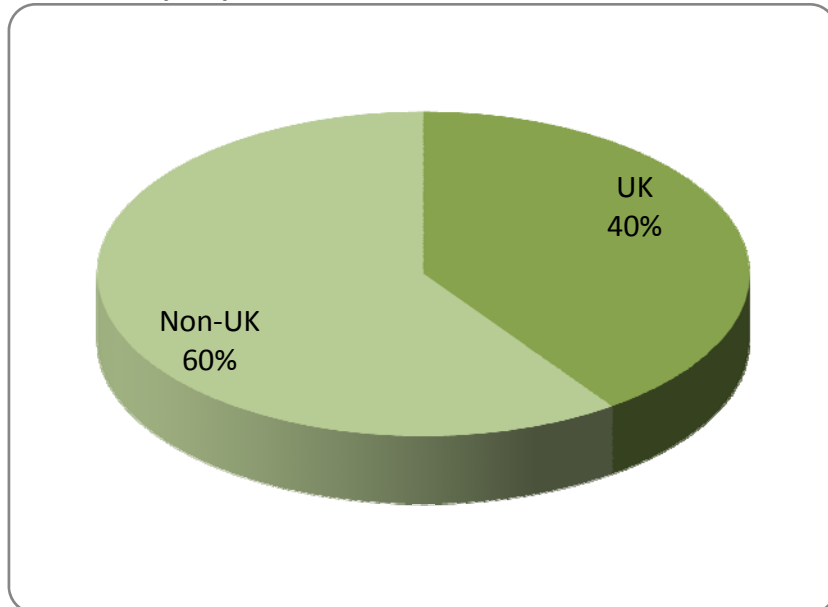
What is your field of specialization?



n=534

The largest group of respondents (46%) were historians, with the remainder spread across a variety of humanities and related fields. A small number (7%) of the sample are social scientists.

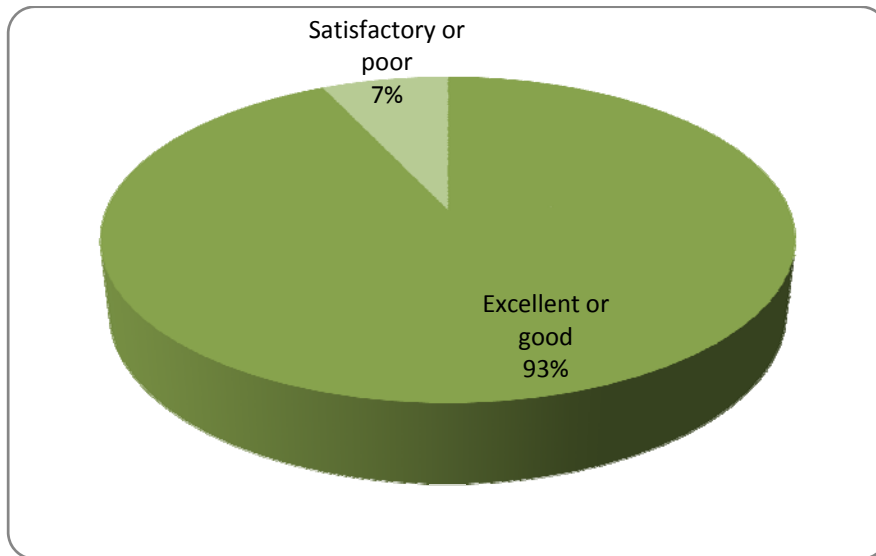
What country do you live in?



n=527

Respondents came from 30 different countries, with the largest representation (40%) from the UK. The US (32%) and Canada (9%) were also well represented.

How would you rate your expertise with technologies like the Internet and e-mail?



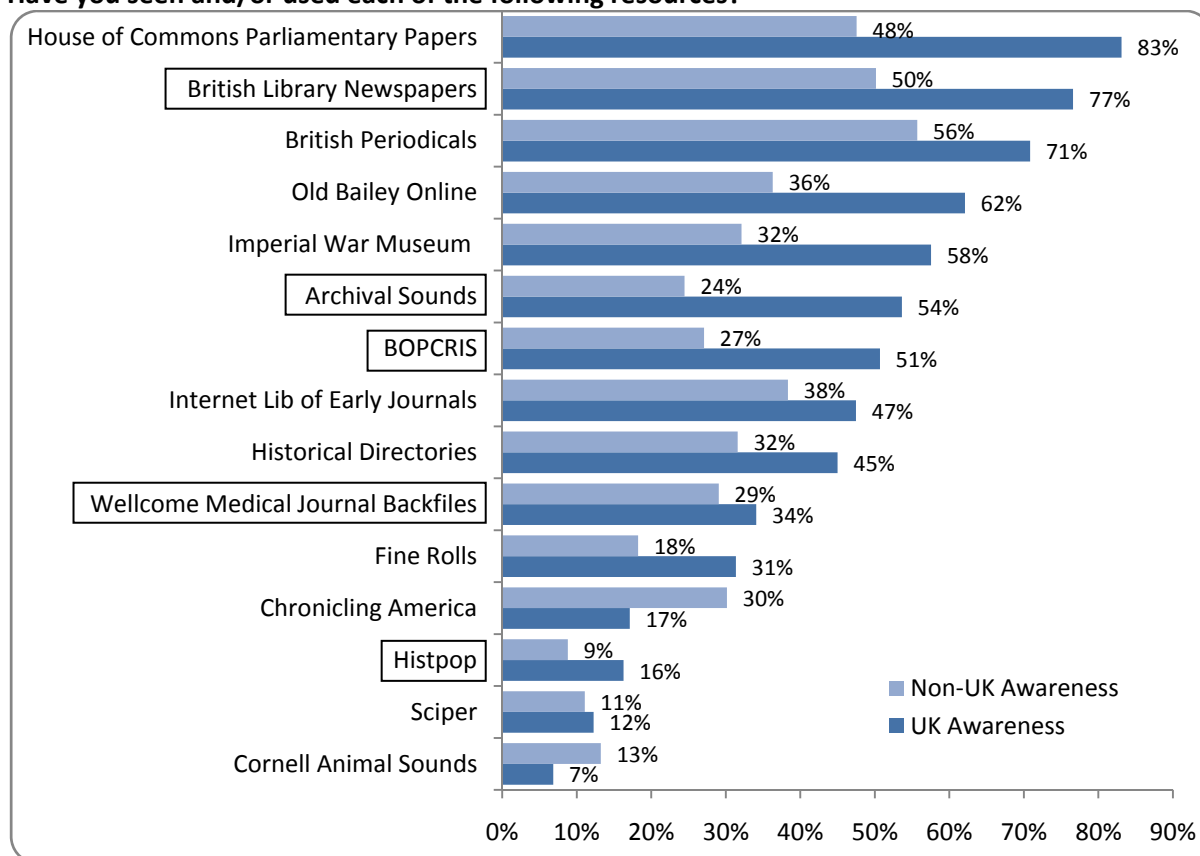
n=550

93% of respondents consider their general ICT skills to be excellent or good. This is consistent with the near ubiquity of basic computing, such as e-mail, Internet search and word processing, in academia.

17.6 Awareness and Use of Five JISC-Funded Projects

Respondents to the survey were presented with a grid showing the following digital resources which asked them to mark if they hadn't heard of it, had seen it but not used it, use it on occasion, or use it regularly or frequently. The following chart reports on the overall awareness of any given resource, as measured by whether a respondent had at least heard of the resource. The five JISC-funded projects that formed the focus of our study are: Online Historical Population Reports (Histpop) at the UK Data Archive; 19th Century British Newspapers (British Library); Archival Sound Recordings (British Library); 18th Century Parliamentary Papers at the British Official Publications Collaborative Reader Information Service (BOPCRIS); Medical Journals Backfiles Digitisation (Wellcome Trust / JISC / NLM). The five JISC-funded phase one digitisation projects that were the focus of later questions are marked with boxes in the chart.

Have you seen and/or used each of the following resources?

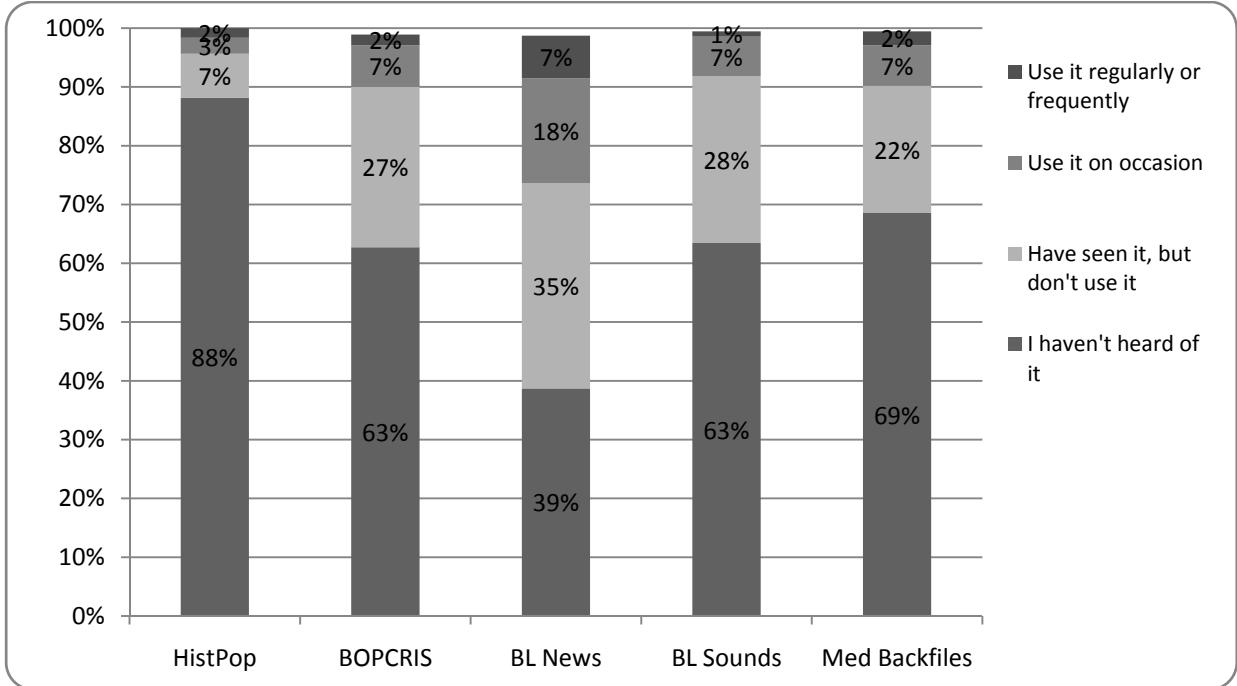


N=550

The average overall awareness (UK and non-UK combined) of all projects was 35.9% and the average for the 5 JISC-funded projects was nearly identical at 35.3%. It is important to note here that awareness does not equal impact. Impact is a complex measure that requires multiple metrics, as discussed elsewhere with regard to this project. Awareness does, however, provide at least a basic measure of how effective the marketing of any given resource to the potentially interested community has been. Some resources, of course, have smaller potential communities of interest, so a low overall awareness among humanities scholars may not be surprising.

In this case, the two British Library projects have the highest overall level of awareness among the five projects we studied: 77% of UK respondents and 50% of non-UK respondents were aware of the 19th Century British Library Newspapers (61% overall awareness), and the British Library Archival Sounds project had 54% UK / 24% non-UK awareness (36% overall awareness). The BOPCRIS 18th Century Parliamentary Papers had similar awareness levels to the British Library Archival Sound Recordings project, with 51% UK / 27% non-UK awareness (37% overall awareness). The Wellcome Medical Journals Backfiles project had somewhat lower awareness (34% UK / 29% non-UK / 31% overall), but is notable because of the relative similarity between UK and non-UK respondents. Finally, the Histpop Online Historical Population Reports has relatively low awareness (16% UK, 9% non-UK, 12% overall), but is also arguably the most specialized of any of the resources and would likely expect to have the smallest audience.

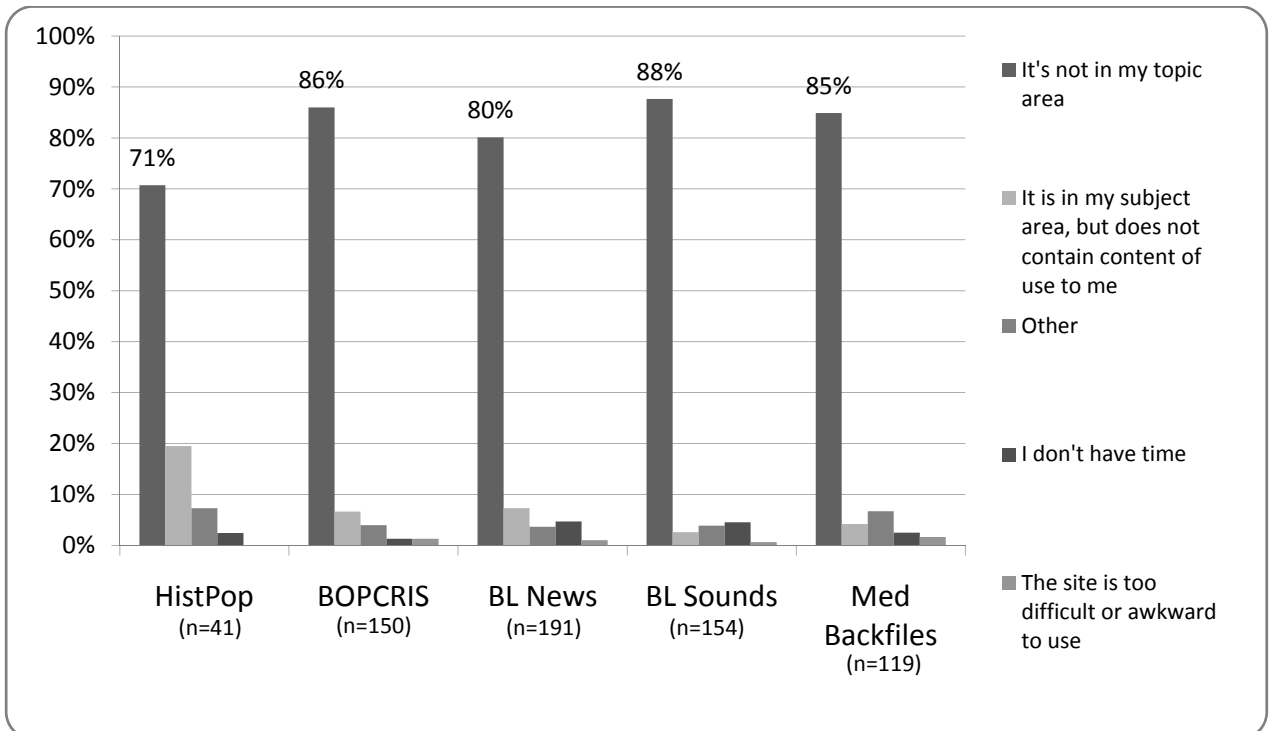
What do you know about each of the following resources?



N=550

This chart is similar to the previous chart, but showing the detailed breakdown of responses for the five projects in terms of awareness.

Reasons for non-use of resource



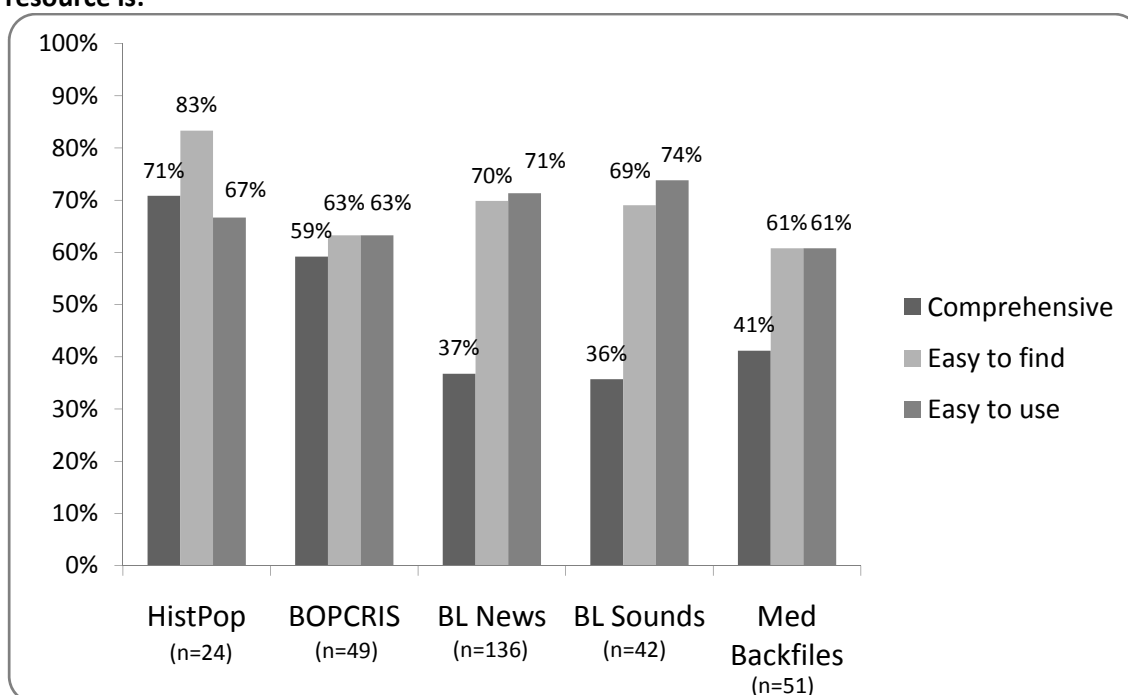
Respondents who said they were aware of these resources, but didn't use them overwhelmingly said it was because the resource was not in their topic area.

A number of respondents also offered other reasons for non-use¹², including the following examples:

- Access issues: “As independent researcher (retired) can't gain access to texts”; “Cannot access (outside UK)”; “Don't have access: in North America”; “I work off campus from home. I try to access through Athens but keep being thrown off as unrecognized. I can get into ODNB through Athens but not this resource”; “Not available to local historians”
- Relevance: “Not terribly useful to me”; “Not yet reached a stage in my research where it would be useful, but it could be in the future”; “Only occasionally relevant and not since they went online”
- Technical issues: “Work PC doesn't have a sound card”

The following questions were presented only to those respondents who said that they used a given resource occasionally or frequently.

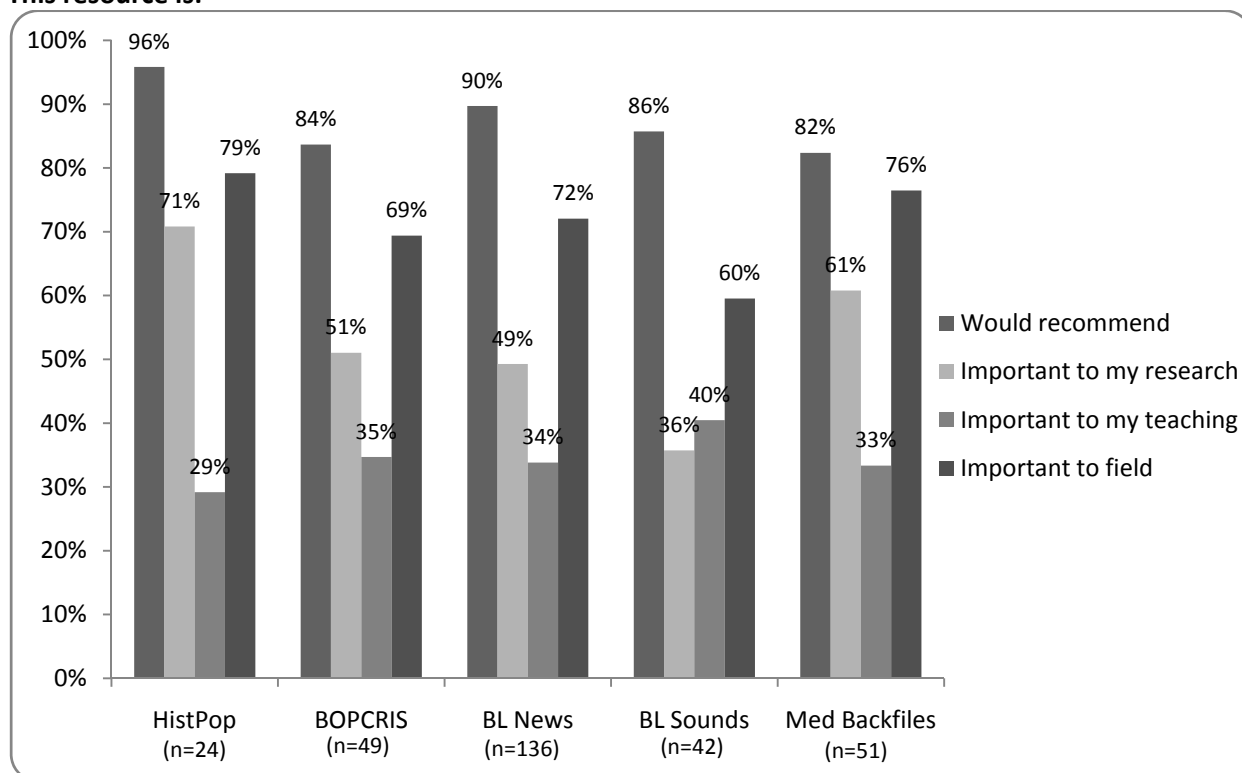
Please use the scale below to indicate our level of agreement with the following statements. This resource is:



Most users for all projects found the resources both easy to use and easy to find, although there is still room for improvement, as over one quarter of users of each resource did not agree that the resource was easy to use. Detailed reasons for this would require usability testing and user focus groups. Not that several of the projects were not considered to be comprehensive, but indeed these are all resources that were not designed as comprehensive collections of resources on the topics, but were built using various selection criteria.

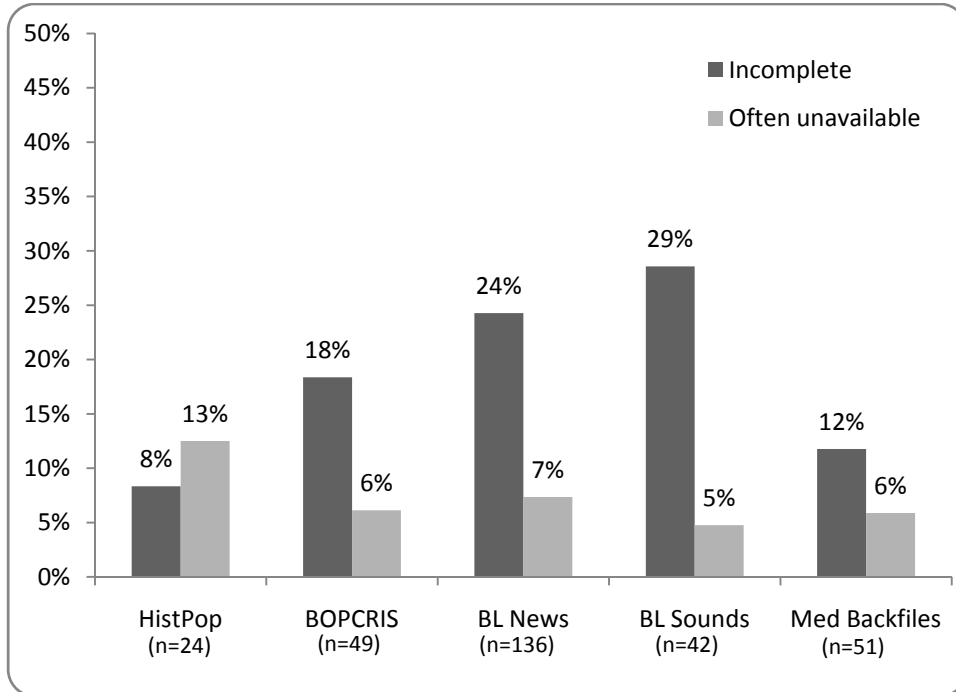
¹² Full textual responses available at <http://microsites.oii.ox.ac.uk/tidsr/kb/27/tidsr-survey-use-digitised-resources>

This resource is:



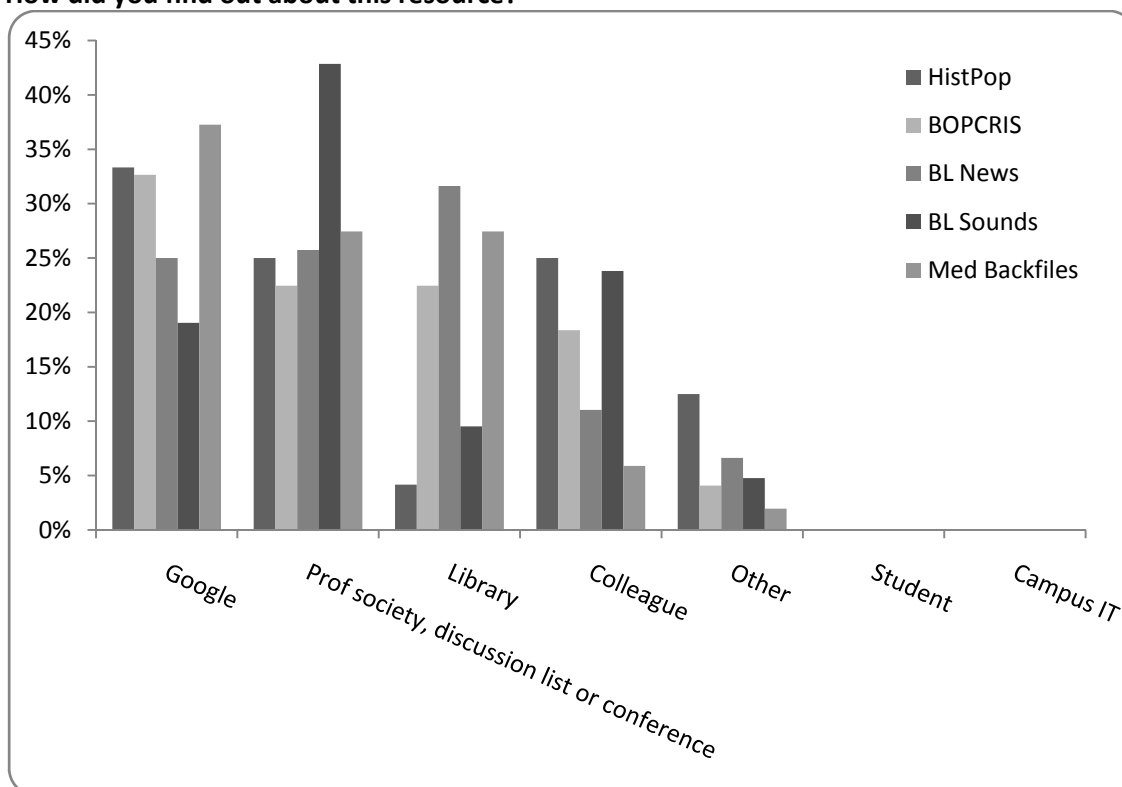
Most users would recommend these resources to their colleagues, ranging from a high of 96% of HistPop users to a low of 82% of Wellcome Medical Journals Backfiles users. A somewhat smaller percentage reported that the resource in question is important to their research, ranging from a high of 71% for HistPop to a low of 36% for the British Library Archival Sound Recordings project. These resources were in general ranked by users as important to their field first, to their research second, and to teaching third. Note that the relatively low level of importance to teaching is also tied to the earlier data showing that this sample was more heavily involved in research, and less in teaching. If only respondents who reported moderate to heavy teaching involvement are included, the importance to teaching increases from 29% to 64% for HistPop, from 35% to 58% for BOPCRIS, from 34% to 51% for BL News, from 40% to 52% for BL Sounds, and from 33% to 48% for Medical Journals Backfiles. This puts the importance to teaching much closer to the range for the importance to a respondent's research among those who are involved with teaching.

This resource is:



Respondents reported relatively low numbers for whether they agreed with the statement that the resources were incomplete, with the exception of the British Library projects which were not designed for comprehensive coverage of their topics. There was also low agreement with the statement that a resource’s website was often unavailable. There is a slightly higher positive response regarding HistPop (13% agreement); the administrator of HistPop has acknowledged that the service has minor server issues and experiences short periods of down-time as the server reboots on occasion.

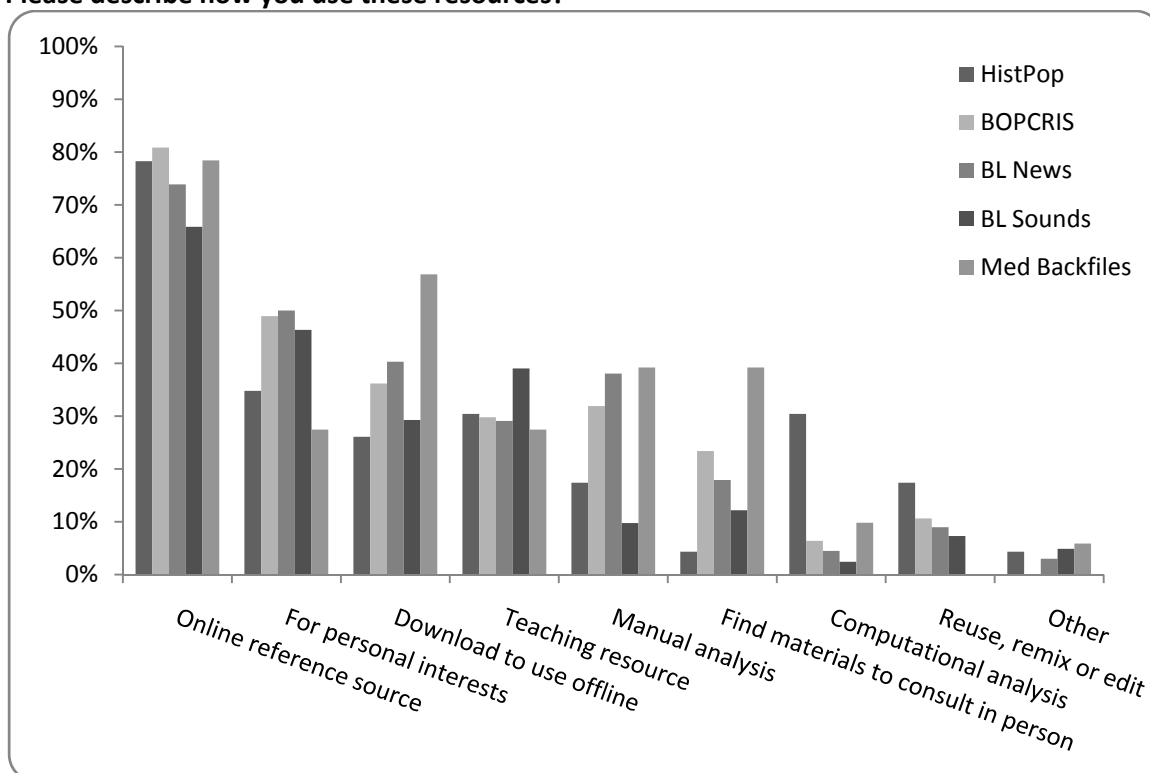
How did you find out about this resource?



	Histpop	BOPCRIS	BL News	BL Sounds	Med Backfiles
Google	33%	33%	25%	19%	37%
Prof society, discussion list or conference	25%	22%	26%	43%	27%
Library	4%	22%	32%	10%	27%
Colleague	25%	18%	11%	24%	6%
Other	13%	4%	7%	5%	2%
Student	0%	0%	0%	0%	0%
Campus IT	0%	0%	0%	0%	0%
	(n=24)	(n=49)	(n=136)	(n=42)	(n=51)

This chart and accompanying data table show the ways people discovered a resource. Note that Google dominates for many resources, underscoring not only the dominance of Google as a primary gatekeeper for access to knowledge, but also the importance of optimizing an online digital resource to appear on relevant Google searches using keywords and webpage metadata. Other major methods of resource discovery include professional societies, discussion lists, or conferences. These were particularly important in the case of the two British library resources. Libraries also still play an important role in discovering some of the resources, particularly the 19th C. British Library Newspaper project, which was most frequently discovered through a library. Finally, word of mouth plays an important role for specialized resources such as Histpop and the British Library Archival Sound Recordings project, both of which were discovered via colleagues one-quarter of the time.

Please describe how you use these resources?

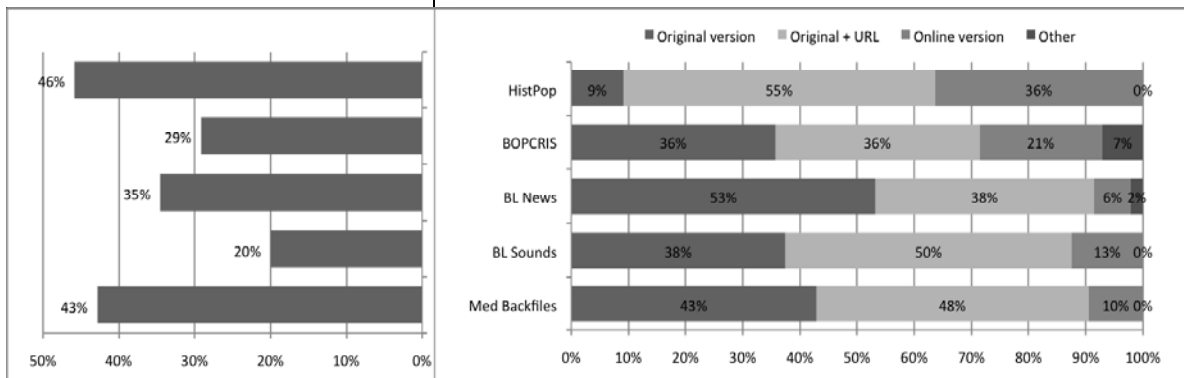


	Histpop	BOPCRIS	BL News	BL Sounds	Med Backfiles
Online reference source	78%	81%	74%	66%	78%
For personal interests	35%	49%	50%	46%	27%
Download to use offline	26%	36%	40%	29%	57%
Teaching resource	30%	30%	29%	39%	27%
Manual analysis	17%	32%	38%	10%	39%
Find materials to consult in person	4%	23%	18%	12%	39%
Computational analysis	30%	6%	4%	2%	10%
Reuse, remix or edit	17%	11%	9%	7%	0%
Other	4%	0%	3%	5%	6%
	(n=24)	(n=49)	(n=136)	(n=42)	(n=51)

Most uses of these collections are as reference sources, few respondents reuse, remix or edit.

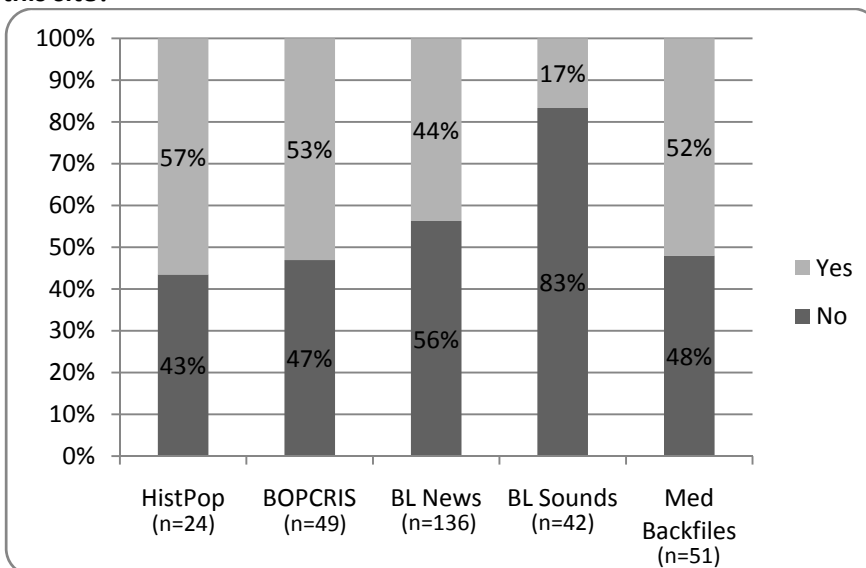
Have you ever created a piece of work for which you have used these electronic resources?

If so, how did you cite the electronic version or the originals?



Most users cited the original (analogue) versions of the materials, with 36%-55% also adding the URL. Histpop had the highest number of respondents who cite the online version, while the majority of British Library Newspaper users cite the original paper resource only. These citation habits have an impact on the ability to do webometrics and bibliometric analysis pertaining to the uses of a digital resource. Unless researchers include some indication that they have consulted the digital resource, it becomes harder to determine the impact that the digital resource is having except by inference from generally increased uses of the materials post-digitisation.

Have you ever used the original version of the documents available on this site?



In this table, there is a pretty even split among respondents who have used the original non-digitised versions of materials or not. The simplest interpretation of this chart is that those who have used the non-digital versions likely tend to represent researchers for whom the digital resource makes research more convenient and potentially more efficient. For the users who have not used the non-digital versions, at least some portion can be understood to only have come to the resource as a result of its being made available digitally. This suggests that one potential impact is drawing in new researchers to using a resource, although of course is difficult to determine after the fact whether any given researcher would have found their way to a resource regardless of its availability online or not. However, as the younger generation of researchers who have grown up with digital resources come to dominate academia over upcoming decades, it is not going too far out on a limb to suggest

that online availability of resources will shape research questions, just as availability of access to physical archives has in the past.

Open-ended questions

A number of open ended questions were also presented to respondents about their uses of any of these five resources. Respondents who used any of the five were presented the following questions; examples of types of responses are given here. Full text of all responses is available online at: <http://microsites.oii.ox.ac.uk/tidsr/kb/27/tidsr-survey-use-digitised-resources>

How have any of these digital resources changed the way you do your research? For example, have they enabled you to ask new research questions or collect different kinds of data?

- Access to materials: “access to materials otherwise would not be able or less likely to include in my research so yes they enable me to ask new questions and collect different kinds of data”; “Generally, digital resources have expanded my choice of corpus for a particular research project”
- New questions: “Allowed me to ask new questions of material. Conduct different sorts of searches”; “I use mostly US old medical journals and mass circulation publications. Whole text word searching makes it much easier to study the changing usage and meaning of terms, and makes it possible to find much more of the sources on a particular topic”; “In general terms, digital access allows for a rapid iterative approach that would be very difficult to emulate using original or hard copy documents housed at multiple locations”; “They have added significantly to the richness of the research materials - specifically bringing minor historical figures out of the shadows, and illuminating the activities of smaller local groups”
- Cost and efficiency: “Allowed me to access a large breadth of information rather than waiting to obtain funding to visit various libraries”; “Digital resources have made finding specific data much quicker - especially when it is possible to search texts from home. But in the end, to make sense of newspapers and to put the articles in context you need to see the original or a good facsimile”; “Has made my research much quicker and has given me the ability to do a lot more from home”; “Questions can be more finely tuned for the visit which makes it more productive”
- Geography: “As a graduate student in the United States, it was impossible for me to obtain the physical copies of articles extant in the UK. The digital copies of these articles were of great importance and value to me”; “As I work in Denmark, these resources make my research and teaching feasible, and enable my students to use primary resources which otherwise they would not do”; “Because I work at home in Australia I have limited access to original material - I could not do what I do at all without digital resources”; “I can do things now which I could not have done before, being located far from any decent library. Without the internet and digitised resources, my research would be at a standstill”
- Teaching: “allow me to teach in different ways, and bring in new ideas that I would have not before”; “as a faculty member at a smaller institution these kinds of online resources are a god-send, as they open up unlimited new avenues of research for me and my students”

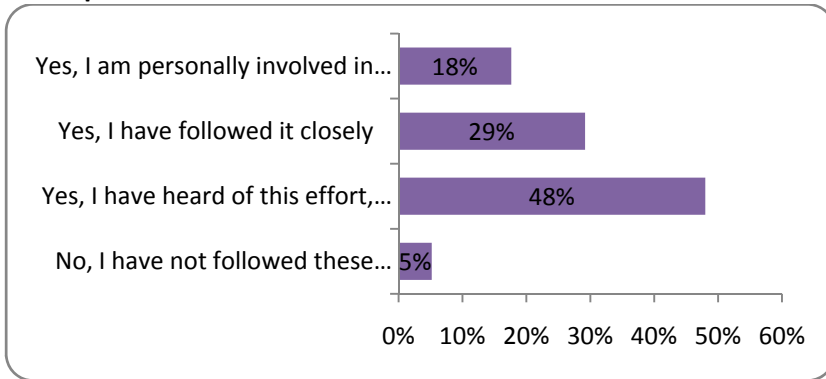
Could you give us feedback based on your experience with these resources?

- Access: “An excellent indispensable resource which is easily available to researchers who do not belong to an institution and does not make second-class researchers”; “It's a shame it's not available to everyone”; “My only complaint is the difficulty of getting at them off campus”; “They're usually inaccessible because I'm in Canada. This is profoundly stupid”
- Interface issues: “just amazing to be able to search local newspapers on line though the searching facility is not very sophisticated”; “18 C Parl. Papers are such an excellent resource

17.7 Overall Awareness of Digital Resources and Attitudes toward Digitisation

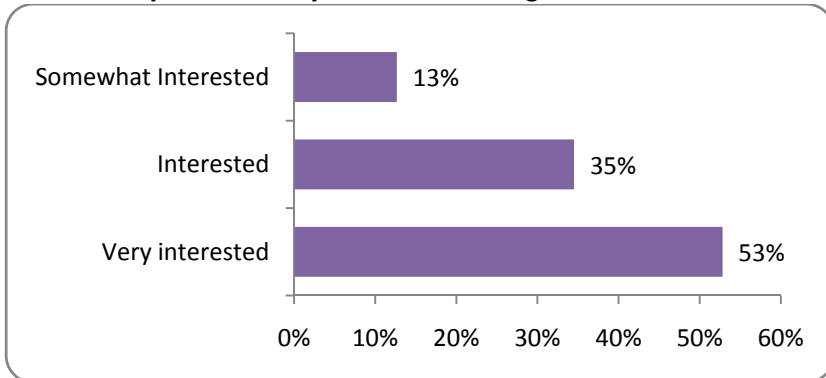
This section reports on a number of questions not about the five specific projects reported in the previous section, but about awareness of and attitudes towards digitisation efforts in general. Only respondents agreeing to continue beyond the previous section are included in these results (n=426).

There are a number of efforts to digitise resources and collections for access on the web or at libraries and archives. Are you aware of the developments in this area?



N=426

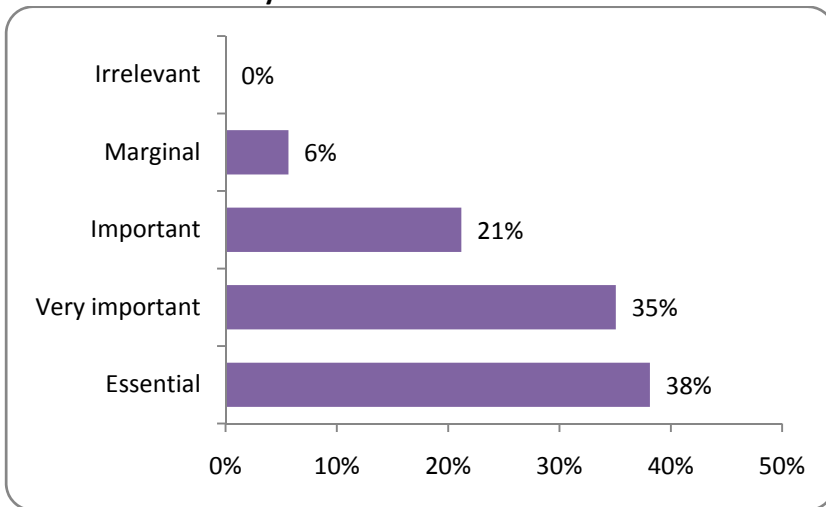
How would you describe your interest in digitisation efforts?



N=426

53% of respondents are interested in digitization efforts, but only 29% responded that they are closely following developments in the area and 18% responded that they are involved.

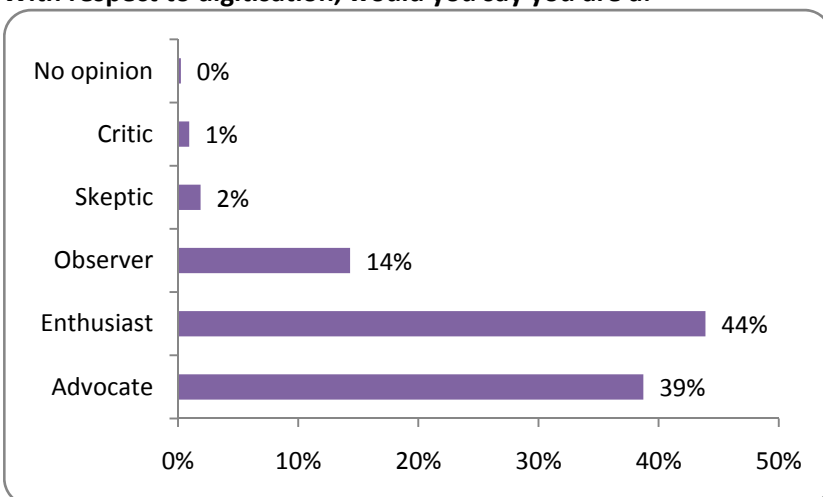
Looking ahead five years, how central is the use of digitised material likely to be in the future of your research?



N=426

73% of respondents feel that the use of digitised materials will be very important or essential to the future of their research.

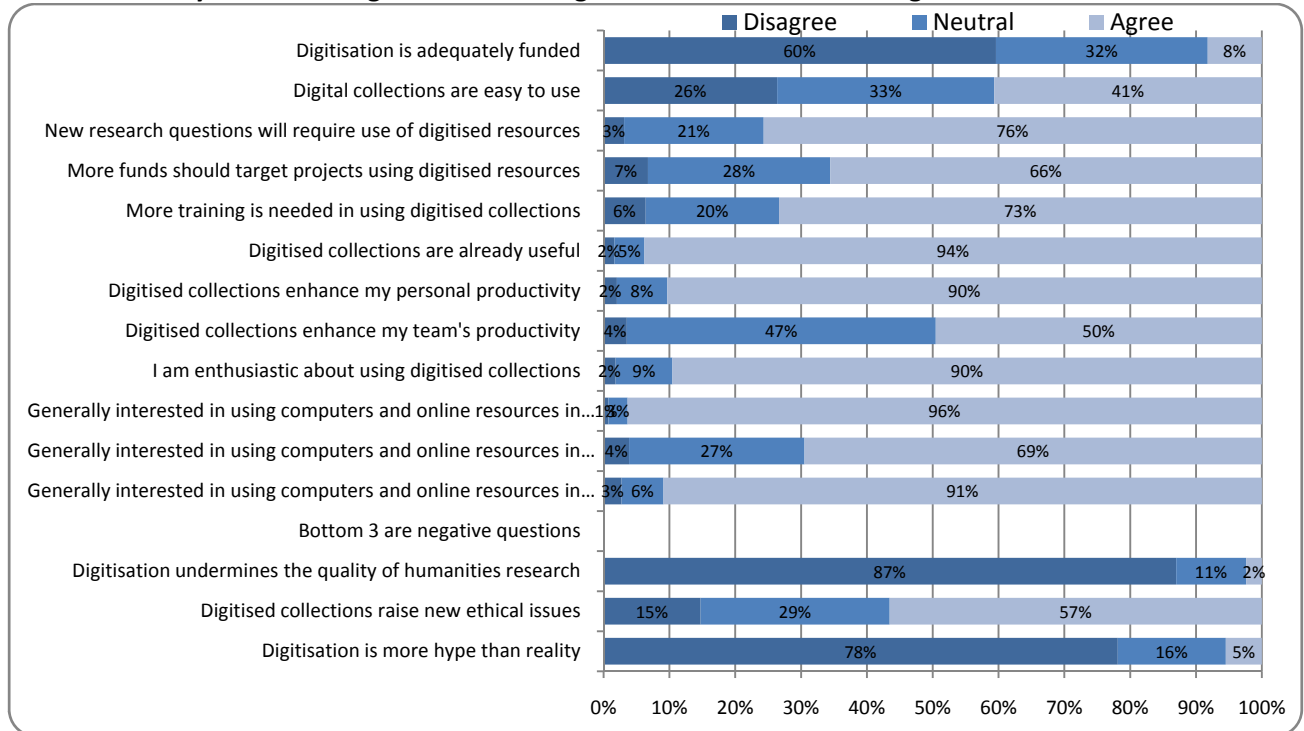
With respect to digitisation, would you say you are a:



N=426

83% of respondents described themselves as 'enthusiasts' or 'advocates' of digitisation.

Please indicate your level of agreement or disagreement with the following statements:



N=550

All respondents were asked to agree or disagree with a number of statements about digitization at the very end of the survey before exiting.

Respondents were generally enthusiastic about digital technologies. 90% were enthusiastic about using digital collections and 91% about using computers and online collections in their personal lives.

94% said that 'Digital collections are already useful' and 90% that they enhance their personal productivity, although only 41% agreed that they are easy to use.

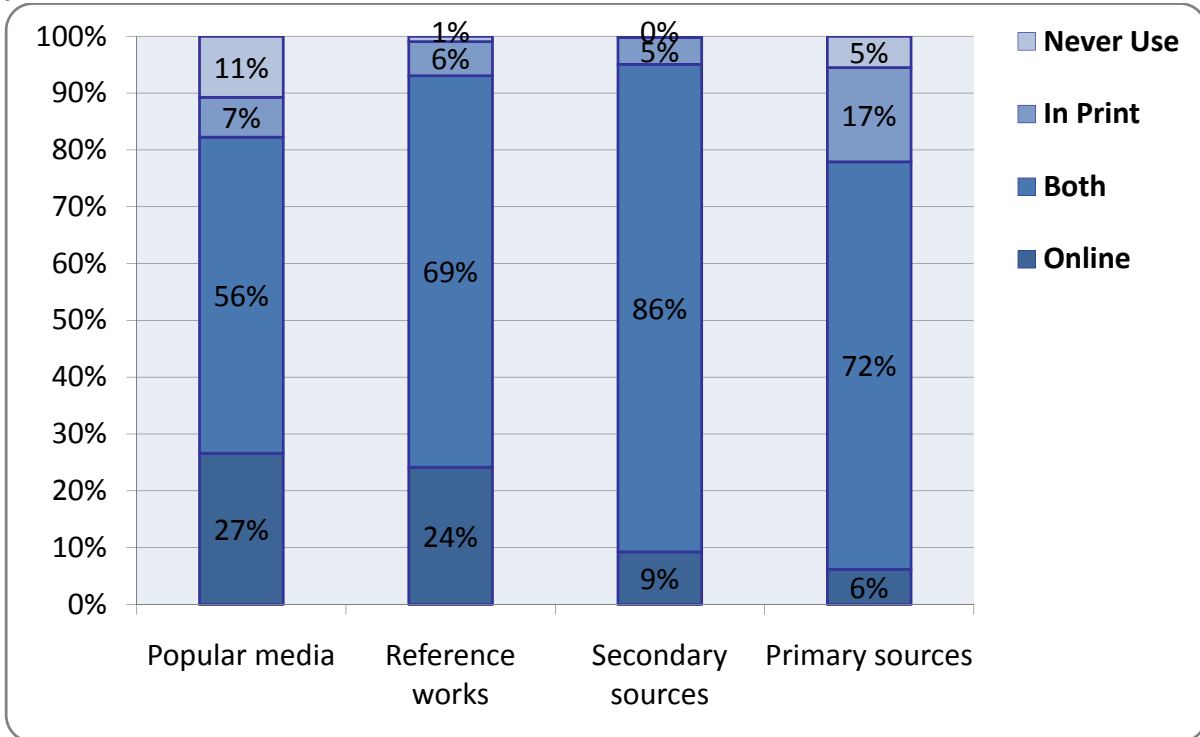
Most respondents (60%) believe that digitisation is not adequately funded and 73% that more training is needed in using digital collections.

76% of respondents believe that new research questions will require the use of digitised resources. Also, most respondents disagree (87%) that digitisation undermines the quality of humanities research, and also disagree that digitisation efforts are more hype than reality (78%).

17.8 Online Work and Research Habits

In addition to the questions about the specific digitised resources that were the focus of this study, the survey included a number of questions about more general online work and research habits (reported in this section) and about collaboration (reported in the following section).

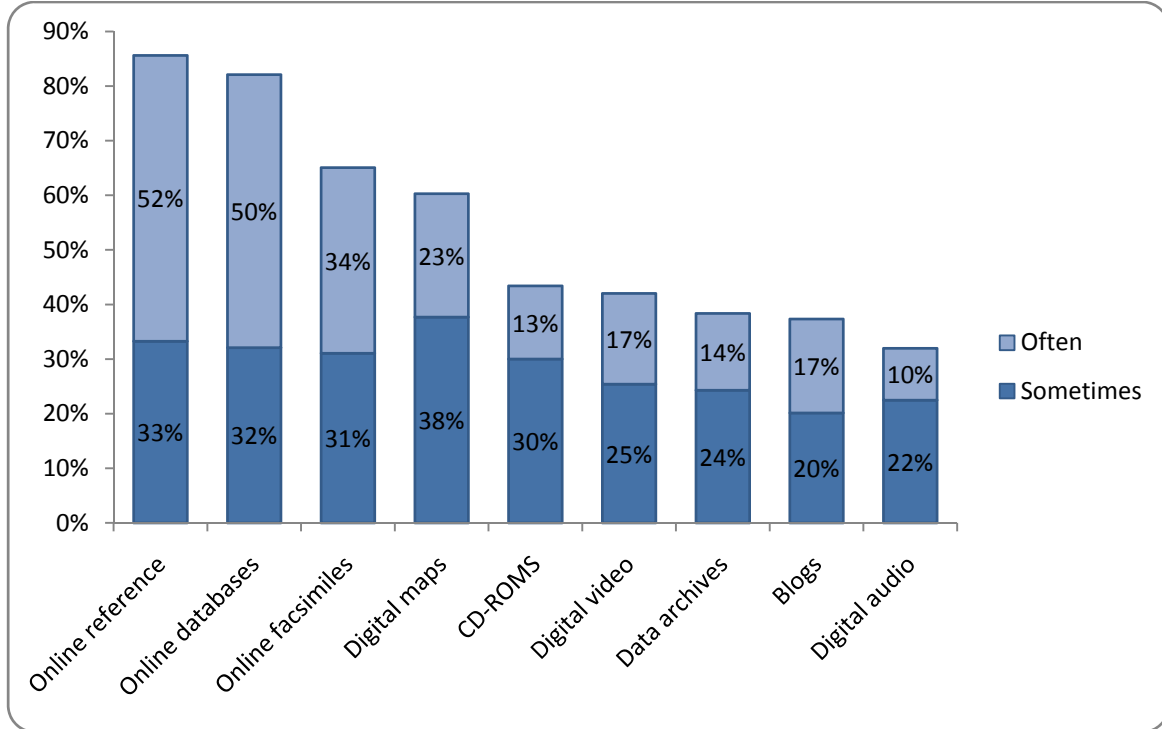
When you use the following sources in your work do you access them online, in print, both, or do you never use them?



n=550

Most respondents still work in a hybrid environment, accessing resources both online and in print.

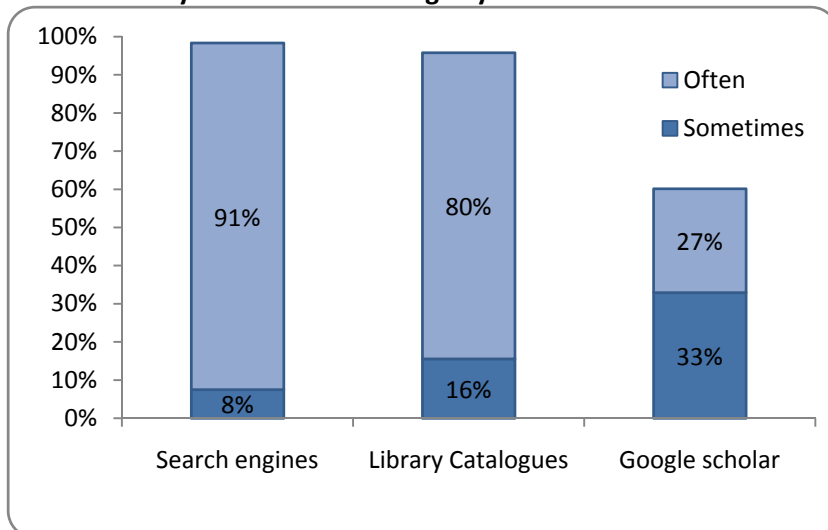
How often do you use the following in your work?



n=550

While email and word processing are nearly ubiquitous, use of CD-ROMs is still surprisingly high—being used by more respondents (43%) than digital video (42%), blogs (37%), or digital audio (32%).

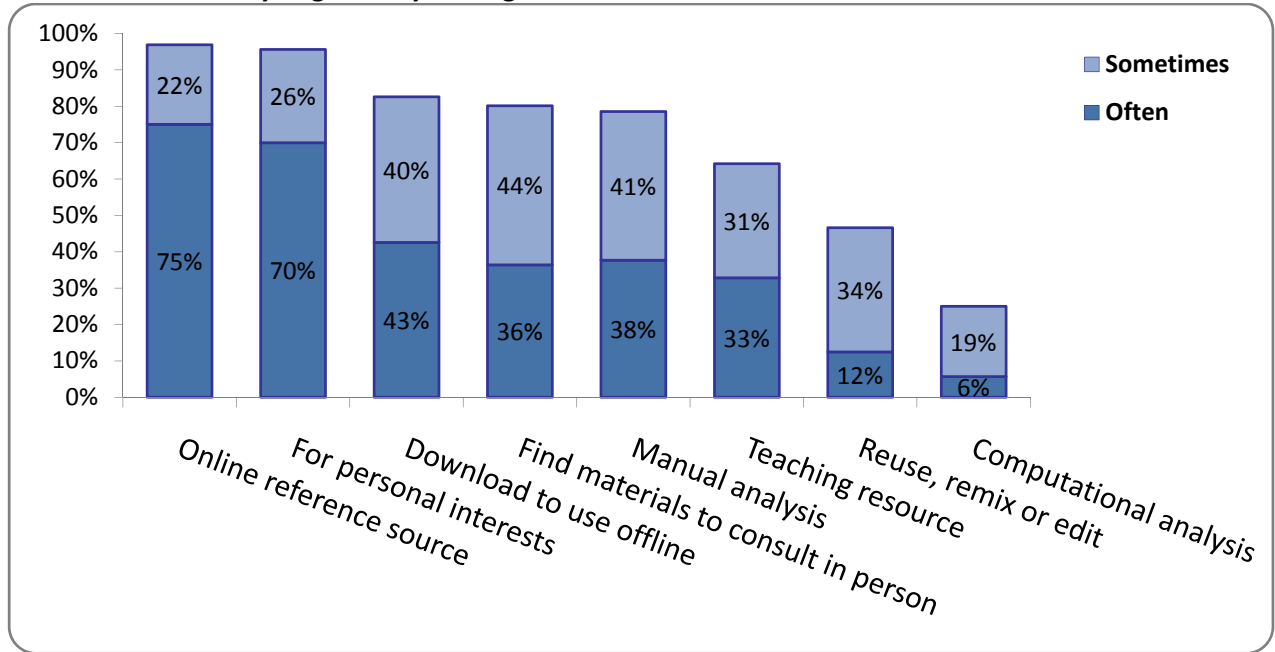
How often do you use the following in your work?



n=550

While general search engines are heavily used by most (91% 'often' and 8% 'sometimes'), library catalogues are still very heavily used (80% 'often' and 16% 'sometimes'). Only 27% of respondents said they 'often' use Google Scholar (33% said they 'sometimes' use it).

Please describe how you generally use digitised resources.



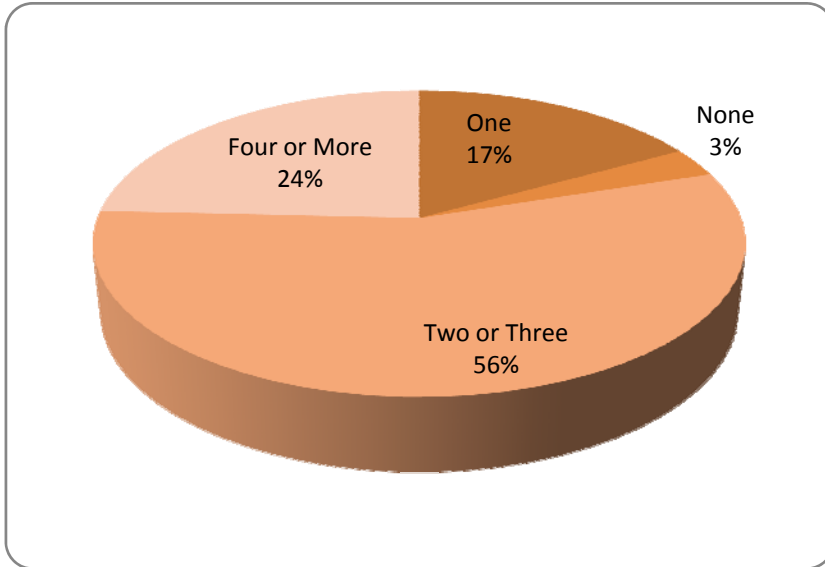
n=550

Most respondents use online resources as reference sources (97%), and many will download resources to use offline (83%) or mark them to later consult in person (80%). Fewer than half of respondents are engaged in some sort of transformative use of digital projects (reuse, remixing, or editing; or computational analysis).

17.9 Collaboration and Dissemination of Work

The survey included an optional section regarding collaboration and methods of dissemination research results, in order to build on previous research on collaboration behaviours of scholars in a variety of science, social science and humanities fields.

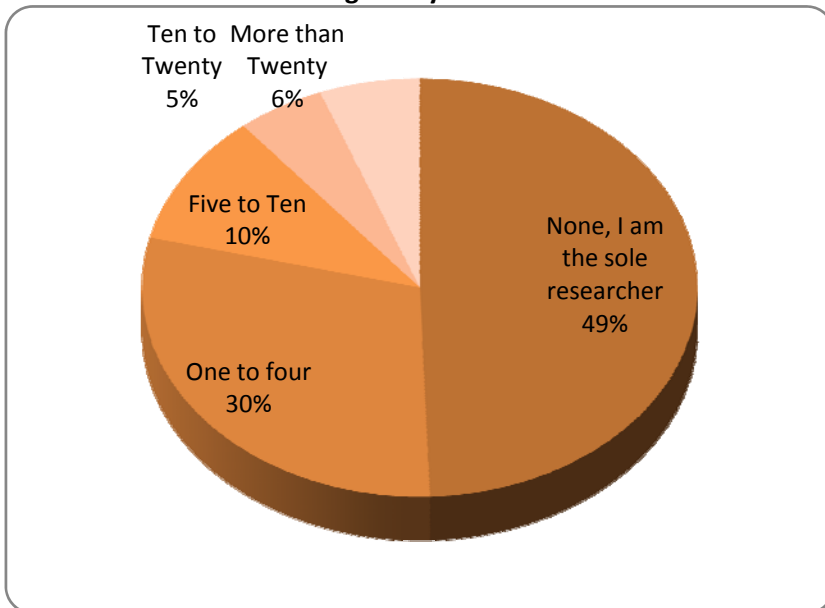
Thinking about your current research, about how many projects are you involved in at this time?



n=426

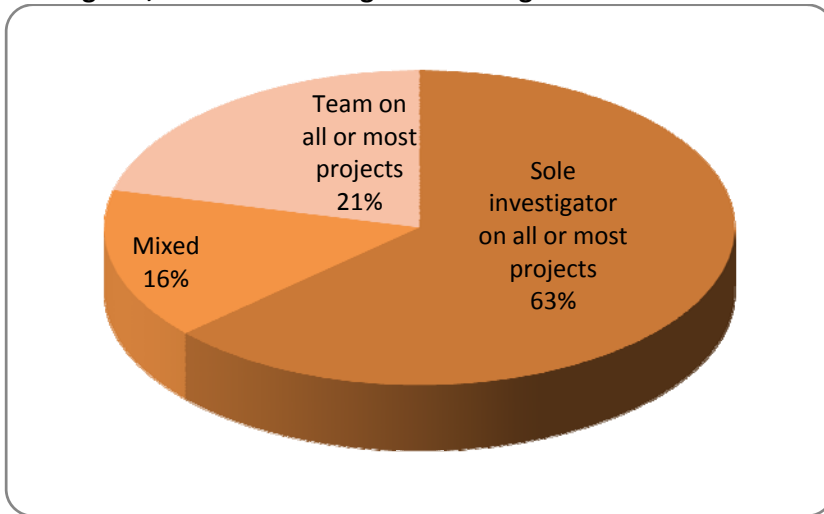
Most respondents (80%) are currently involved in at least two projects, with almost a quarter (24%) involved in four or more.

With respect to the largest project you are involved in, how many researchers are collaborating with you?



n=411

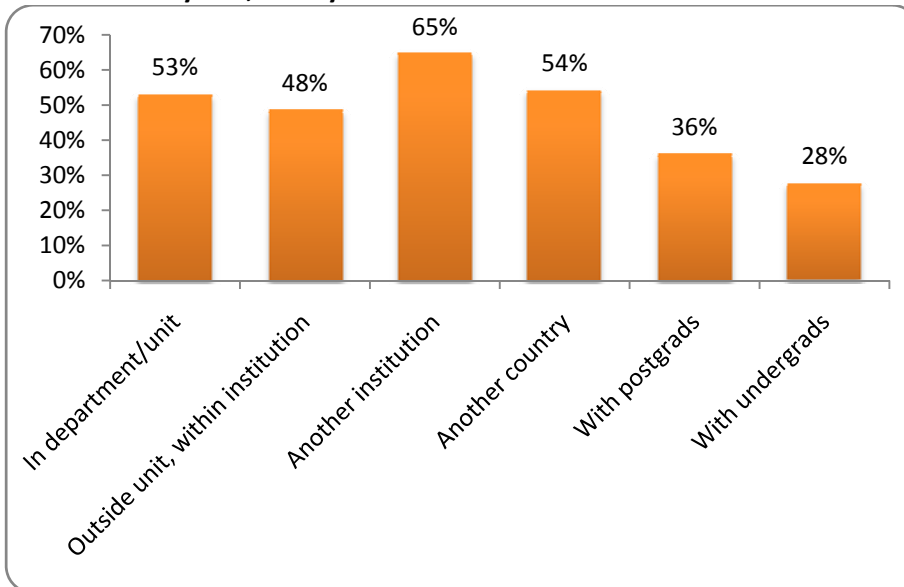
For what proportion of these projects are you the sole researcher or investigator, rather than being one of a larger team?



n=406

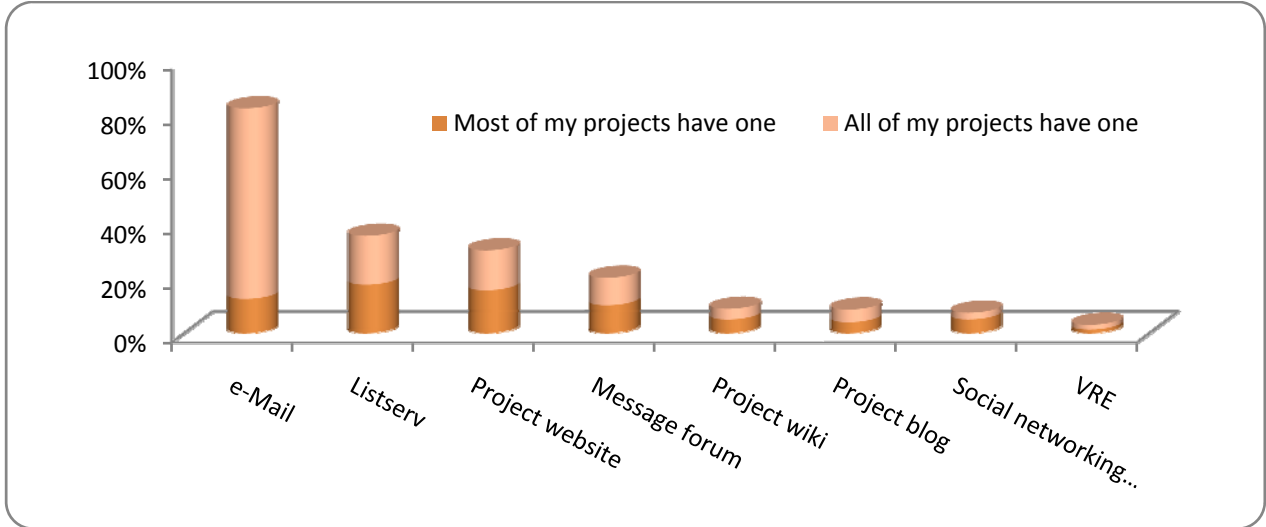
A majority of respondents (63%) do not currently collaborate with others.

In the last five years, have you collaborated with someone:



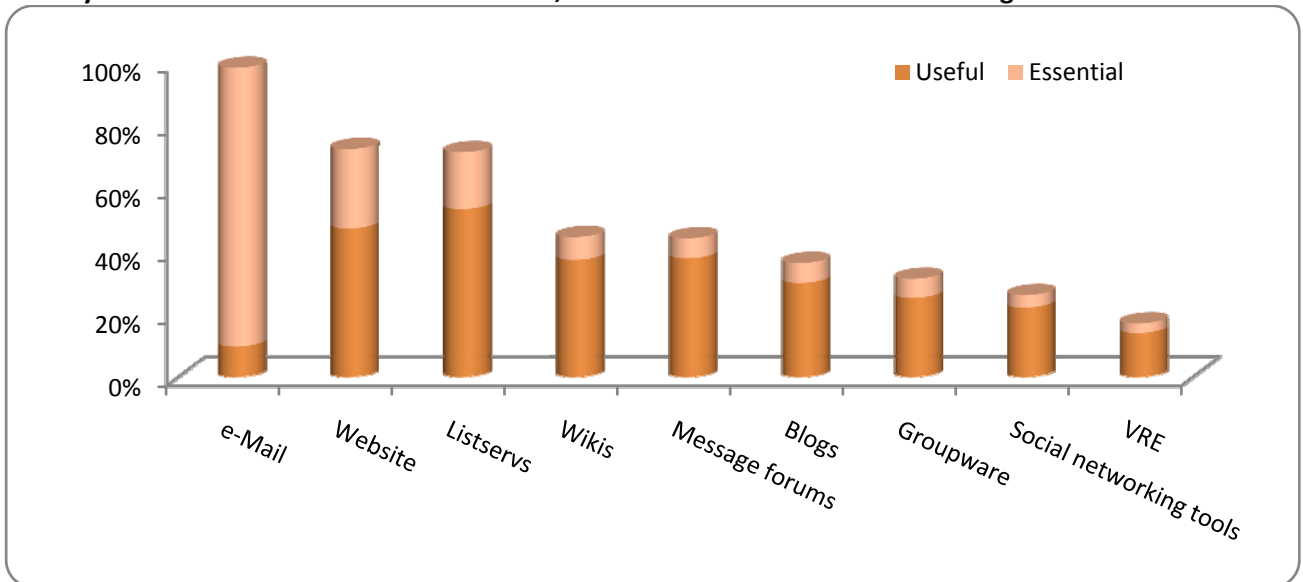
A majority of respondents have collaborated with someone inside their department (53%) or outside their institution (65%) in the last five years.

For what proportion of your projects do you use the following tools?



n=409

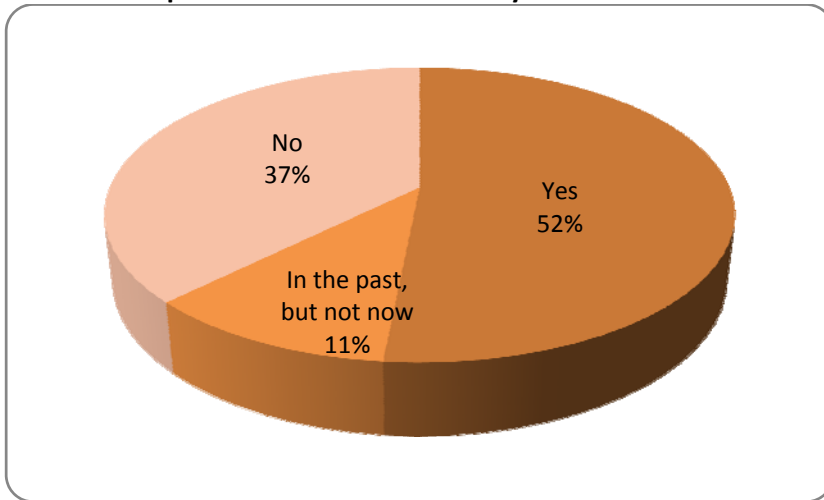
When you collaborate with other researchers, how useful are each of the following tools?



n=409

Amongst those respondents who collaborate, email, websites and listservs were found to be the most essential tools, with email being the most commonly used tool. Groupware, social networking tools, and virtual research environments (VREs) are used by less than half of respondents.

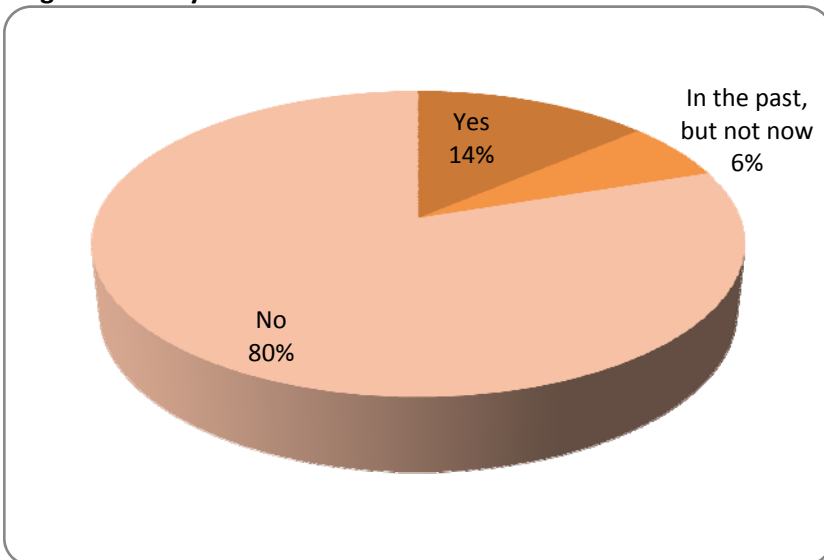
Whether or not you use the Web for particular projects, do you have a Website that provides information about your research?



n=425

Most respondents (52%) do have a website that provides information about their work.

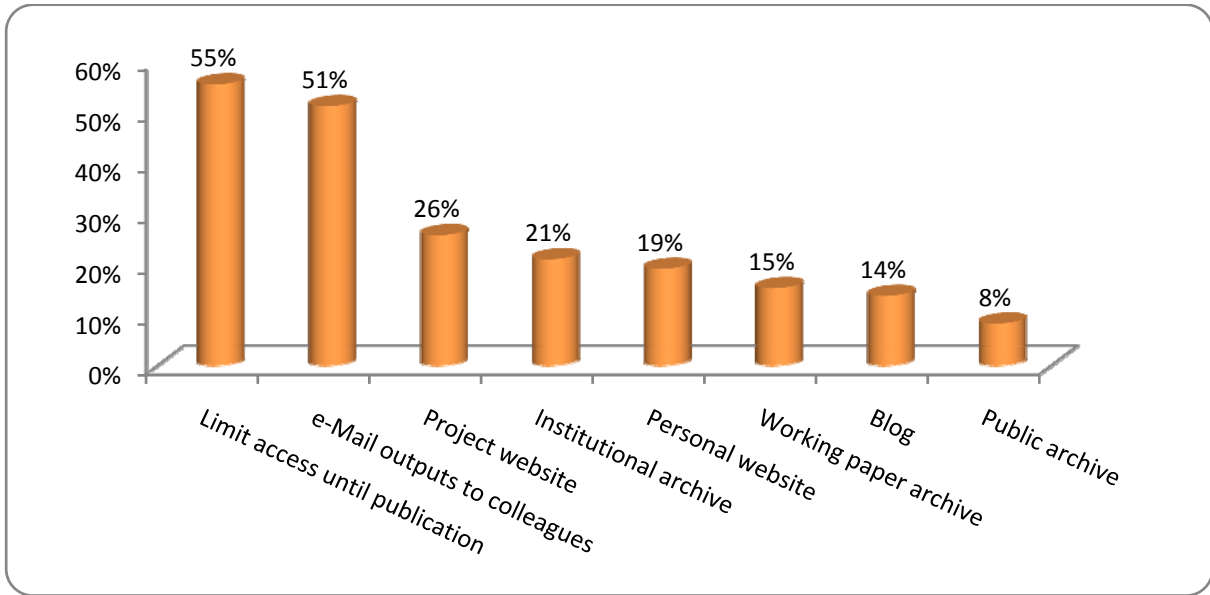
Whether or not you use a blog on particular projects, do you maintain a blog related to your work?



n=425

Very few (14%) respondents have a blog.

When you have completed a new paper or other creative output, are you like to make it available on:



n=425

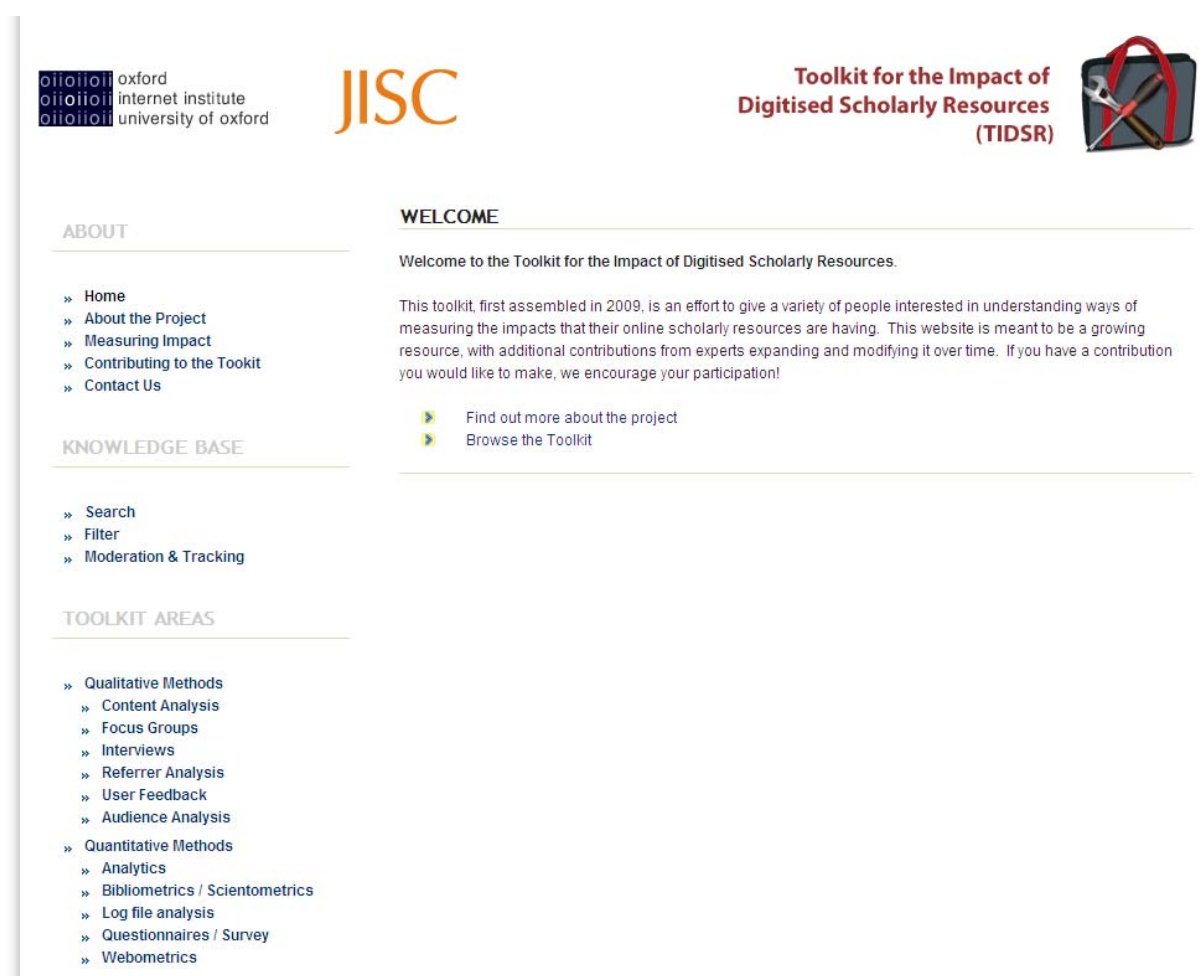
While most respondents (55%) will limit access to their creative outputs until publication, the most common means of distribution is e-Mail.

18 Toolkit for the Impact of Digitised Scholarly Resources (TIDSR) Website

<http://microsites.oii.ox.ac.uk/tidsr/>

A major deliverable for this project was the Toolkit for the Impact of Digitised Scholarly Resources. The Toolkit was launched on February 19th. We have made the toolkit as interactive as possible, and hope that users will add comments, update and add articles, and ensure the toolkit's survival as a living resource. We will be actively developing the Toolkit, and publicizing it through a variety of channels.

Front page of the toolkit:



The screenshot shows the front page of the TIDSR website. At the top left is the logo for the Oxford Internet Institute, University of Oxford. In the center is the JISC logo. At the top right is the title 'Toolkit for the Impact of Digitised Scholarly Resources (TIDSR)' next to an icon of a toolbox. The page is divided into three main sections: 'ABOUT', 'KNOWLEDGE BASE', and 'TOOLKIT AREAS'. The 'ABOUT' section includes links to Home, About the Project, Measuring Impact, Contributing to the Toolkit, and Contact Us. The 'KNOWLEDGE BASE' section includes links to Search, Filter, and Moderation & Tracking. The 'TOOLKIT AREAS' section is divided into Qualitative Methods (Content Analysis, Focus Groups, Interviews, Referrer Analysis, User Feedback, Audience Analysis) and Quantitative Methods (Analytics, Bibliometrics / Scientometrics, Log file analysis, Questionnaires / Survey, Webometrics). A 'WELCOME' section in the center contains a welcome message and two links: 'Find out more about the project' and 'Browse the Toolkit'.

The Toolkit is running on a Drupal content management system installed at the Oxford Internet Institute and designed by Tom King of the OII. The Drupal system was selected because of the ease with which additional content can be added to the system in a managed and orderly fashion. Administrators and managers of the Toolkit have extensive control over the content, while users have the more limited ability to comment on existing articles and to contribute new articles. User log in:

USER LOGIN

Username: *

Password: *

LOG IN

- » [Create new account](#)
- » [Request new password](#)

User commands:

When a user has logged in, a range of extra editing options are presented at the top of each article.

JISC

**Toolkit for the Impact of
Digitised Scholarly Resources
(TIDSR)**



[VIEW](#) [EDIT](#) [DEV LOAD](#) [DEV RENDER](#)

WHAT ARE FOCUS GROUPS?

Posted Tue, 10/03/2009 - 16:09 by Kathryn Eccles

Approved: Yes

Author: Kathryn Eccles

Related Articles: [How do I conduct an interview?](#)

Focus groups are a kind of group interview, in which participants are encouraged to enter into conversation with one another. Participants ask questions, respond to points raised, relate anecdotes and experiences, and provoke debate. The aim is to gather qualitative data from these interactions, including data that can be hard to get at in conventional interviews or other data gathering methods.

Focus groups are a common research tool in the social sciences, and generate a great deal of discussion and debate. You can find out more about these in the 'Bibliography' section below.

Article Type: [Methods](#)

Qualitative Methods: [Focus Groups](#)

[Add new comment](#)

Guidance for contributors:

KNOWLEDGE BASE GUIDELINES

How do I contribute / Add an article / Add a comment?

- ▶ In order to comment on, or add a new article to the Toolkit, you need to have an account for this website.
 - ▶ Show me the Create Account page.
- ▶ Once you've logged in, you should be able to see "Add New Article" under the Knowledge Base menu. This will enable you to submit an entry which will then be moderated by our administrative team. On successful approval, your article will then appear in the "Toolkit Areas".


How do I browse / view existing entries?

- ▶ Searching - our search function searches by keyword, but can also be narrowed down to article type, whether it falls under a specific quantitative / qualitative method, and by content type; to search just the Toolkit articles, select "Knowledge Base Article".
- ▶ Browsing by Area - select any of the items in the "Toolkit Areas" menu to view paged results of approved articles.
- ▶ Filter - Filter entries by Article Type and/or Method: includes non-approved articles.
- ▶ Moderation & tracking - Show article activity since your last login
- ▶ Additionally, you can navigate through similar articles by clicking on related article links and areas.


What formatting can I use?

- ▶ The supplied editor will accept:
 - ▶ Automatically numbered footnotes by using squared bracket notation - see below the editor for usage.
 - ▶ Allowed HTML tags: <a> <code> <dl> <dt> <dd> <blockquote> <h1> <h2> <h3> <h4> <h5> <h6> <p> <table> <th> <tr> <thead> <tbody> <td>; if you are unfamiliar with HTML, this isn't important, as the Rich Text Editor will automatically create these tags in the background for you.
 - ▶ Avoid copy and pasting from Word for the best results.
 - ▶ You can also upload a limited selection of files. If you feel that the current 1MB restriction is preventing you from uploading a useful article, please contact us.
-


Example articles:



oxford
internet institute
university of oxford



**Toolkit for the Impact of
Digitised Scholarly Resources
(TIDSR)**



ABOUT

- » Home
- » About the Project
- » Measuring Impact
- » Contributing to the Toolkit
- » Contact Us

KNOWLEDGE BASE

- » Search
- » Filter
- » Moderation & Tracking

TOOLKIT AREAS

- » Qualitative Methods
 - » Content Analysis
 - » Focus Groups
 - » Interviews
 - » Referrer Analysis
 - » User Feedback
 - » Audience Analysis
- » Quantitative Methods
 - » Analytics
 - » Bibliometrics / Scientometrics
 - » Log file analysis
 - » Questionnaires / Survey
 - » Webometrics

FOCUS GROUPS

WHAT ARE FOCUS GROUPS?

Posted Tue, 10/03/2009 - 16:09 by Kathryn Eccles
Author: Kathryn Eccles

Focus groups are a kind of group interview, in which participants are encouraged to enter into conversation with one another. Participants ask questions, respond to points raised, relate anecdotes and experiences, and provoke debate. The aim is to gather qualitative data from these interactions, including data that can be hard to get at in conventional interviews or other data gathering methods.

[Login](#) or [register](#) to post comments [Read more](#)

FOCUS GROUPS: A SHORT BIBLIOGRAPHY

Posted Mon, 16/03/2009 - 10:12 by Kathryn Eccles
Author: Kathryn Eccles

Focus groups: Methodology

Adams, A. B., A (2002). 'Digital Libraries in Academia: Challenges and Changes', *Digital Libraries: People, Knowledge, and Technology*. Berlin/Heidelberg, Springer. 255: 392-403.

Agar, M. and J. MacDonald (1995). 'Focus groups and ethnography', *Human Organization* 54(1): 78-86.

Barbour, R. S. and J. Kitzinger (1999). *Developing focus group research: politics, theory and practice*, Sage.

[Login](#) or [register](#) to post comments [Read more](#)

Users can add comments or click on 'Read more' to access the full article.

Explanatory articles such as 'What are Focus groups' are automatically highlighted and promoted to the top of the page:

FOCUS GROUPS

WHAT ARE FOCUS GROUPS?

Posted Tue, 10/03/2009 - 16:09 by Kathryn Eccles
Author: Kathryn Eccles

Focus groups are a kind of group interview, in which participants are encouraged to enter into conversation with one another. Participants ask questions, respond to points raised, relate anecdotes and experiences, and provoke debate. The aim is to gather qualitative data from these interactions, including data that can be hard to get at in conventional interviews or other data gathering methods.

[Login](#) or [register](#) to post comments [Read more](#)

Many of the articles also have attachments related to the topic, which users are free to download:

Attachment	Size
Focus group questions.doc	27 KB

Article Type: [Methods](#)

Qualitative Methods: [Focus Groups](#)

[Login](#) or [register](#) to post comments

To find out more, visit the toolkit:

<http://microsites.oii.ox.ac.uk/tidsr/>

19 Bibliography on Impact Studies and Related Publications

- Abbott, A. (2001). Digital History. *Nature*, 409, 556-557.
- Abels, E. G., White, M. D., & Hahn, K. (1997). Identifying user-based criteria for Web pages. *Internet Research: Electronic Networking Applications and Policy*, 7(4), 252-262.
- Adams, A., & Blandford, A. (2002). Digital Libraries in Academia: Challenges and Changes. In E.-P. Lim, S. Foo, C. Khoo, H. Chen, E. Fox, U. Shalini & C. Thanos (Eds.), *Digital Libraries: People, Knowledge, and Technology* (Vol. 2555/2002, pp. 392-403). Berlin/Heidelberg: Springer.
- Adams, A., Blandford, A., & Lunt, P. (2005). Social empowerment and exclusion: a case study on digital libraries. *ACM Transactions on Computer-Human Interaction*, 12(2), 174-200.
- Agar, M., & MacDonald, J. (1995). Focus groups and ethnography. *Human Organization*, 54(1), 78-86.
- AHRC ICT Strategy Project (2006). *Peer review and evaluation of digital resources for the arts and humanities*. Available online: http://www.history.ac.uk/digit/peer/Peer_review_report2006.pdf.
- Alford, L. P. (2000). *The Impact of Digital Resources on Organization and Management of Collection Development and Acquisitions*. Paper presented at the IFLA Council and General Conference, Jerusalem, Israel, 13-18 August 2000.
- Anderson, I. G. (2007). Pure dead brilliant?: Evaluating the Glasgow Story digitisation project. *Program*, 41(4), 365-385.
- Antonacopoulos, A., & Karatzas, D. (2004). A Complete Approach to the Conversion of Typewritten Historical Documents for Digital Archives. *Lecture Notes in Computer Science*, 90-101.
- Arafeh, S., & Levin, D. (2002). The digital disconnect: The widening gap between Internet-savvy students and their schools. Retrieved from http://www.pewinternet.org/~media/Files/Reports/2002/PIP_Schools_Internet_Report.pdf.pdf
- Archer, D. (2008). Digital humanities 2006: When two became many. *Literary and Linguistic Computing*, 23(1), 103-108.
- Arthur, P. (2007, Sept 29 - Oct 3, 2008). *Going digital: Humanities and the eResearch revolution*. Paper presented at the eResearch Australia, Melbourne, Australia.
- Arts and Humanities Data Service (2006). Histpop online - a taster. Retrieved from <http://ahds.ac.uk/news/newsletters/spring-2006/#4>
- Atkins, D. E., Brown, J. S., & Hammond, A. L. (2007). *A Review of the Open Educational Resources (OER) Movement: Achievements, Challenges and New Opportunities*.
- Ayers, E. L. (1999). The Pasts and Futures of Digital History. Retrieved from <http://www.vcdh.virginia.edu/PastsFutures.html>
- Badgett, R. G., Berkwits, M., & Mulrow, C. (2006). Scholarship Erosion. [Response]. *Annals of Internal Medicine*, 145(1), 77.
- Ball, J., & Fay, E. (2008, 1-4 April 2008). *BOPCRIS: Digitisation Workflow*. Paper presented at the Third International Conference on Open Repositories 2008, Southampton, UK.
- Barbour, R. S., & Kitzinger, J. (1999). *Developing focus group research: politics, theory and practice*: Sage.
- Bar-Ilan, J. (2005). What do we know about links and linking? A framework for studying links in academic environments. *Information Processing & Management*, 41(4), 973-986.
- Bar-Ilan, J. (2008). Informetrics at the beginning of the 21st century - A review. *Journal of Informetrics*, 2(1), 1-52.
- Barth, M., Skubacz, M., & Stolz, C. (2005). Web performance indicator by implicit user feedback - Application and formal approach *Web Information Systems Engineering - Wise 2005* (Vol. 3806, pp. 689-700). Berlin: Springer-Verlag Berlin.

- Batt, C. (2008). *Audience Analysis and Modelling: Strategic Content Alliance, Work Package One, Final Report*: JISC.
- Bearman, D., & Trant, J. (1998). Authenticity of Digital Resources: Towards a Statement of Requirements in the Research Process. *D-Lib Magazine*. Retrieved from <http://webdoc.sub.gwdg.de/edoc/aw/d-lib/dlib/june98/06bearman.html>
- Beaulieu, A. (2005). Sociable hyperlinks: an ethnographic approach to connectivity. In C. Hine (Ed.), *Virtual Methods: Issues in Social Research on the Internet* (pp. 183-197). New York: Berg.
- Bee, R. (2008). The importance of preserving paper-based artifacts in a digital age. *Library Quarterly*, 78(2), 179-194.
- Benner, M. (2003). The digital archive of the Swedish East India Company, 1731-1813: a joint project of a university library and a history department. *Online Information Review*, 27(5), 328-332.
- Berg, B. (2001). *Qualitative research methods for the social sciences*. Boston: Allyn & Bacon.
- Birmingham Museums and Art Gallery (2008). *Pre-Raphaelite Resource Project: Audience Research Report* (Research Report). Birmingham: Illumina.
- Bjorneborn, L., & Ingwersen, P. (2004). Toward a Basic Framework for Webometrics. [Research]. *Journal of the American Society for Information Science and Technology*, 55(14), 1216-1227.
- Blanke, T., Hedges, M., & Dunn, S. (2009). Arts and humanities e-science - Current practices and future challenges. *Future Generation Computer Systems*, 25, 474-480.
- Blecic, D. D., Fiscella, J. B., & Wiberley, S. E. (2001). The measurement of use of web-based information resources: An early look at vendor-supplied data. *College & Research Libraries*, 62(5), 434-453.
- Bloor, M. (2001). *Focus groups in social research*. Thousand Oaks: Sage Publications Inc.
- Bobley, B. (no date). Why the Digital Humanities. Unpublished report. National Endowment for the Humanities.
- Bollen, J., & Luce, R. (2002). Evaluation of Digital Library Impact and User Communities by Analysis of Usage Patterns. *D-Lib Magazine*, 8(6).
- Bollen, J., Rodriguez, M. A., & Van de Sompel, H. (2007). MESUR: usage-based metrics of scholarly impact. Retrieved from www.mesur.org/Documentation_files/JCDL07_bollen.pdf
- Bollen, J., & Van de Sompel, H. (2008, 1-4 April 2008). *MESUR: implications of usage-based evaluations of scholarly status for open repositories*. Paper presented at the 3rd International Conference on Open Repositories, Southampton, UK.
- Bolt, N., & Burge, S. (2008). *Guidelines for Libraries of Government Departments Government Libraries Section and the Government Information and Official Publications Section*.
- Boonstra, O., Breure, L., & Doorn, P. (2004). *Past, present and future of historical information science*. Amsterdam: Netherlands Institute for Scientific Information; Royal Netherlands Academy of Arts and Sciences.
- Borgida, E., Sullivan, J. L., Oxendine, A., Jackson, M. S., Riedel, E., & Gangl, A. (2002). Civic culture meets the digital divide: The role of community electronic networks. *Journal of Social Issues*, 58(1), 125-141.
- Briggs, C. L. (1986). *Learning how to ask: A sociolinguistic appraisal of the role of the interview in social science research*: Cambridge University Press.
- Brin, S., & Page, L. (1998). The anatomy of a large scale hypertextual web search engine. *Computer Networks and ISDN Systems*, 30(1-7), 107-117.
- Bronner, E. (2008, 26 August 2008). Israel to Display the Dead Sea Scrolls on the Internet. *New York Times*. Retrieved 27/08/08, from http://www.nytimes.com/2008/08/27/world/middleeast/27scrolls.html?_r=1&oref=slogin

- Brown, C. (2006). Digitisation projects at the University of Dundee Archive Services. *Program*, 40(2), 168-177.
- Buchanan, G., Cunningham, S. J., Blandford, A., Rimmer, J., & Warwick, C. (2005). Information seeking by humanities scholars, *Lecture Notes in Computer Science (including subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)* (Vol. 3652 LNCS, pp. 218-229).
- Carey, M. A. (1994). The group effect in focus groups: planning, implementing, and interpreting focus group research. *Critical issues in qualitative research methods*, 225-241.
- Carr, L., Brody, T., & Swan, A. (2008, 1-4 April 2008). *Repository Statistics: What do we want to know?* Paper presented at the 3rd International Conference on Open Repositories, Southampton, UK.
- Carr, V. (2005). Recasting the Past: Digital Histories. *Ariadne*.
- Carson, S. (2004). *MIT OpenCourseWare Program Evaluation Findings Report*. Cambridge MA: Massachusetts Institute of Technology.
- Carson, S. (2006). *2005 Program Evaluation Findings Report: MIT OpenCourseWare*. Cambridge MA: Massachusetts Institute of Technology.
- Centre for Information Behaviour and the Evaluation of Research (2008). Information Behaviour of the Researcher of the Future. Retrieved from <http://www.bl.uk/news/pdf/googlegen.pdf>
- Choi, Y., & Rasmussen, E. M. (2003). Searching for images: The analysis of users' queries for image retrieval in American history. *Journal of the American Society for Information Science and Technology*, 54(6), 498-511.
- Choudhury, S., Hobbs, B., Lorie, M., & Flores, N. (2002). A framework for evaluating digital library services. *D-Lib magazine*, 8(7/8), 1082-9873.
- Cohen, D., Frisch, M., Gallagher, P., Mintz, S., Sword, K., Murrell Taylor, A., et al. (2008). The Promise of Digital History. [Interchange]. *Journal OF AMERICAN HISTORY*, 95(2), 442-451.
- Cohen, D., & Rosenzweig, R. (2005). *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. Philadelphia: University of Pennsylvania Press.
- Cohen, S., Ferreira, J., Horne, A., Kibbee, B., Mistlebauer, H., & Smith, A. (2000). Personalized electronic services in the Cornell University Library. *D-Lib Magazine*, 6(4), 1082-9873.
- Cole, C. (2000). Inducing expertise in history doctoral students via information retrieval design. *Library Quarterly*, 70(1), 86-109.
- Corley, J. A. (1998). Can the Web Really Do It All? Perceptions of Historical Research on the Internet. *The Public Historian*, 20(1), 49-57.
- Corti, L. (2000). Progress and Problems of Preserving and Providing Access to Qualitative Data for Social Research-The International Picture of an Emerging Culture. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 1(3), 3-00.
- Corti, L., & Thompson, P. (1997). Research/Resources Note: Latest News from the ESRC Qualitative Data Archival Resource Centre (QUALIDATA). *Journal of Social History*, 30(4), 963-966.
- Cox, R. J. (2001). The great newspaper caper: backlash in the digital age. *Collection Building*, 20(2), 88-103.
- Croneis, K. S., & Henderson, P. (2002). Electronic and digital librarian positions: A content analysis of announcements from 1990 through 2000. *The Journal of Academic Librarianship*, 28(4), 232-237.
- Dahlstrom, M. (2006). Editorial: Towards a digital humanities base. *Human IT*, 8(2), 1.
- Dalton, M. S., & Charnigo, L. (2004). Historians and their information sources. *College & Research Libraries*, 65(5), 400-425.
- Davenport, L., Randle, Q., & Bossen, H. (2007). Now You See It; Now You Don't. The Problems with Newspaper Digital Photo Archives. *Visual Communication Quarterly*, 14(4), 218-230.

- Davis-Perkins, V., Butterworth, R., Curzon, P., & Fields, B. (2005). A Study into the Effect of Digitisation Projects on the Management and Stability of Historic Photograph Collections. *LECTURE NOTES IN COMPUTER SCIENCE*, 3652, 278.
- Debus, M., & Academy for Educational Development (1990). *Methodological review: a handbook for excellence in focus group research*: AED.
- Delgadillo, R., & Lynch, B. P. (1999). Future historians: Their quest for information. *College & Research Libraries*, 60(3), 245-259.
- Dellavalle, R. P., Hester, E. J., Heilig, L. F., Drake, A. L., Kuntzman, J. W., Graber, M., et al. (2003). Going, Going, Gone: Lost Internet References. *Science*, 302(5646), 787-788.
- Dorner, D. G. (2004). The impact of digital information resources on the roles of collection managers in research libraries. *Library Collections, Acquisitions and Technical Services*, 28(3), 249-274.
- Dreyfus, J.-M. (2001). L'histoire sur internet. *Vingtième Siècle. Revue d'histoire*(72), 151-153.
- Duderstadt, J. J. (2001). The Future of the University in the Digital Age. *Proceedings of the American Philosophical Society*, 145(1), 54-72.
- Duff, W., Craig, B., & Cherry, J. (2004). Historians' Use of Archival Sources: Promises and Pitfalls of the Digital Age. *The Public Historian*, 26(2), 7-22.
- Duff, W. M., & Johnson, C. A. (2002). Accidentally found on purpose: Information-seeking behavior of historians in archives. *Library Quarterly*, 72(4), 472-496.
- Dunning, A. (2001). Funding a Digitisation Project: The Great Britain Historical Database. Retrieved from <http://ahds.ac.uk/creating/case-studies/britain/index.htm>
- Echogoyen, L. (2008). *Dear Colleague Letter on Broader Impacts Proposal Requirements*: National Science Foundation.
- Egghe, L. (2000). New informetric aspects of the Internet: some reflections - many problems. *Journal of Information Science*, 26(5), 329-335.
- Evans, J. (2008). Electronic Publication and the Narrowing of Science and Scholarship. *Science*, 321(5887), 395 - 399.
- Everitt, S. (2005). Opportunistic collaboration - Unlocking the archives of the Birmingham Institute of Art and Design. *Program-Electronic Library and Information Systems*, 39(4), 312-323.
- Everitt, S. (2005). Opportunistic collaboration: Unlocking the archives of the Birmingham Institute of Art and Design. *Program*, 39(4), 312-323.
- Fang, W. (2007). Using Google Analytics for Improving Library Website Content and Design: A Case Study. *Library Philosophy and Practice*(Special Issue on Libraries and Google).
- Field, C. D. (1996, September 25–27, 1996). *The Internet Library of Early Journals: Preserving and Disseminating the British Journal Heritage*. Paper presented at the Third European serials conference, Trinity College, Dublin.
- Flood, G. (2008). Backfile to the Future. *Information World Review*. Retrieved from <http://www.iwr.co.uk/information-world-review/features/2216001/backfile-future>
- Foddy, W. (1994). *Constructing questions for interviews and questionnaires: theory and practice in social research*. Cambridge: Cambridge University Press.
- Fry, J., & Talja, S. (2007). The intellectual and social organization of academic fields and the shaping of digital resources. *Journal of Information Science*, 33(2), 115-133.
- Gibson, M., & Ruotolo, C. (2003). Beyond the web: TEI, the digital library, and the ebook revolution. *Computers and the Humanities*, 37(1), 57-63.
- Giustini, D. (2006). How Web 2.0 is changing medicine. *British Medical Journal*, 333(23-30 December), 1283-1284.
- Goose, N., & Hinde, A. (2007). Estimating local population sizes at fixed points in time. Part II: Specific sources. *Local Population Studies*, 78, 74-88.

- Gorman, G. E. (2006). Digitisation: Still the preserve of preservationists rather than users. *Online Information Review*, 30(6), 621-623.
- Gradmann, S., & Meister, J. C. (2008). Digital document and interpretation: Re-thinking "text" and scholarship in electronic settings. *Poiesis und Praxis*, 5(2), 139-153.
- Grafton, A. (2007, 5 November 2007). Future Reading: Digitisation and its discontents. *The New Yorker*.
- Grover, C., Givon, S., Tobin, R., & Ball, J. (2008, 2008). *Named entity recognition for digitised historical texts*. Paper presented at the 6th International Conference on Language Resources and Evaluation Marrakech, Morocco.
- Gubrium, J., & Holstein, J. (2001). *Handbook of interview research: Context & method*. Thousand Oaks: Sage Publications Inc.
- Gustman, S., Soergel, D., Oard, D., Byrne, W., Picheny, M., Ramabhadran, B., et al. (2002). Supporting access to large digital oral history archives. *Proceedings of the 2nd ACM/IEEE-CS joint conference on Digital libraries*, 18-27.
- Gustman, S., Soergel, D., Oard, D., Byrne, W., Picheny, M., Ramabhadran, B., et al. (2002). Supporting Access to Large Digital Oral History Archives. *JCDL*, July.
- Guthrie, K. (2008, 26 June 2008). Thinking Like an Entrepreneur. *Inside Higher Ed*.
- Guthrie, K., Griffiths, R., & Maron, N. (2008). *Sustainability and Revenue Models for Online Academic Resources: An Ithaca Report*. Available online: <http://www.ithaka.org/strategic-services/sustainability-and-revenue-models-for-online-academic-resources>.
- Harley, D. (2007). Use and Users of Digital Resources: A survey explored scholar's attitudes about educational technology environments in the humanities. *Educause Quarterly*, 4, 12-20.
- Harley, D. (2007). Why study users? An environmental scan of use and users of digital resources in humanities and social sciences undergraduate education. [Online]. *First Monday*, 12(1).
- Harley, D. (2008). Why Understanding the Use and Users of Open Education Matters. In T. V. Iiyoshi, M.S. (Ed.), *Opening Up Education: The Collective Advancement of Education through Open Technology, Open Content, and Open Knowledge*. Cambridge, MA: MIT Press.
- Harley, D., & Henke, J. (2007). Toward an Effective Understanding of Website Users: Advantages and Pitfalls of Linking Transaction Log Analyses and Online Surveys. *D-Lib Magazine*, 13(3/4).
- Harley, D., Henke, J., Lawrence, S., Miller, I., Perciali, I., & Nasatir, D. (2006). *Use and Users and Digital Resources: A Focus on Undergraduate Education in the Humanities and Social Sciences* (Final Report). Berkeley: Center for Studies in Higher Education, University of California Berkeley.
- Harley, D., Henke, J., Lawrence, S., Miller, I., Perciali, I., & Nasatir, D. (2006). Use and Users of Digital Resources: A Focus on Undergraduate Education in the Humanities and Social Sciences. *Online Submission*, 326.
- Harley, D., Henke, J., & Nasatir, D. (2004, November 2004). CSHE Publishes Preliminary Results of Digital Resources Study. *Teaching, Learning and Technology Center News*.
- Harries, G., Wilkinson, D., Price, L., Fairclough, R., & Thelwall, M. (2004). Hyperlinks as a data source for science mapping. *Journal of Information Science*, 30(5), 436-447
- Harzing, A.-W. (2007-8). Google Scholar - a new data source for citation analysis. Retrieved from http://www.harzing.com/pop_gs.htm
- Heery, R., & Anderson, S. (2005). *Digital repositories review* (Report): University of Bath/ JISC.
- Henschke, E. (2007). Digitising the hand-written bible: The Codex Sinaiticus, its history and modern presentation. *Libri*, 57(1), 45-51.
- Herring, S. C., Scheidt, L. A., Bonus, S., & Wright, E. (2004). *Bridging the gap: a genre analysis of Weblogs*. Proceedings of the 37th Annual Hawaii International Conference on System Sciences.

- Herring, S. D. (2002). Use of Electronic Resources in Scholarly Electronic Journals: A Citation Analysis. *College and Research Libraries*, 63(4), 334-340.
- Higgs, E. (1998). *History and electronic resources*. Oxford: Clarendon Press.
- Hirtle, P. (2002). The Impact of Digitization on Special Collections in Libraries. *Libraries and Culture*, 37(1), 42-52.
- Hockey, S. (2005). Living with google: Perspectives on humanities computing and digital libraries. *Literary and Linguistics Computing*, 20(1), 7-24.
- Hockey, S. (2006). The rendering of humanities information in a digital context: Current trends and future developments. *Aslib Proceedings: New Information Perspectives*, 58(1-2), 89-101.
- Hodgson, S. M., & Clark, T. Sociological Engagements with Computing: the Advent of E-Science and Some Implications for the Qualitative Research Community. *Sociological Research Online*, 12(3).
- Holder, D. (2008, Monday 21 April 2008). Time's running out to preserve our treasures. *Guardian (Education section)*. Retrieved 11/08/08, from <http://education.guardian.co.uk/print/0,,333621762-127846,00.html>
- Holland, M. (2008). Historical British newspapers online. *Library Hi Tech News*, 25(7), 18-20.
- Horobin, S. (2000). The Digital Demotic: A Selection of Papers from Digital Resources in the Humanities 1997. *Literary and Linguistic Computing*, 15(2), 247-250.
- Howard, J. (2008, 23 June 2008). How to Keep an Online Project Going after your Grant Runs Out. *The Chronicle of Higher Education*.
- Huntington, P., Nicholas, D., & Jamali, H. R. (2008). Website usage metrics: A re-assessment of session data. *Information Processing and Management*, 44(1), 358-372.
- Ingwersen, P. (1998). The Calculation of web impact factors. *Journal of Documentation*, 54(2), 236-243.
- Institute of Historical Research (2006). *Online Historical Population Reports*. Institute of Historical Research.
- Jamali, H. R., Nicholas, D., & Huntington, P. (2005). Use and Users of scholarly e-journals: a review of log analysis studies. *Aslib Proceedings: New Information Perspectives*, 57(6).
- Jana, S., & Chatterjee, S. (2004). Quantifying Web-site visits using Web statistics: an extended cybermetrics study. *Online Information Review*, 28(3), 191-199.
- JISC (2007). *Evaluation of the JISC Digitisation Programme Phase 1 and International Contextualisation* (Evaluation/End of grant). Birmingham, UK: University of Central England.
- Joint, N. (2006). Libraries, digitisation and disability. *Library Review*, 55(3), 168-172.
- Joint, N. (2008). Is digitisation the new circulation? Borrowing trends, digitisation and the nature of reading in US and UK libraries. *Library Review*, 57(2), 87-95.
- Jon, A. (1996). Review: History of Science on the World Wide Web. *The British Journal for the History of Science*, 29(2), 223-227.
- Jones, R. A. (2008). A marathon not a sprint: Lessons learnt from the first decade of digitisation at the National Library of Wales. *Program*, 42(2), 97-114.
- Jones, S. (2000). A transaction log analysis of a digital library. *International Journal on Digital Libraries*, 3(2), 152-169.
- Juola, P. (2008). Killer applications in digital humanities. *Literary and Linguistic Computing*, 23(1), 73-83.
- Kaplan, N. R. N., M.L. (2000). Determining the publication impact of a digital library. *Journal of the American Society for Information Science*, 51(4), 324-339.
- Katz, S. N. (2005). Why technology matters: The humanities in the twenty-first century. *Interdisciplinary Science Reviews*, 30(2), 105-118.

- Kemp, B., & Jones, C. (2007). Academic use of digital resources: Disciplinary differences and the issue of progression revisited. *Educational Technology and Society*, 10(1), 52-60.
- Kesner, R. M. (1982). Historians in the Information Age: Putting the New Technology to Work. *The Public Historian*, 4(3), 31-48.
- Kiernan, K., Jaromczyk, J. W., Dekhtyar, A., Porter, D. C., Hawley, K., Bodapati, S., et al. (2005). The ARCHway Project: Architecture for research in computing for humanities through research, teaching, and learning. *Literary and Linguistics Computing*, 20(SUPPL. 1), 69-88.
- Kiley, R. (1996). *Medical information on the Internet: a guide for health professionals*. Edinburgh: Churchill Livingstone.
- King, E. (2005). Digitisation of newspapers at the British Library. *Serials Librarian*, 49(1-2), 165-181.
- Kitzinger, J. (1995). Qualitative research: introducing focus groups. *British Medical Journal*, 311(7000), 299-302.
- Kitzinger, J., & Barbour, R. S. (1999). *Developing Focus Group Research: Politics, Theory and Practice*: Sage.
- Kling, R., & McKim, G. (2000). Not just a matter of time: Field differences and the shaping of electronic media in supporting scientific communication. *Journal of the American Society for Information Science*, 51(14), 1306-1320.
- Kling, R., McKim, G., & King, A. (2002). A bit more to it: Scholarly Communication Forums as Socio-Technical Interaction Networks. *Journal of the American Society for Information Science and Technology*, 54(1), 47-67.
- Kosmopoulos, C., & Pumain, D. (2007). Citation, citation, citation: Bibliometrics, the web and the social sciences and humanities. *CyberGeo*, 2007.
- Kvale, S. (1983). The qualitative research interview. *Journal of phenomenological psychology*, 14(1), 171-196.
- Lally, E. (2001). A researcher's perspective on electronic scholarly communication. *Online Information Review*, 25(2), 80-87.
- Larson, M. (1998). Beyond the Page: Nonprint Oral History Resources for Educators. *The Oral History Review*, 25(1/2), 129-135.
- Lasry, B. (2008, 22/09/08). Europe's digital library versus Google. *cafebabel.com*.
- Lavoie, B., & Dempsey, L. (2004). Thirteen Ways of Looking at... Digital Preservation. *D-Lib Magazine*, 10(7/8).
- Leary, P. (2004). Victorian Studies in the digital age. In M. W. Taylor, Michael (Ed.), *The Victorians since 1901: histories, representations and revisions* (pp. 201-214). Manchester: Manchester University Press.
- Lee, J. K. (2002). Digital History in the History/Social Studies Classroom. *The History Teacher*, 35(4), 503-517.
- Lewis, K. M., & DeGroot, S. L. (2008). Digital reference access points: An analysis of usage. *Reference Services Review*, 36(2), 194-204.
- Li, J., & Zaiane, O. R. (2004). Combining usage, content, and structure data to improve web site recommendation *E-Commerce and Web Technologies* (Vol. 3182, pp. 305-315). Berlin: Springer-Verlag Berlin.
- Linden, J., & Green, A. (2006). Don't Leave Data in the Dark: Issues in Digitizing Print Statistical Publications. *D-Lib Magazine*, 12(1).
- Liu, Y. Q. (2004). Best practices, standards and techniques for digitizing library materials: a snapshot of library digitization. *Online Information Review*, 28(5), 338-345.
- Lu, S. J. (1998). A cross sectional study of the impact of the Internet on formal scholarly communication. *Proceedings of the Asis Annual Meeting*, 35, 427-437.

- Lunt, P., & Livingstone, S. (1996). Rethinking the focus group in media and communications research. *Journal of communication*, 46(2), 79-98.
- MacIntyre, R., & Tanner, S. (2000). Nature: a prototype digital archive. *International Journal on Digital Libraries*, 3(1), 67-76.
- Maidment-Otlet, D. (2007). *JISC Digitisation Conference Report*. Paper presented at the JISC Digitisation Conference. Retrieved 30 July 2008, from http://www.jisc.ac.uk/media/documents/publications/digi_conference_report-v1.doc
- Mandemakers, K., & Dillon, L. (2004). Best Practices with Large Databases on Historical Populations. *Historical Methods: A Journal of Quantitative and Interdisciplinary History*, 37(1), 34-38.
- Mandl, T. (2007). The impact of web site structure on link analysis. *Internet Research*, 17(2), 196-206.
- Matheson, D. (2004). Weblogs and the epistemology of the news: some trends in online journalism. *New Media and Society*, 6(4), 443-468.
- Mattison, D. (2006). The digital humanities revolution. *Searcher: Magazine for Database Professionals*, 14(5), 25-34.
- Mays, N., & Pope, C. (1995). Qualitative research: rigour and qualitative research. *British Medical Journal*, 311(6997), 109-112.
- McKay, D., Shukla, P., Hunt, R., & Cunningham, S. J. (2004). Enhanced browsing in digital libraries: three new approaches to browsing in Greenstone. *International Journal on Digital Libraries*, 4(4), 283-297.
- McKitterick, D. (2008, 22 September 2008). The hand in the machine: facsimiles, libraries and the politics of scholarship. *The La Trobe Journal*, p. 4 (22). Retrieved 02/09/08,
- Meho, L. I., & Tibbo, H. R. (2003). Modeling the information-seeking behavior of social scientists: Ellis's study revisited. *Journal of the American Society for Information Science and Technology*, 54(6), 570-587.
- Melchionda, M. G. (2007). Librarians in the age of the internet: Their attitudes and roles: A literature review. *New Library World*, 108(3-4), 123-140.
- Merton, R. K. (1987). The focussed interview and focus groups: Continuities and discontinuities. *Public Opinion Quarterly*, 550-566.
- Meyer, E. T. (2006). Socio-Technical Interaction Networks: A Discussion of the Strengths, Weaknesses and Future of Kling's STIN Model *Social Informatics: An Information Society for All? In Remembrance of Rob Kling* (Vol. 223/2006, pp. 37-48). Boston: Springer.
- Meyer, E. T. (2008). Framing the Photographs: Understanding Digital Photography as a Computerisation Movement. In M. S. K. Elliot, K.L. (Ed.), *Computerization Movements and Technology Diffusion: From Mainframes to Ubiquitous Computing* (pp. 173-199). Medford, New Jersey: American Society for Information Science and Technology; Information Today Inc.
- Midgley, S. (2008, 22 April 2008). Libraries unleashed: Online trailblazers set the pace to go digital: The British Library's historic newspapers archive is one of a handful of pioneering digitisation projects that is setting an example to others. *The Guardian*. Retrieved 04/08/08,
- Mihm, S. (2008, 25 May 2008). Everyone's a historian now: How the Internet - and you - will make history deeper, richer, and more accurate. *Boston Globe*. Retrieved 08/09/08, from http://www.boston.com/bostonglobe/ideas/articles/2008/05/25/everyones_a_historian_now/
- Morgan, D. L. (1996). Focus groups. *Annual Review of Sociology*, 22, 129-152.
- Morgan, D. L. (1997). *Focus groups as qualitative research*. Thousand Oaks: Sage.
- Morgan, D. L., & Scannell, A. U. (1998). *Planning focus groups*. Thousand Oaks: Sage.
- Morris, R. J. (1995). Computers and the Subversion of British History. *The Journal of British Studies*, 34(4), 503-528.

- Moss, M., & Currall, J. (2004). Digitisation: taking stock. *Journal of the Society of Archivists*, 25(2), 123-137.
- Moussakova, E., & Dipchikova, A. (2004). The Role of the National Library in Preserving National Written Heritage. *International Journal Information Theories and Applications (special issue: Proceedings of the International Seminar Digitisation of Cultural and Scientific Heritage, Bansko, 27 August—3 September 2004)*, 11(3), 284-287.
- Mylchreest, I. (1998). The H-Law Resource Page. *Law and History Review*, 16(2), 443-444.
- Na, J. C., & Chia, S. W. (2008). Impact of online resources on informal learners: Parents' perception of their parenting skills. *Computers and Education*, 51(1), 173-186.
- Nentwich, M. (2003). *Cyberscience: Research in the Age of the Internet*. Vienna: Austrian Academy of Sciences Press.
- Nicholas, D., & Huntington, P. (2006). Electronic journals: are they really used? *Interlending and Document Supply*, 34(2), 74-77.
- Nicholas, D., Huntington, P., & Jamali, H. R. (2007). Open Access in Context: A User Study. *Journal of Documentation*, 63(6), 853-878.
- Nicholas, D., Huntington, P., Jamali, H. R., Rowlands, I., & Fieldhouse, M. (2009). Student digital information-seeking behaviour in context. *Journal of Documentation*, 65(1), 106-132.
- Nicholas, D., Huntington, P., Jamali, H. R., & Tenopir, C. (2006). Finding information in (very large) digital libraries: a deep log approach to determining differences in use according to method of access. *The Journal of Academic Librarianship*, 32(2), 110-126.
- Nicholas, D., Huntington, P., Jamali, H. R., & Watkinson, A. (2006). Information seeking behaviour of the users of digital scholarly journals. *Information Processing and Management*, 42(5), 1345-1365.
- Nicholas, D., Huntington, P., Jamali, H. R., Watkinson, A., & Tenopir, C. (2005). The Big Deal - ten years on. *Learned Publishing*, 18(4), 251-257.
- Nicholas, D., Huntington, P., Monopoli, M., & Watkinson, A. (2006). Engaging with scholarly digital libraries (publisher platforms): the extent to which 'added-value' functions are used. *Information Processing and Management*, 42, 826-842.
- Nicholas, D., Williams, P., Cole, P., & Martin, H. (2000). The impact of the Internet on information seeking in the Media. *Aslib Proceedings*, 52(3), 98-114.
- Noruzi, A. (2006). The Web Impact Factor: a critical review. *The Electronic Library*, 24(4), 490-500.
- Oblinger, D. G., & Oblinger, J. L. (2005). *Educating the Net Generation: Educause E-books*.
- O'Neill, E., Connaway, L. S., & Dickey, T. J. (2008). Estimating the Audience Level for Library Resources. *Journal of the American Society for Information Science and Technology*, 59(13), 2042-2050.
- Papatheodorou, C., Kapidakis, S., Sfakakis, M., & Vassiliou, A. (2003). Mining user communities in digital libraries. *Information Technology and Libraries*, 22(4), 152-157.
- Pickard, A. J. (1998). The impact of access to electronic and digital information resources on learning opportunities for young people: A grounded theory. *Information Research*, 4(2).
- Plaisant, C., Rose, J., Yu, B., Auvil, L., Kirschenbaum, M. G., Smith, M. N., et al. (2006). *Exploring erotics in Emily Dickinson's correspondence with text mining and visual interfaces*. Paper presented at the Proceedings of the ACM/IEEE Joint Conference on Digital Libraries.
- Pomerantz, L. (2001). Bridging the Digital Divide: Reflections on "Teaching and Learning in the Digital Age". *The History Teacher*, 34(4), 509-522.
- Proffitt, M., & Schaffner, J. (2008). *The Impact of Digitizing Special Collections on Teaching and Scholarship: Reflections on a Symposium about Digitization and the Humanities*. Dublin, Ohio: OCLC.

- Ranft, R. (2004). Natural sound archives: past, present and future. *Anais da Academia Brasileira de Ciências*, 76, 456-460.
- Read, B. (2008, 26 August 2008). Coming Soon, Online: the Dead Sea Scrolls. *Chronicle of Higher Education*.
- Recker, M., Dorward, J., Dawson, D., Halioris, S., Liu, Y., Mao, X., et al. (2005). *You can lead a horse to water: teacher development and use of digital library resources*. Paper presented at the Proceedings of the 5th ACM/IEEE-CS joint conference on Digital libraries.
- Recker, M., Dorward, J., Dawson, D., Halioris, S., Liu, Y., Mao, X., et al. (2005, 2005). *You can lead a horse to water: teacher development and use of digital library resources*. Paper presented at the International Conference on Digital Libraries, Denver, CO.
- Reid, G. (2000). The digitisation of heritage material: arguing for an interpretative approach based on the experience of the Powys Digital History Project. *Program-Electronic Library and Information Systems*, 34(2), 143-158.
- Reid, G. (2000). The digitisation of heritage material: arguing for an interpretative approach based on the experience of the Powys Digital History Project. *PROGRAM-LONDON-ASLIB-*, 34(2), 143-158.
- Rimmer, J., Warwick, C., Blandford, A., Gow, J., & Buchanan, G. (2008). An examination of the physical and the digital qualities of humanities research. *Information Processing and Management*, 44(3), 1374-1392.
- Ringrose, D. M. (2001). Beyond Amusement: Reflections on Multimedia, Pedagogy, and Digital Literacy in the History Seminar. *The History Teacher*, 34(2), 209-228.
- Ritchie, J., & Lewis, J. (2003). *Qualitative research practice: a guide for social science students and researchers*. Thousand Oaks: Sage Publications Inc.
- Rodriguez, M. A., Bollen, J., & Van de Sompel, H. (2007, 2007). *A practical ontology for the large-scale modelling of scholarly artifacts and their usage*. Paper presented at the International Conference on Digital Libraries, Vancouver, Canada.
- Rosenzweig, R. (2001). The Road to Xanadu: Public and Private Pathways on the History Web. *Journal of American History*, 88(2), 548-579.
- Ross, S. H., M. (2005). Preservation research and sustainable digital libraries. *International Journal on Digital Libraries*, 5(4), 317-324.
- Rowlands, I., Nicholas, D., Williams, P., Huntington, P., Fieldhouse, M., Gunter, B., et al. (2008). The Google generation: The information behaviour of the researcher of the future. *Aslib Proceedings: New Information Perspectives*, 60(4), 290-310.
- Scheinfeldt, T. (Producer). (2008, 11/08/08) Found History. Podcast retrieved from <http://www.foundhistory.org/2008/03/13/sunset-for-ideology-sunrise-for-methodology/>.
- Schilling, L. M., Kelly, D. P., Drake, A. L., Heilig, L. F., Hester, E. J., & Dellavalle, R. P. (2004). Digital Information Archiving Policies in High-Impact Medical and Scientific Periodicals. *Journal of the American Medical Association*, 292(22).
- Schurer, K. (1998). Information technology and the implications for the study of history in the future. In E. Higgs (Ed.), *History and electronic artefacts*. Oxford: Clarendon Press.
- Segell, G. M. (2005). Unlocking the Royal Geographical Society Archives: The experiences of a Fellow of the Society as a teacher and as a researcher. *Program-Electronic Library and Information Systems*, 39(4), 353-365.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York: Teachers College Press.
- Shaw, C. (2001). Creating the Charles Booth online archive: from nineteenth century London poverty to twenty-first century digital riches. *Library Review*, 50(5-6), 225-230.

- Shaw, J. (2005, 14-18 August, 2005). *10 Billion Words: The British Library British Newspapers 1800-1900 Project, Some guidelines for large-scale newspaper digitisation*. Paper presented at the World Library and Information Congress: 71st IFLA General Conference and Council, Oslo, Norway.
- Shreve, J. (2005, April 2005). If You Build It, Will They Come? *CITRIS*.
- Siegfried, S., Bates, M. J., & Wilde, D. N. (1993). A Profile of End-User Searching Behavior by Humanities Scholars - the Getty Online Searching Project Report No 2. *Journal of the American Society for Information Science*, 44(5), 273-291.
- Silverman, D. (2004). *Qualitative research: Theory, method and practice*. Thousand Oaks, CA: Sage Publications Inc.
- Simpson, P. (2005). *TARDis (Targetting Academic Research for Deposit and Disclosure) Project Final Report*. Southampton, UK: University of Southampton.
- Smith, A. (1999). *Why Digitize?* Council on Library and Information Resources. Available online: <http://www.clir.org/pubs/reports/pub80-smith/pub80.html>.
- Smith, A. (2001). *Strategies for Building Digitized Collections*. Washington D.C.: Digital Library Federation, Council on Library and Information Resources.
- Smith, A. (2003). Issues in sustainability: Creating value for online users. *First Monday*, 8(5).
- Smith, A. (2003). *New-Model Scholarship: How Will it Survive?*: Council on Library and Information Resources. Available online: <http://www.clir.org/pubs/reports/pub114/contents.html>.
- Smith, A. G. (1999). A tale of two web spaces: Comparing sites using web impact factors. *Journal of Documentation*, 55(5), 577-592.
- Spiliopoulou, M., & Pohle, C. (2001). Data mining for measuring and improving the success of web sites. *Data Mining and Knowledge Discovery*, 5(1-2), 85-114.
- Spinella, M. (2008). JSTOR and the changing digital landscape. *Interlending and Document Supply*, 36(2), 79-85.
- Spink, A. (2002). A user-centered approach to evaluating human interaction with Web search engines: an exploratory study. *Information Processing & Management*, 38(3), 401-426.
- Spiro, L., & Segal, J. (2007). *The Impact of Digital Resources on Humanities Research*. Houston, Texas: Rice University.
- Spraggs, G. (2008). *Using Archives in Higher Education History Teaching*. London: Society of Archivists.
- Stewart, D. W., Shamdasani, P. N., & Rook, D. W. (2007). *Focus groups: Theory and practice*. Thousand Oaks, CA: Sage.
- Sukovic, S. (2008). Convergent flows: Humanities scholars and their interactions with electronic texts. *Library Quarterly*, 78(3), 263-284.
- Sukovic, S. (2008). Convergent Flows: Humanities Scholars and Their Interactions with Electronic Texts. *The Library Quarterly*, 78(3), 263-284.
- Swain, E. D. (2003). Oral History in the Archives: Its Documentary Role in the Twenty-first Century. *American Archivist*, 66(1), 139-158.
- Sweet, M. (2002, 8 March 2002). Some of our volumes are missing: Public Libraries: The Guardians of our textual heritage? Think again. *The Independent*, p. 7. Retrieved 03/09/08,
- Tally, B., & Goldenberg, L. B. (2005). Fostering Historical Thinking with Digitized Primary Sources. *Journal of Research on Technology in Education*, 38(1), 21.
- Tenopir, C. (2003). *Use and Users of Electronic Library Resources: An Overview and Analysis of Recent Research Studies*. Washington D.C.: Council for Library and Information Resources.
- Thelwall, M. (2000). Web impact factors and search engine coverage. *Journal of Documentation*, 56(2), 185-189.

- Thelwall, M. (2002). The top 100 linked-to pages on UK university web sites: high inlink counts are not usually associated with quality scholarly content. *Journal of Information Science*, 28(6), 483-491
- Thelwall, M. (2003). Web use and peer interconnectivity metrics for academic web sites. *Journal of Information Science*, 29(1), 1-10.
- Thelwall, M. (2004). *Link analysis: an information science approach*. San Diego: Elsevier Academic Press.
- Thelwall, M. (2008). Bibliometrics to webometrics. *Journal of Information Science*, 34(4), 605-621.
- Thelwall, M., & Kousha, K. (2007). How is science cited on the Web? A classification of google unique Web citations. *Journal of the American Society for Information Science and Technology*, 58(11), 1631-1644.
- Thelwall, M., & Kousha, K. (2008). Online presentations as a source of scientific impact? An analysis of PowerPoint files citing academic journals. *Journal of the American Society for Information Science and Technology*, 59(5), 805-815.
- Thelwall, M., & Kousha, K. (2008). Sources of Google Scholar citations outside the Science Citation Index: A comparison between four science disciplines. *Scientometrics*, 74(2), 273-294.
- Thelwall, M., & Zuccala, A. (2008). A university-centred European Union link analysis. *Scientometrics*, 75(3), 407-420.
- Thelwall, M., Vaughan, L., & Bjerneborn, L. (2005). Webometrics. *Annual Review of Information Science and Technology* (pp. 81-135).
- Thiel, U., Brocks, H., Dirsch-Weigand, A., Everts, A., Frommholz, I., & Stein, A. (2005). Queries in context: Access to digitized historic documents in a collaboratory for the humanities, *Lecture Notes in Computer Science (including subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)* (Vol. 3379 LNCS, pp. 117-127).
- Tibbo, H. (2003). Primarily History in America: How US Historians Search for Primary Materials at the Dawn of the Digital Age. *American Archivist*, 66(1), 9-50.
- Tomlins, C. (2001). Ready Steady Goes Live. The Internet, the Law and History Review, and the American Society for Legal History. *Law and History Review*, 19(1), 232-240.
- Toms, E. G., & Duff, W. (2002). "I spent 1 1/2 hours sifting through one large box...": Diaries as information behavior of the archives user: Lessons learned. *Journal of the American Society for Information Science and Technology*, 53(14), 1232-1238.
- Tyson, M. (2003). Digital access to the records of Scotland's people. *Scottish Archives*, 9, 1-9.
- Vajcner, M. (2008). The Importance of Context for Digitized Archival Collections. *Journal of the Association for History and Computing*, 11(1).
- Vaughan, L., & Thelwall, M. (2002). Scholarly use of the Web: What are the key inducers of links to journal Web sites? *Journal of the American Society for Information Science and Technology*, 54(1), 29-38.
- Vaughan, L., & Thelwall, M. (2004). Search engine coverage bias: evidence and possible causes. *Information Processing & Management*, 40(4), 693-707.
- Vess, D. (2004). History in the Digital Age: A Study of the Impact of Interactive Resources on Student Learning. *The History Teacher*, 37(3), 385-399.
- Wallace, K. (2002). Web page change and persistence - A four-year longitudinal study. *Journal of the American Society for Information Science and Technology*, 53(2), 162-171.
- Walport, M., & Kiley, R. (2006). Open access, UK PubMed Central and the Wellcome Trust. *J R Soc Med*, 99(9), 438-439.
- Wang, M. Y. (2003). The strategic role of digital libraries: issues in e-learning environments. *Library review*, 52(3), 111-116.

- Warschauer, M. (2003). Dissecting the "digital divide": A case study in Egypt. *The Information Society*, 19(4), 297-304.
- Warwick, C., Galina, I., Rimmer, J., Terras, M., Blandford, A., Gow, J., et al. (2009). Documentation and the users of digital resources in the humanities. *Journal of Documentation*, 65(1), 33-57.
- Warwick, C., Rimmer, J., Blandford, A., & Buchanan, G. (2005). *User centred interactive search in the Humanities*. Paper presented at the Proceedings of the ACM/IEEE Joint Conference on Digital Libraries.
- Warwick, C., Terras, M., Galina, I., Huntington, P., & Pappa, N. (2007, June 2007). *Evaluating Digital Humanities Resources: The LAIRAH Project Checklist and the Internet Shakespeare Editions Project*. Paper presented at the ELPUB2007 Conference on Electronic Publishing, Vienna, Austria.
- Warwick, C., Terras, M., Galina, I., Huntington, P., & Pappa, N. (2008). Library and information resources and users of digital resources in the humanities. *Program-Electronic Library and Information Systems*, 42(1), 5-27.
- Warwick, C., Terras, M., Huntington, P., & Pappa, N. (2008). If You Build It Will They Come? The LAIRAH Study: Quantifying the Use of Online Resources in the Arts and Humanities through Statistical Analysis of User Log Data. *Literary and Linguistic Computing*, 23(1), 85-102.
- Warwick, C., Terras, M., Huntington, P., Pappa, N., & Galina, I. (2006). *The LAIRAH Project: Log Analysis of Digital Resources in the Arts and Humanities Final Report to the Arts and Humanities Research Council*. London: University College London.
- Weis, T. (2001). Evaluating Websites for History Teachers: Using History Matters in a Graduate Seminar. *The History Teacher*, 34(3), 345-351.
- Weiss, M. S., & Kornbluh, M. L. (1998). H-Net: Humanities and Social Sciences OnLine. *The History Teacher*, 31(4), 533-538.
- Wellman, B. (2001). Computer Networks as Social Networks. *Science*, 293(2031), 2031-2034.
- White, A. (2005). The development of digital resources by library and information professionals and historians - Two case studies from Northern Ireland. *Program-Electronic Library and Information Systems*, 39(4), 324-336.
- Wilkinson, D., Harries, G., Thelwall, M., & Price, L. (2003). Motivations for academic website interlinking: evidence for the Web as a novel source of information on informal scholarly communication. *Journal of Information Science*, 29(1), 49-56.
- Williams, P., Stevenson, I., Nicholas, D., Watkinson, A., & Rowlands, I. (2009). The Role and Future of the Monograph in Arts and Humanities Research. *Aslib Proceedings*, 61(1), 67-82.
- Winkler, A. (2002). Digitized Medieval Manuscripts in the Classroom: A Project in Progress. *The History Teacher*, 35(2), 201-223.
- Woodward, H., & Kingston, P. (1998). At What Cost? Access to Digitised Journal Articles. *Inspel*, 32(2), 83-87.
- Woollard, M. (2000). *New Windows on London's Past: Information Technology and the Transformation of Metropolitan History*. Glasgow: Association for History and Computing (UK).
- Woollard, M. (2007). Digital Resources - challenging use or users' challenges. *Institute of Historical Research: Articles*. Retrieved from <http://www.history.ac.uk/digit/woollard.html>
- Woollard, M. (2008). *Constructing a Preservation Policy: the case of the UK Data Archive*. Paper presented at the Digital Preservation Planning: Principles, Examples and the Future with Planets. Retrieved 28/01/09, from <http://www.data-archive.ac.uk/news/eventdetail.asp?id=2058>
- Woudhuysen, H. R. (2000). Vandals of Colindale - Why the British Library is discarding newspapers. *Tls-the Times Literary Supplement*(5081), 14-15.
- Wren, J. D. (2004). 404 not found: the stability and persistence of URLs published in MEDLINE. *Bioinformatics*, 20(5), 668-672.

- Wren, J. D. (2008). URL decay in MEDLINE - a 4 year follow-up study. *Bioinformatics*, 24(11), 1381-1385.
- Wyatt, J. C. (1997). Commentary: Measuring quality and impact of the world wide web. *British Medical Journal*, 314(7098), 6.
- Yeo, G. (2005). Understanding Users and Use: A market segmentation approach. *Journal of the Society of Archivists*, 26(1), 25-53.
- Zuccala, A. (2006). Author cocitation analysis is to intellectual structure as web colink analysis is to...? *Journal of the American Society for Information Science and Technology*, 57(11), 1486-1507.
- Zuccala, A., Thelwall, M., Oppenheim, C., & Dhiensa, R. (2006). *Digital Repository Management Practices, User Needs and Potential Users: An Integrated Analysis*. Joint Information Systems Committee.
- Zuccala, A., Thelwall, M., Oppenheim, C., & Dhiensa, R. (2007). Web intelligence analyses of digital libraries. *Journal of Documentation*, 63(4), 558-589.