

APPENDIX M

Digital Content for World War One: Methodology

Understanding Teaching and Research Priorities

Three online surveys were conducted (see Appendices [A](#), [B](#) and [C](#)), in order to elicit responses from academic teaching staff (with university teaching and research responsibility), secondary teachers (with college and school teaching responsibility) and information professionals (archivists, librarians, museum curators, educators within curatorial institutions and galleries) across sectors and disciplines. These different surveys were employed to gain greatest understanding from a range of perspectives in terms of the on-going use of digitised resources and information about unmet demand. All encouraged additional comment for qualitative assessment in addition to quantitative responses intended to provide evidence for structured comparison.

The teaching surveys were comparable but with some differentiation to reflect approaches at undergraduate, taught post graduate and postgraduate research levels in HE and syllabus requirements for GCSE, A level and equivalents for secondary. The key foci for both surveys however, were the range of programmes of study, courses, modules or units that concentrate on or feature the First World War, the extent to which digital resource are used and the obstacles faced when including digital resources.

The survey of information professionals, focused on the scale and availability of relevant digitised resources, catalogued and un-catalogued material, and technical challenges faced when attempting to provide access to these digital resources.

All questionnaires were widely disseminated on popular e-mail lists and blogs relevant to each community.

Of the 108 teaching survey (from academic and secondary teaching staff) questionnaire returned:

- 51 were from academic teaching staff
- 47 were from college/ school teachers
- 10 were from others.

122 returns were received from information professionals.

Teaching disciplines represented included History, History and Politics, Art History, Naval History, Military History, War Studies, English, Life Writing, Modern Languages, Film, broadly focused Humanities, History of Medicine, History of Nursing and Psychiatry.

From the survey returns it was possible to map HE teaching themes compared to available digital resources ([Appendix D](#)), current teaching themes in HE and secondary sectors ([Appendix E](#)), educators and information professionals' priorities for digitisation by material type ([Appendix F](#)), educators and information professionals' wish lists for digitisation by theme ([Appendix H](#)) and present use by educators of a select list of sites ([Appendix I](#)).

To complement the findings of the surveys, three focus groups were conducted. The first was held at University of Exeter at the beginning of the project and served as a pilot for a further two, hosted after the results of the teaching surveys had been collated. These covered medicine and nursing specifically, and cross-disciplinary study more widely. It proved impossible to convene further groups at short notice within the teaching calendar; so online respondents who had indicated a willingness to participate in focus groups were followed up with an offer of an individual telephone interview. Telephone interviews had already been adopted as the means for developing responses to the survey of school teaching. A focus group of information professionals was also held which included representatives from the Imperial War Museum and The National Archives and simultaneous telephone interviews conducted. The focus groups and telephone interviews were used to tease out the implications of the findings of the surveys and form the recommendations and conclusions.

Survey and report on collections available in digital and analogue form held around the UK pertaining to the First World War.

[The Guide to World War One Collections](#) report, originally sponsored by the JISC and Wellcome and undertaken by the Imperial War Museum (IWM), to map the range of digital and analogue resources in the UK, was passed to the project team as a baseline for further expansion.

A systematic review of all entries and inclusion of new entries against originating sites was conducted and further detail and updates added as appropriate. Each entry was noted under a number of criteria from the nature of the collection held, to the terms of use by which the content could be re-used or re-purposed with access details and URL. These range of collections are now available in an online database, [‘UK World War One Collections’](#).

The updated details on these collections are also available on spreadsheets are included in the appendices to this report. [Appendix J](#) outlines digital content available to view on websites of UK repositories. [Appendix L](#) additionally includes analogue material while [Appendix K](#) describes the ‘top’ (as defined by Google search returns and survey/focus returns) websites excluding those listed in J but including foreign and non repository based sites.