



JISC Progress Report Template

The *Project Management Guidelines* explain the purpose of progress reports. Fill in the information for the header, e.g. project acronym, version, and date.

Project

Project Acronym	V&R	Project ID	
Project Title	Visitors and Residents: What Motivates Engagement with the Digital Information Environment?		
Start Date	01/02/11	End Date	29/02/12
Lead Institution	University of Oxford		
Project Director	Mr David White & Dr Lynn Silipigni Connaway		
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Partner Institutions	OCLC, JISC, University of North Carolina		
Project Web URL	http://www.oclc.org/research/activities/vandr/default.htm		
Programme Name (and number)	Usability Strand		
Programme Manager	Ben Showers		

Document

Document Title	<i>Progress Report</i>		
Reporting Period	<i>From 01/02/11 to 31/07/11</i>		
Author(s) & project role	Mr David White and Dr Lynn Silipigni Connaway (Co-PIs) Dr. Donna Lanclos: Co-Investigator		
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URL	http://www.oclc.org/research/activities/vandr/reports/interim1.pdf		
Access	Project and JISC internal		

1. Achievements over the Past 6 Months

- Ethics clearance gained and consent forms created
- Interview format and questions created
- 30 participants interviewed in the transitional education stage: 15 UK and 15 US
 - i. All interviews transcribed
- Diaries requested from 12 participants: 6 UK and 6 US
See appendix A for a list of study participants
- Codebook developed, tested and extended
See appendix C
- NVivo qualitative data analysis software platform training undertaken by the Co-PIs
- NVivo software platform set-up for the project:
 - i. Transcripts brought in and spilt into question nodes
 - ii. Supporting participant data brought in as 'classification' data and linked to the appropriate transcripts
 - iii. Codebook used to create a hierarchy of NVivo 'nodes'
 - iv. Test coding underway alongside test analysis.
- Facebook page set-up to act as a contact hub for longitudinal contact with participants (<http://www.facebook.com/#!/pages/Learning-and-Technology/180629281993770>)

Presentations and meetings (not including team meetings):

- JISC Usability programme strand meeting, London, 1st June
- Meeting with Sarah Knight and Ben Showers to discuss potential crossovers with the forthcoming Digital Literacy programme strand, Bristol, 2nd June
- Meeting with Robert Faber (Editorial Director, Reference, and Director, Discoverability Program) of Oxford University Press about potential sharing of findings.
- JISC Learning and Teaching Practice Experts Group, Bristol, 14th July
- *Forthcoming:*
 - OCLC Americas Regional Council Meeting, IFLA Congress, San Juan, Puerto Rico, 15th August
 - Library Theory and Research and Statistics and Evaluation Sections Programme, IFLA Conference, San Juan, Puerto Rico, 15th August
 - InfoCamp South Carolina (Keynote), University of South Carolina, Columbia, 2nd October
 - American Society for Information Science and Technology conference, New Orleans, 10th October

Presentations in which the Visitors & Residents project has been discussed:

- Open University eLearning Community/TLRG event, Milton Keynes, February
- Africa Higher-Ed ICT Conference (Keynote), Johannesburg, March
- Te Puna Libraries Forum (Keynote), Wellington, NZ, April
- Oxford University Press 'Get Digital' seminar series, Oxford, May
- NetSkills online seminar series, June
- 100. Deutscher Bibliothekartag, Berlin, Germany, June
- Oxford Brookes University Teaching and Learning Conference (keynote), Oxford, June

2. Project Outputs

As agreed with JISC the project will shift its substantive reporting to the end of Phase Two in February 2012 with a discussion of emergent findings in October this year.

The project has established its data analysis approach and methodology and is currently undertaking the initial analysis of Phase One data. Even at this early stage it is clear that we will gain a greater

understanding of what motivates students to engage with the digital information environment. There are initial patterns beginning to emerge around how our participants form their methods of engagement or digital literacies. This should be highly relevant to the higher education sector especially as we gain a clearer picture of the types of literacies that students are forming and what influences their formation. We are also seeing evidence of new forms of information-seeking behaviour.

3. Issues

Our main issue has been with the diary process. Three of our diary participants have dropped out of submitting diaries. In addition to this all our diary respondents have chosen email as their preferred means of communication. We plan to take the following steps to mitigate this problem:

1. Recruit more diarists than we need to allow for occasional drop-outs
2. Replace any drop-outs with alternative participants to maintain the initial number of participants.
3. Given the project set-up time for this phase the diary process has run beyond the academic year and many students have had to focus on exams or have gone on holiday. We hope that if the diary process can be started early in the following phases we will get a higher level of engagement.
4. We are discussing the idea of setting up online meeting times via Skype or IM with diarists to undertake a proactive, diary-focused informal interview rather than wait for them to submit at every point.
5. We also are considering the feasibility of inviting diary participants to an initial face-to-face event to kick start the process and to gain some informal audio/video perspectives from them. Meeting face-to-face after the main interview might help participants to form a stronger relationship with the project and could elicit some interesting focus group interview data.

Four of the UK participants from secondary school were in year 12 not year 13; therefore, they will not move to university this September. We were given these participants despite asking for year 13 students. It still is valid to follow these participants through year 13 and on to university. These participants will stay in the transitional stage for one year longer than planned.

4. Risk Analysis

Status of risks outlined in the project plan:

Staffing: Loss of a project team member:

We are currently in the process of securing a research assistant as a member of staff rather than as a consultant to reduce this risk although so far this risk has not proved to be a problem.

Organisational: Lack of clarity between the US and UK portions of the project:

Communication and engagement across the project team has been excellent. International group Skype chats have formed the core of our decision-making process.

Focus: The project becomes too nebulous:

The creation and editing of the project's codebook has acted as a strong focus. Through this process the project team has established the key areas that need to be coded to ensure we can effectively analysis the data.

Emerging risks:

Losing contact with participants; therefore, damaging the longitudinal value of the project.

To mitigate this risk we have created a Facebook page which will act as a 'non-intrusive' contact hub for the project. Overall we hope that while email addresses might change over time individuals tend to keep the same Facebook profile. Not all of our participants are on Facebook but those who aren't use email as a primary method of communication and so are relatively easy to contact.

Losing diarists:

This is discussed in the issues section above.

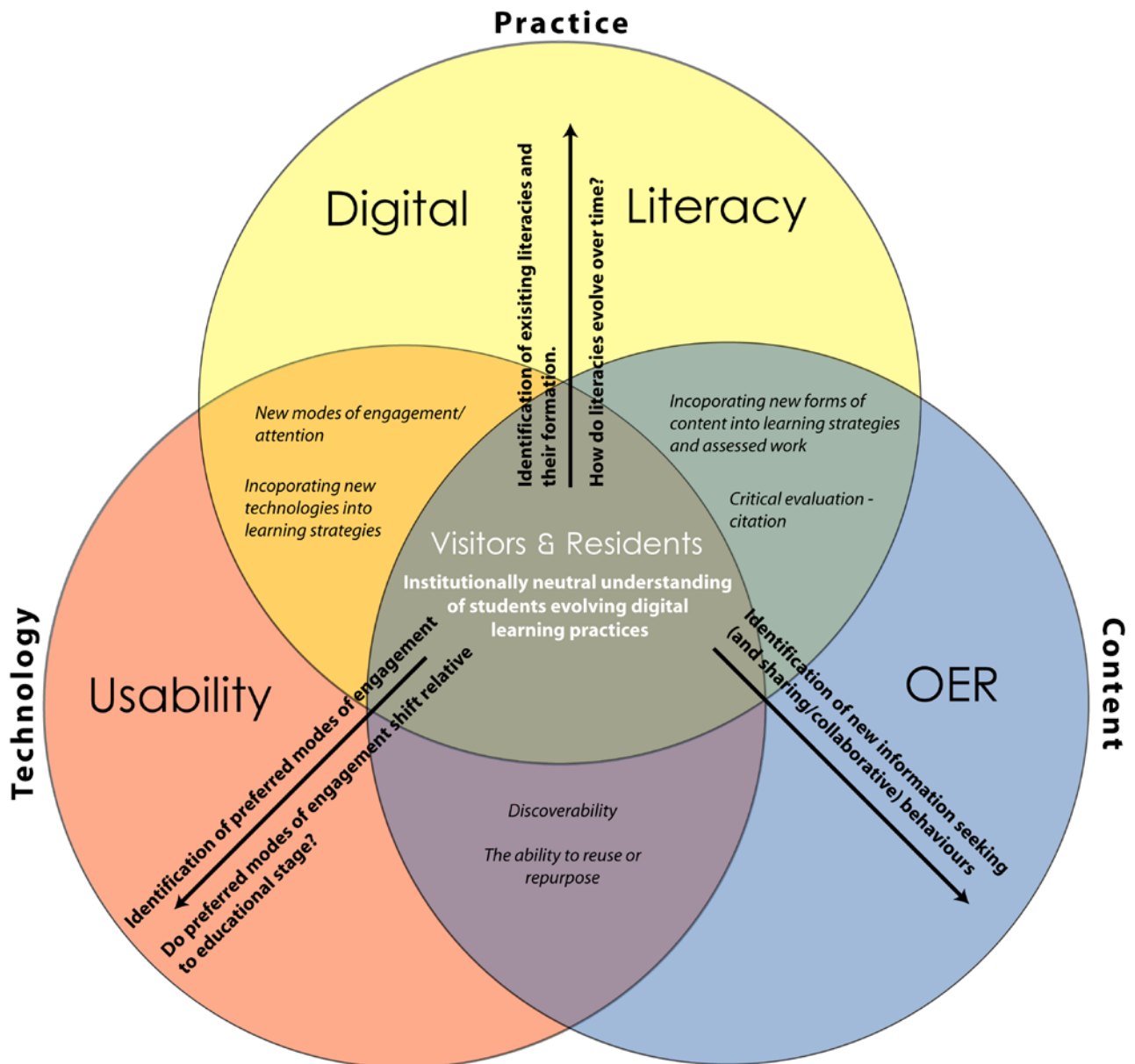
Recruiting new participants in the next educational stages:

Recruiting participants for Phase 1 was time consuming but not problematic. Phase I depended on personal contacts because of the need for rapid interviewing. To mitigate this in Phase II we will look to recruit participants in the UK from institutions that have been awarded funding from JISC.

5. Targets for the Next 6 Months

List here what work is planned for the next 3 months in bullet point format. As for achievements, where there is significant variance from the project plan then please explain further.

The project is currently anchored in the Usability strand but during the next 6 months we hope to establish firm relationships with other JISC strands. The diagram below outlines a number of possible relationships, situating the project at the intersection of three major JISC strands or themes. The bold text along the arrows is indicative of the ways in which the project can contribute to the relevant theme.



Beyond the current link with the Usability strand the project is feeding into the Digital Literacy programme via a planned webinar in September and is considering the possibility of gathering future UK participants from institutions which have been awarded Digital Literacy project funding.

We look to JISC for advice on which areas to focus on.

Over the next 6 months of the project we will do the following:

Participant engagement:

- Interview 12 additional participants in each of the three remaining educational stages (please see appendix B for the overview project plan)
- Continue the diary process with 12 of the Phase One participants.
- Start the diary process with the 36 new participants and follow them through Phase Three.

Analysis and reporting:

- Coding all data from Phase One
- Reporting of initial findings in October 2011
- Coding the interviews from Phase Two
- Reporting on our findings in the context of the Visitors and Residents principle
- Formulation of hypotheses and a typology/mapping or model which describes the motivation of our participants to engage with the digital information environment. This will be in the context of new information seeking behaviours and the formation of broader digital literacies. At the end of Phase Two we should be in a position to make recommendations for the sector on how best to support students in these areas from a number of perspectives:
 1. Which areas of digital literacy should be facilitated or taught in higher education and which areas should be considered part of the evolving culture of the web.
 2. How current or future services can be best designed to support students with this emerging set of literacies (whether these are self taught or part of an embedded digital literacies programme).

Budget for Phase 2

As agreed with Ben Showers the second phase of the project will start in September 2011 rather than August to align with project activity.

Appendix A

Interviews	School	Gender	Age	A levels / academic study discipline	Diary submitted
UKS1	Oxford	M	18	Film (got), Politics (got); doing Psychology, ICT and RS	
UKS2	Oxford	F	17	Biology, Maths, RS	Needs 1 more diary entry to be complete
UKS3	Oxford	M	17	History, Government and Politics, Film	Needs 2 more diary entries to be complete
UKS4	Oxford	F	17	Chemistry, Biology, History, Psychology	
UKS5	Leicester	F	17	Theology, Pyschology, Sociology, History	
UKS6	Leicester	F	17	History, Art, English, Theology	
UKS7	Leicester	M	17	Physics, Chemistry, Biology, Maths, Further Maths	Needs 2 more diary entries to be complete
UKS8	Leicester	F	16	Psychology, Business Studies, Travel and Tourism	
UKU1	Oxford Brookes	F	57	FD in teaching	
UKU2	Oxford Brookes	F	36	FD in teaching	Needs 2 more diary entries to be complete
UKU3	Warwick Uni	F	19	French and Italian	First diary submitted; now withdrawn.
UKU4	Warwick Uni	M	19	Chemical Biology	Approached through Facebook (July 18 th) to ask if he will do diary
UKU5	Warwick Uni	F	19	Chemistry	
UKU6	Warwick Uni	F	19	History	
UKU7	Oxford Brookes	F	34	FD in teaching	
USS1	Zebulon B. Vance High school	F	17	Biology (wants to be a doctor)	
USS2	Hopewell High School	M	18	Sports marketing/Management	1 st diary entry submitted; now withdrawn from study
USS3	Woodlawn School	F	17	Spanish or International Studies	Complete set of diary submissions
USS4	Zebulon B. Vance High School	M	17	Mechanical engineering	

USS5	North Mecklenberg	M	18	will be attending Presbyterian College (in SC). Considering: youth ministry, business. Interested in anthropology, but that major doesn't exist at Presbyterian.	Needs 1 more diary entry to be complete
USS6	Mallard Creek High	F	17	Communications, possibly Education, at either NYU or NC State.	
USS7	Lake Norman Charter School	F	17	Currently taking many AP classes, including English, Spanish, Statistics, and Honors Physics. She would like to study Criminal Justice and Chemistry when she goes to college.	Needs 2 more diary entries to be complete
USU1	UNC Charlotte	F	19	: undeclared, planning to transfer to NC State, into the Textiles College, majoring in fashion design	
USU2	UNC Charlotte	F	19	Electrical Engineering	Needs 1 more diary entry to be complete
USU3	UNC Charlotte	M	19	Mechanical Engineering	
USU4	UNC Charlotte	M	19	Mech. Engineering, Motorsports concentration, Double Major with Physics, Minor in Math	
USU5	UNC Charlotte	M	19	Systems Engineering	
USU6	UNC Charlotte	M	28	Electrical Engineering	
USU7	UNC Charlotte	F	19	Political Science (would like to go to Law School)	Needs 1 more diary entry to be complete
USU8	UNC Charlotte	F	19	Pre-Business, would like to get an MA in Accounting, thinking about a major/minor in Management	No entries; May have a dropout; Donna has contacted her again

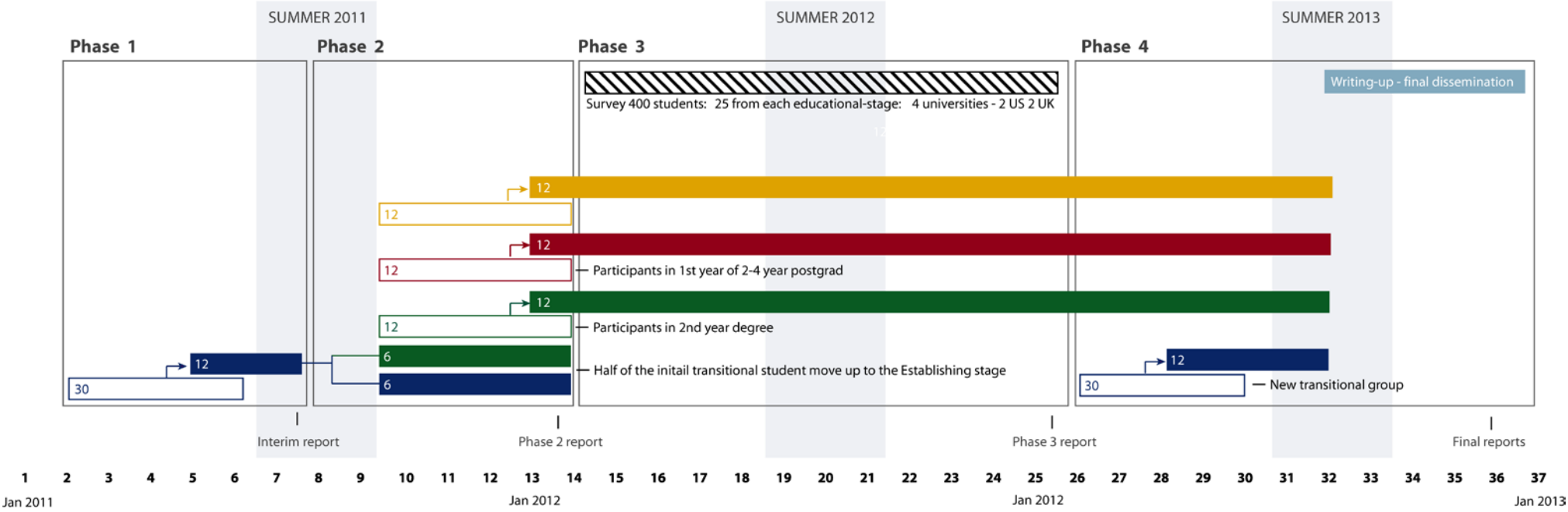
Appendix B

Visitors & Residents

Longitudinal participant engagement plan



- Educational Stages**
- Experienced [Scholars]
 - Embedding [Postgraduates, PhD students]
 - Establishing [Second/third year undergraduate]
 - Transitional [Late stage secondary school – first year undergraduate]
- Data Gathering**
- Solid colour: Diaries
 - Outlines: Interviews
 - Survey
- All participant numbers split equally between US and UK**



Appendix C

Code Book and Classification Scheme Lynn Silipigni Connaway May 29, 2011 Revised July 1st, 2011

I. Place

A. Internet

1. Search engine
 - a. Google
 - b. Yahoo
2. Social Media
 - a. FaceBook
 - b. Twitter
 - c. You Tube
 - d. Flickr/image sharing
 - e. Blogging

B. Library

1. Academic
2. Public
3. School (K-12)

C. Home

D. Other

II. Sources

A. Human

1. Mother
2. Father
3. Extended family (siblings, cousins, relatives)
4. Experts/Professionals
5. Friends/Colleagues ('mates')
6. Teachers/Professors
7. Peers (school, university colleagues but not 'friends')

B. Digital

1. E-books
2. Databases
3. Websites
 - a. Discovery Channel
 - b. Textbook Sites
 - c. University databases
 - d. Major media sites (including newspaper and news sites)
 - e. Non-English Language
 - f. Dictionary
 - g. Wikipedia
 - h. University Websites (not databases)
 - i. Music Websites
 - j. Fan Websites
 - k. iplayer/television programmes
 - l. Retail websites
 - m. Exam board sites (UK)
 - n. Syllabus- and discipline-based sites
 - o. iTunesU
4. VLEs, CMSs
 - a. Moodle
 - b. Blackboard
 - c. Institutional
 - d. Not specified

- e. Other
- C. Physical
 - 1. Books
 - 2. Notes
- III. Tools
 - A. Technology
 - 1. Desktops
 - a. Mac
 - b. PC
 - 2. Mobile
 - a. Phones
 - i. Smart Phones
 - x. Android
 - y. iPhone
 - z. Blackberry
 - ii. Cell/Mobile Phones (not-smart)
 - b. Media Player
 - 3. Tablets
 - a. iPads
 - b. Other Tablets
 - 4. Laptops
 - a. Mac
 - b. PC
 - 5. Games/Consoles
 - B. Software
 - 1. Word processing software
 - 2. Presentation software
 - 3. Audio and video editing software
 - 4. Image and photographic editing software
 - 5. Organisational software
 - 6. Other
 - C. Print/pen/paper
 - 1. Organizers/Planners/Diaries
 - 2. Handwritten notes, assignment preparation
- IV. Agency
 - A. Evaluation
 - 1. Satisfice
 - 2. Reject
 - 3. Accept
 - B. Decision/Choice
 - 1. Convenience/ease of use/accessible
 - 2. Familiarity
 - 3. Repetition
 - 4. Relevance
 - 5. Authority/Legitimacy
 - 6. Available Time
 - 7. Speed
 - 8. Privacy
 - 9. Safety, security
 - a. Caution
 - b. Confidence
 - 10. Multitasking
 - 11. Browsing
 - 12. Searching
 - 13. Currency
 - 14. Fun, enjoyment

- 15. Addiction
- 16. Distraction
- 17. Time wasting
- C. Motivation
 - 1. Create
 - 2. Collaborate
 - 3. Connection; sharing with others
 - 4. Put in public domain
 - a. Self promotion
 - b. Share practice
 - c. Self disclosure
 - 5. Extrinsic (externally motivated)
 - 6. Intrinsic (internally, self motivated)
- V. Situation/context
 - A. Personal
 - B. Professional/Academic
 - C. Societies/Clubs/Organizations/Churches
 - D. Temporal (?) Synchronous/Asynchronous/Presence? Immediacy?
 - E. Public/Private
 - F. Leisure/Fun
- VI. Juicy Quotes
 - A. Visitors
 - B. Residents
- VII. Contact
 - A. Face-to-Face
 - B. Phone Call
 - C. Video chat
 - D. IM/Chat
 - E. Texting
 - F. Email/private message
 - G. Commenting
 - H. Media posting
 - I. Visible messaging
 - J. Letters (Post/Mail)
- VIII. Technology Ownership
 - A. Individual
 - B. Family
 - C. Institutional
 - D. Rented
- IX. Network used
 - A. Institutional wifi or cabled
 - B. Mobile internet
 - C. Home