Europeana Cloud - Work Package 1

Additional Document

Research Communities Web Survey

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1. Methodology

The Europeana Cloud Research Community Web Survey was designed to facilitate an evidence-based account about the information practices and needs of humanists and social scientists in the digital environment, and the potential use of Europeana in the context of scholarly research. A questionnaire survey was designed by Athena RC in collaboration with

NIOD in 2013, taking into account the protocol adopted in earlier questionnaire survey research in the context of the Preparing DARIAH project and the European Holocaust Research Infrastructure (EHRI). A purposive sampling approach was adopted, seeking to represent the population of humanities and social science scholars who are aware of and possibly involved with the Europeana community, as these match the target audience for Europeana Research. The link to the online questionnaire was disseminated to the Europeana network, through e-mails and social media. Following the identification and definition of research communities developed in D1.1, the target group included users from the fields of archaeology, history, law, linguistics, musicology, philosophy, social anthropology, social (and human, economic, political and cultural) geography, gender studies, economic and social history, political science and sociology.

The web survey was designed to measure specific aspects of research activity as a means of better understanding of the needs of digital users. It is divided in four sections, measuring: (1) the use of specific digital services by researchers, (2) the kinds of research activities users engage with, (3) the content as well as significant properties of resources favoured by users, and (4) the degree of agreement or disagreement with specific statements regarding the research process. Questions were complemented by a set of essential profile (demographic and socioeconomic) questions, aiming to help explain patterns identified in the results.

In order to measure the extent to which the participants agree or disagree with the questions presented in the questionnaire, Likert-type scales were used.[1] Likert-type scales most often range from 1 to 5 and are commonly used in order to measure evaluation. The evaluation statements (responses) are ordered and numeric values are assigned to each of them for the purpose of analysis on the ordinal scale. The scale chosen for this questionnaire comprises a middle value, allowing participants to indicate if their response to a question is considered to be neutral, thus allowing analysis to be more comprehensive. Most questions were of this type and could be answered using the following scale:

1 = not at all	2 = somewhat	3 = moderately	4 = very	5 = extremely

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[1] For a detailed discussion on the use of Likert-type scales see Boone, & Boone. (2012). Analyzing Likert Data, *Journal of Extension.* Volume 50, Number 2, Clason & Dormody. (). Analyzing Data Measured by Individual Likert-Type Items. *Journal of Agricultural Education.* Volume 35, No. 4, and Jamieson, S. (2004). Likert scales: how to (ab) use them. *Medical education.* 38(12), 1217-1218.

Here we report on the results of an analysis of descriptive statistics of closed questions in the questionnaire. In addition, some open (free text) questions were included in the questionnaire, allowing participants to provide examples and qualifications on their use of particular services or methods. We recoded responses to open questions to nominal variables, in the light of a qualitative data analysis approach, and in this document we analyze the results of descriptive statistics of these data, thus achieving more granularity and richness than originally addressed by closed questions in the questionnaire. The full contents of the Europeana Cloud Web Survey can be found in Appendix 1.

2. Dataset

The dataset of the Europeana Cloud Research Community Web Survey consists of 65 responses.[2] Regarding the field of study to which the respondents are attached, approximately three quarters of the sample (74% or 48 respondents) are attached to the humanities, while one quarter (26% or 17 respondents) of the sample stated that their field of study was the social sciences in Figure 1.
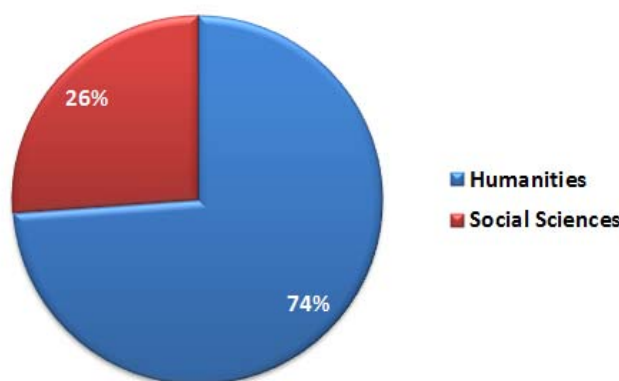

Figure 1. Respondents' field of study. N=65

Participants were asked to identify their primary and, if applicable, their secondary fields of research. They report belonging to a variety of disciplines. History alone represents a quarter of the total sample (26%, or 17 respondents). If taken together with classics (9%, or 6 respondents) and archaeology (11%, or 7 respondents), which contributed about a tenth each, those in one of the historical disciplines represent in total almost half of the sample (46% or 30 respondents). On the other hand, a smaller concentration of the sample can be found

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[2] Indeed, the number of responses may not seem extremely satisfactory. However, one needs to keep in mind that the Web Survey results are complimentary to the rest of the empirical work (see below). Furthermore, this present Web Survey is planned to be compared and contrasted to other similar efforts across DHRIs in Europe (i.e. the DARIAH-EU and EHRI surveys) at a later stage, in the context of Europeana Research.

aggregated around social sciences and communication and media studies (9% or 6 respondents each) which combined would represent nearly a fifth of the sample of this survey (18% or 12 respondents).
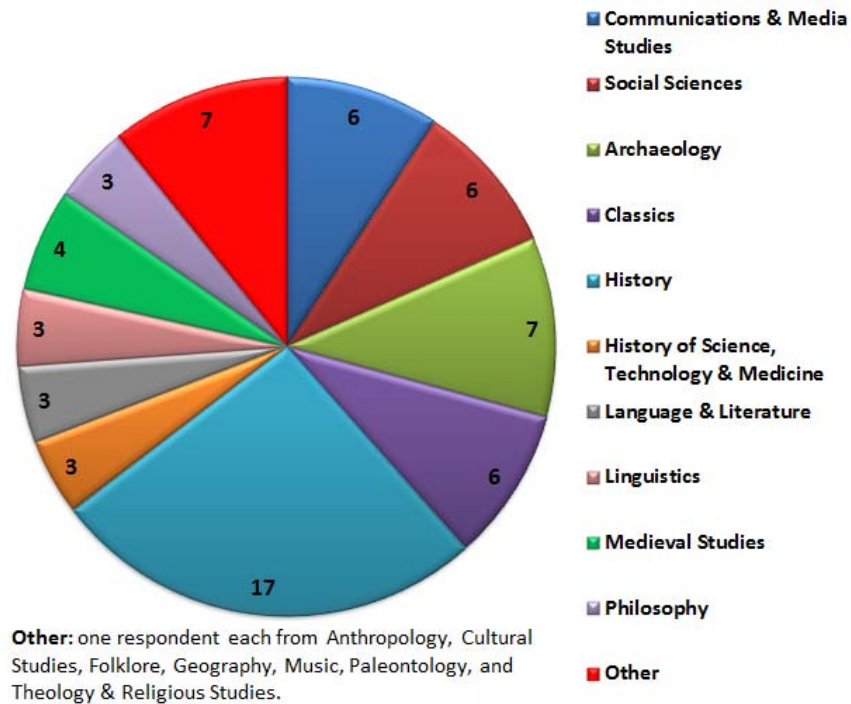

Figure 2. Disciplinary belonging. (Identify your primary and, if applicable, secondary fields of research). N=65

Participants were asked to identify their primary and, if applicable, their secondary professional affiliation and status. Since they could provide more than one response to this question, the percentages displayed below refer to the answers (N=74) and not to the individuals. Most respondents (35) stated that they work in an academic institution, while 9 work in a research institution outside the academic sector and 8 are working as librarians. The rest of the sample is distributed between PhD or postgraduate students (6), researchers, freelance PhD or postgraduate students (4), archivists (4), amateur researchers (4), undergraduate students (1), curators(1), museum professionals (1) and casual users (1).
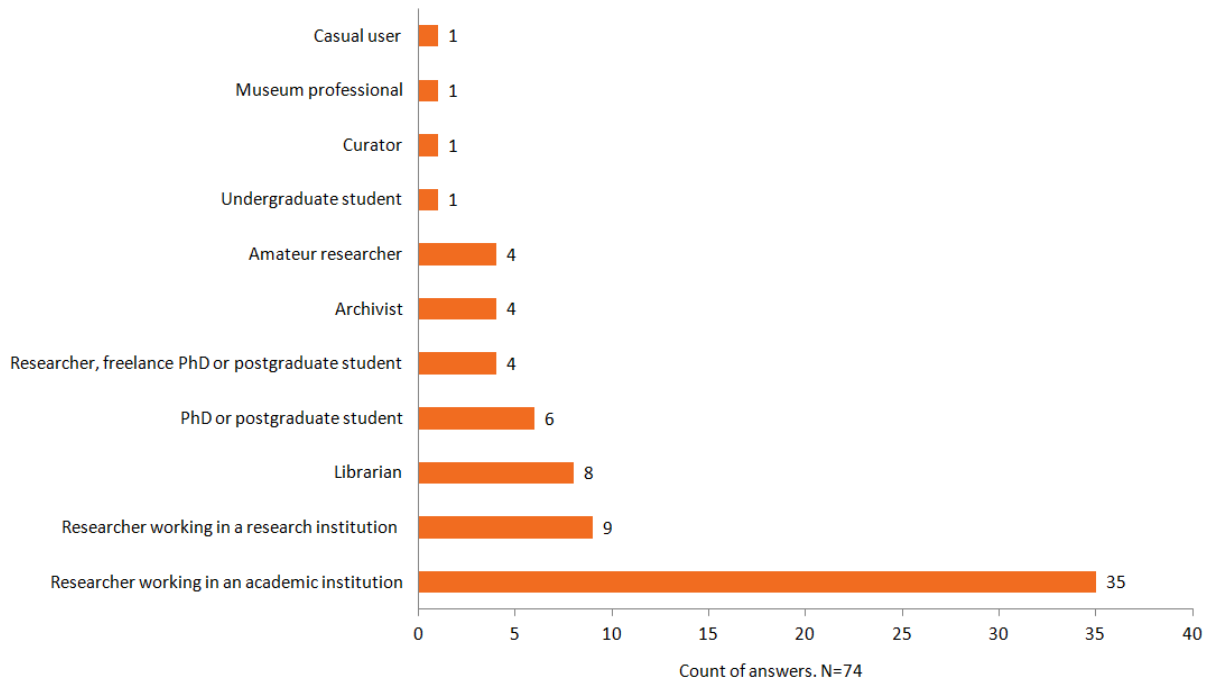
Figure 3. Participants' professional affiliation and status (How would you describe yourself?). N=74

Based on the data presented above, it is obvious that the vast majority of participants identify themselves as researchers. Overall the total percentage of those subjects that described themselves as researchers represents more than two thirds of the total sample (70% or 52 answers):
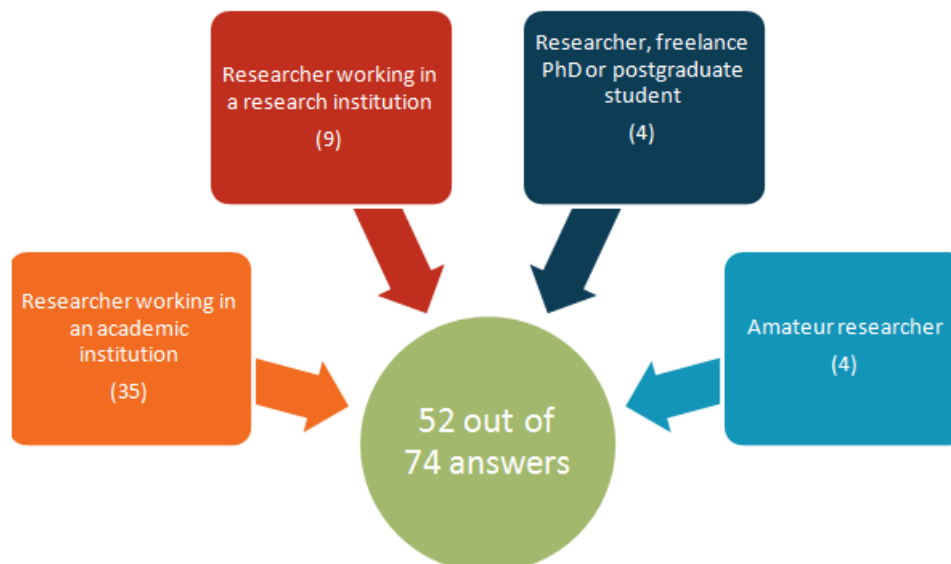

Figure 4. Total number of researchers in the sample. N=74

3. Findings and discussion

Use of specific services

In order to appraise the use of specific services made by researchers while working on their research projects, the respondents were asked to state how often they have used in the last 12 months the Europeana portal, the European Library, Google Scholar, some specific online digital archive related to their research, a commercial portal of a scholarly journal, museum websites and online library catalogues. The data in Figure 5 indicate that online library catalogues (84% or 52 respondents), specific online digital archives (83% or 52 respondents) and portals of scholarly journals (58% or 34 respondents) are mostly used by the respondents, followed Google Scholar (53% or 33 respondents), museum websites (33% or 19 respondents), the Europeana portal (10% or 6 respondents) and the European Library (5% or 3 respondents). The figures given are aggregates for using the resource once a month or more. Regarding the Europeana portal, two fifths of the respondents (41% or 24 respondents) state that they have not used it in the last 12 months, almost half (48% or 28 respondents) state that they have used it a few times, one in twenty (5% or 3 respondents) state that they use it at least once a month, 3% (2 respondents) state that they use it at least once a week and 2% (1 respondent) state that they use it several times a week. Finally, a significant proportion of the respondents state that they frequently use some other service, not mentioned in the list that was presented to them, for their research.
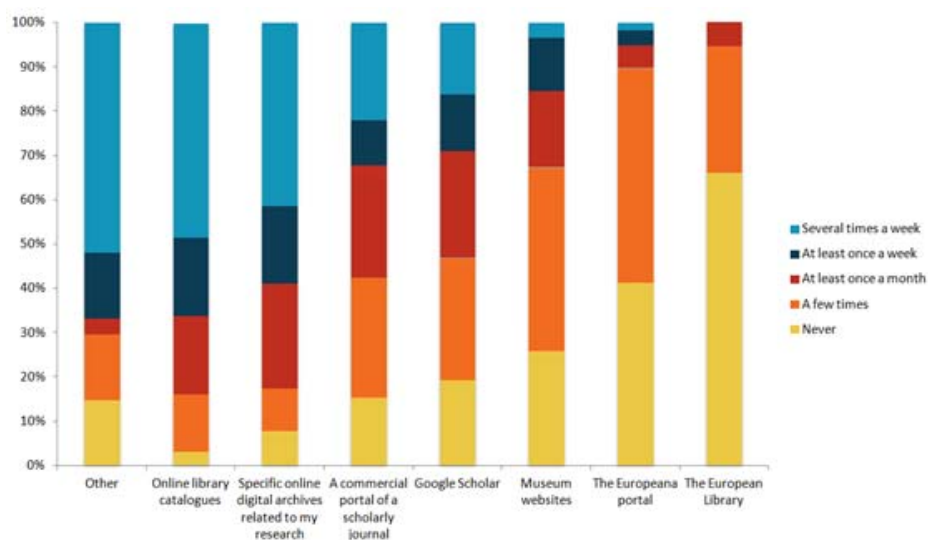

Figure 5. Frequency of use of services in the last 12 months (How often have you used the following services in the last 12 months?) Other, N=27. Online library catalogues, N=62. Specific online digital archives, N=63. A commercial portal of a scholarly journal, N=59. Google Scholar, N=62. Museum websites, N=58. The Europeana Portal, N=58. The European Library, N=56.

In a subsequent question the respondents were asked to identify specific digital archives or services they use. They were provided with three open free-text slots for digital archives and three further slots for other services. Figure 6 presents the frequency of use of digital archives and services that appear more than twice in the responses. The data indicate that Jstor, a digital library of academic journals, books and primary sources, is most frequently used, followed by the British Library, Gallica, Google Books, Perseus, E-brary, e-codices, TLG and Scopus.
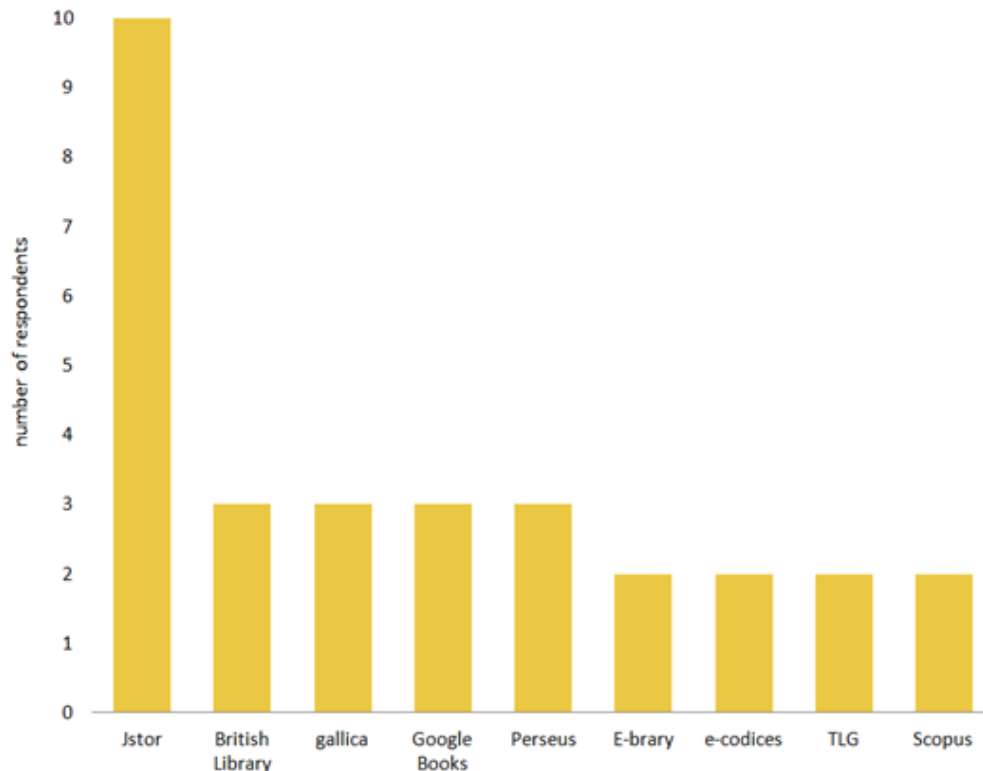
Figure 6. Count of respondents using specific digital archives and other services (Identify the digital archives or other services you stated you have used in your response to the previous question).

Assessment of the importance of activities undertaken while seeking scholarly information

The respondents were asked to rate the importance of a series of ten activities they undertake as they seek relevant information for their research. More specifically they were invited to assess how important they consider to be activities such as searching specific query terms in order to find relevant information, searching using a combination of more than one query terms to find relevant information, conducting a new search within the results of a previous search, consulting collection summaries to find information, consulting collection inventories or indexes to find information, browsing related sources, finding relevant information on the basis of

resources one just happens to stumble upon, finding resources through footnotes in articles and/or books, asking peers and/or colleagues and asking reference librarians, curators or archivists. The respondents were presented with a numbered scale from 1 to 5, where 1 corresponded to "not at all important", 2 to "somewhat important", 3 to "moderately important", 4 to "very important" and 5 to "extremely important". The results, as seen in Figure 7, indicate that the use of queries, comprising either specific terms or a combination of terms, are judged to be very important. (90% or 57 respondents have considered specific terms as "extremely important" or "very important", and 87% or 55 respondents have considered combination of terms as "extremely important" or "very important".) Moreover, when seeking relevant information for their research, the respondents seem to consider important activities such as finding resources through footnotes in articles and/or books and using the results of a search in order to conduct a new search. (65% or 40 respondents have considered footnotes to be "extremely important" or "very important", and 56% or 35 respondents have considered searching within a previous search as "extremely important" or "very important".) Browsing related resources and consulting collection inventories, indexes and summaries are also rated as important (browsing related resources: "extremely important" or "very important" 33% or 20 respondents; consulting collection inventories etc.: "extremely important" or "very important" 38% or 23 respondents) while activities such as asking peers or colleagues, finding relevant information on the basis of resources one just happens to stumble upon and asking reference librarians, curators or archivists seem to be less central in the process of seeking information (fewer than one third of the respondents considered each of these to be "extremely important" or "very important").
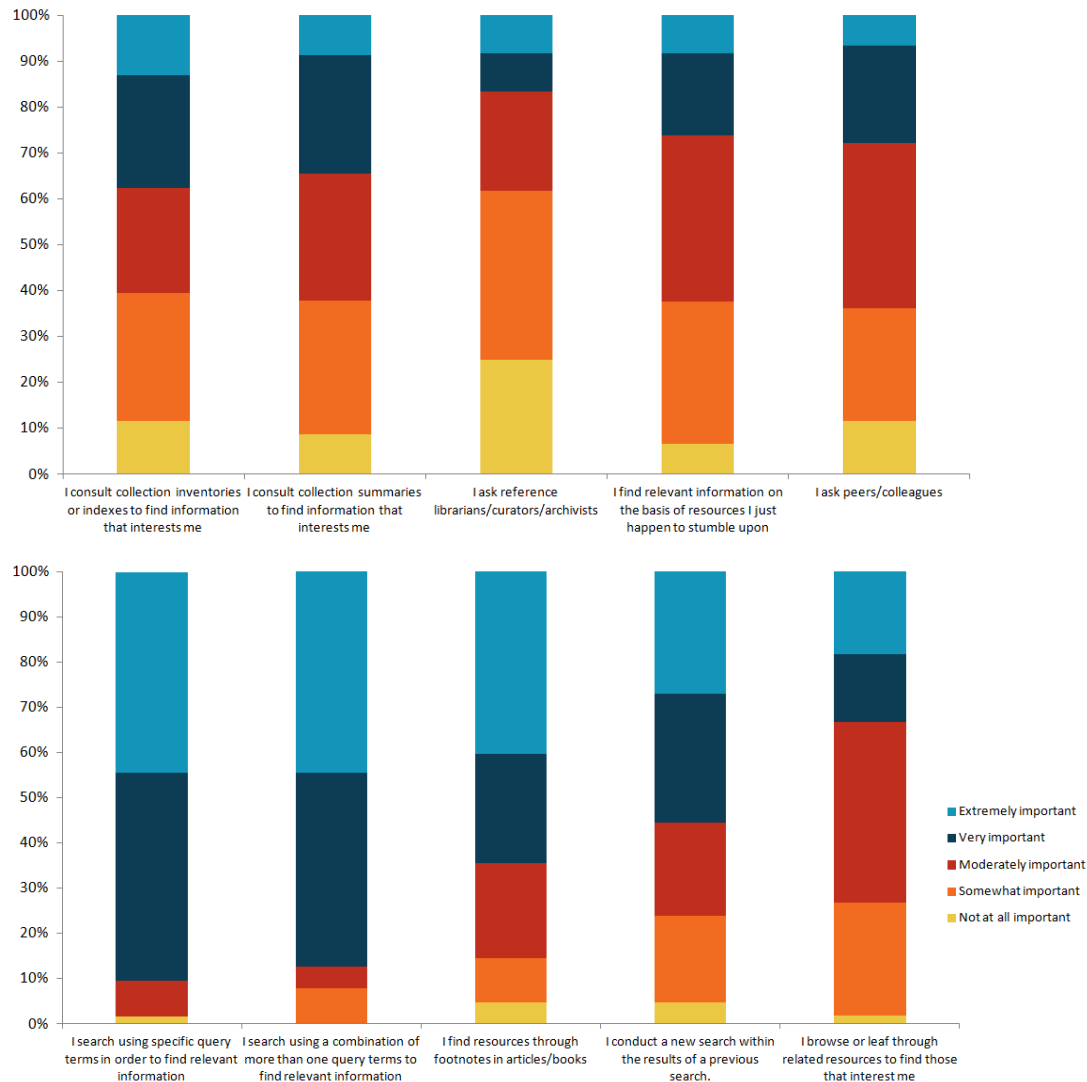
Figure 7. Importance of information-seeking activities (Assess how important are the following activities as you seek relevant information for your research). Specific query terms, N=63. Combination of query terms, N=63. Footnotes, N=62. Search within previous search, N=63. Browse related resources, N=60. Collection inventories/indexes, N=61. Collection summaries, N=58. Reference librarians/curators/archivists, N=60. Resources I stumble upon, N=61. Peers/colleagues, N=61.

Examples of queries asked by the respondents as they seek relevant information for their research

In a subsequent question, the respondents were asked to provide a common query they use to ask when they search for information about their research. The queries provided as examples differ significantly as regards their format and content. Most questions provided are thematic, looking for a specific subject, period of time or geographical region and are phrased affirmatively. Examples of this kind of query include "Digital Geography", "First World War", "Iroquois Indians" or "Athens". These questions might also look for specific objects, such as

"GIS" or persons, such as "Jakob Hurt". Another group of queries is phrased in the form of questions, such as "what is the etymology of word X?", "Where can I find a Photograph of X object" or "where is the first attestation of word X?". Finally Boolean queries are also used, such as "Caspar AND Joseph AND Dorer AND 1714" or "[author] AND [type-review];[subject] AND [geographic descriptors] OR [time descriptors, limits]". The word cloud below showcases the words used in the queries provided by the respondents.

Assessment of the aspects of a resource content while seeking scholarly information

The respondents were presented with a list of characteristics of a resource and asked to rate them as regards their importance. Those characteristics were the names of people mentioned in or represented by a resource, the kinds of objects, artefacts and art works, the classifications of people mentioned or represented, the specific places mentioned or represented, the dates, time spans or periods related to a resource, the names of specific events related to a resource, the classifications of events, activities or processes mentioned or represented and other things, ideas or entities related to a resource that were not mentioned in this list. The data in Figure 9 indicate that the dates, time spans or periods related to a resource are considered to be "very important" and "extremely important" by three quarters of the respondents (47 of 62 respondents), although this can probably be explained by the predominance of historians in the sample. Other aspects characterizing the content of a resource considered to be extremely or very important by most respondents include the specific places mentioned (55% or 34 respondents) and names of specific events (51% or 31 respondents). Classifications of events, activities or processes mentioned or represented as well as the names of people mentioned in, or represented by, a resource are considered to be extremely or very important by less than half of the respondents. Finally, the aspects of the content of a resource that seem to be considered less important by most respondents include the kinds of objects, artefacts and art works, the classifications of places mentioned or represented and the kinds of people mentioned or represented.
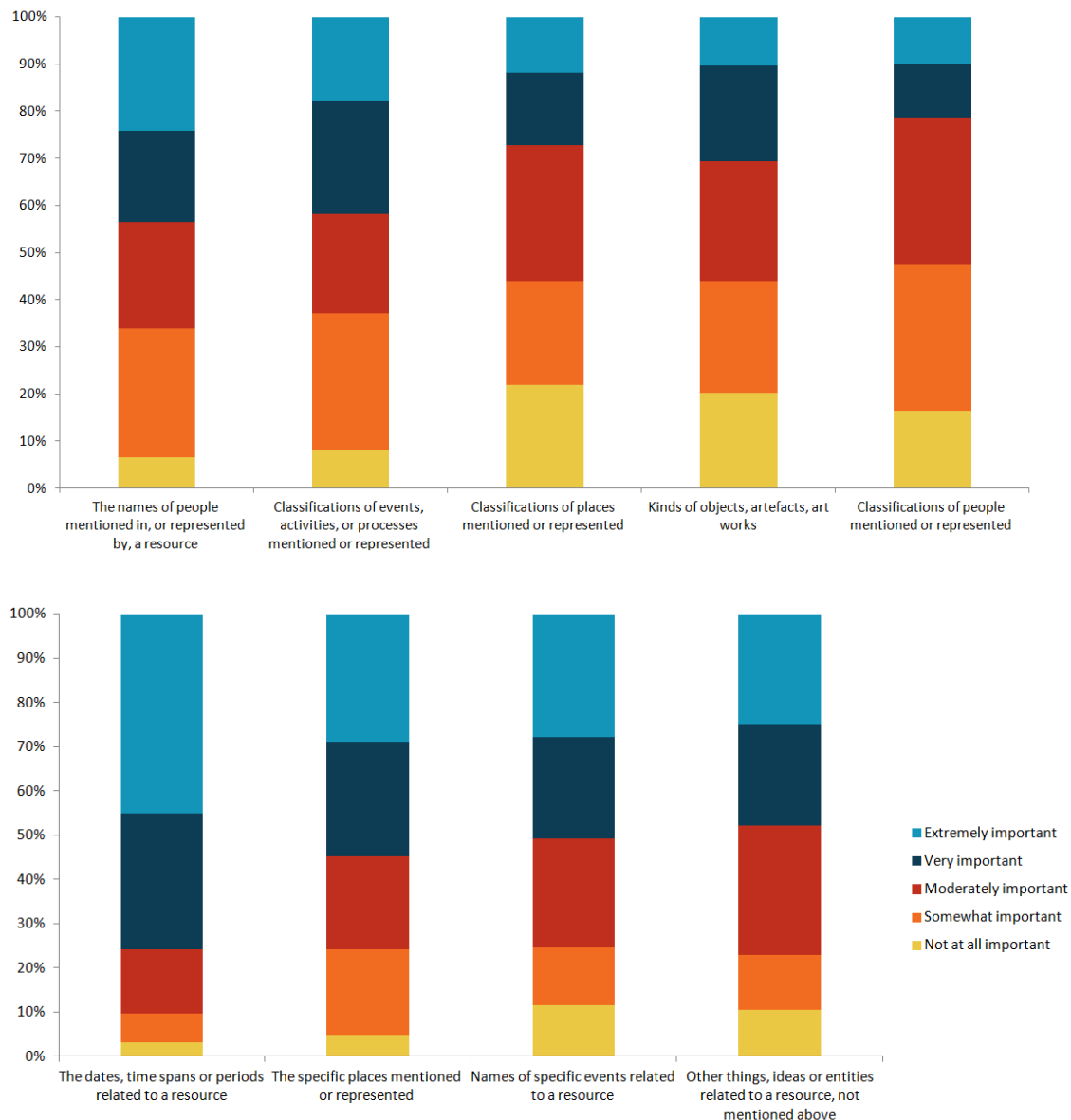
Figure 8. Assessment of resource characteristics in information-seeking (Assess the importance of the following aspects of the content of a resource as you seek relevant information for your research). Names of people, N=62. Classifications of events etc., N=62. Classifications of places, N=59. Kind of object etc., N=59. Classifications of people, N=61.Dates, time spans, periods, N=62. Specific places, N=62. Names of events, N=61. Other, N=48.

On the whole, the data presented above suggest that the respondents prioritize aspects of the resources that are very specific, such as the dates, places and events related to a resource. On the other hand they consider less important those characteristics which are indirectly or more loosely related to a resource, such as the kinds of objects, artefacts and art works, the classifications of places mentioned or represented or the kinds of people mentioned or represented.

Assessment of specific properties of a resource while seeking scholarly information

The respondents were subsequently asked to rate a series of specific properties of a resource while seeking scholarly information. The measurement was in the same scale, from 1 to 5 where 1 corresponds to "not at all important" and 5 to "extremely important". The properties proposed were the style, period, group or movement related to a resource, the format of a resource, the object type related to a resource, the genre, the name of the author, creator or issuing authority of a resource and the fonts, collection or holding institution to which the resource belongs. The data suggests that the name of the author, creator or issuing authority of a resource is considered to be the most important property of a resource by far (80% or 48 respondents consider them very or extremely important), followed by the fonts, collection or holding institution to which the resource belongs and the format of a resource (47% or 28 respondents consider them very or extremely important). The rest of the properties under consideration are considered to be relatively less important, with between half and a third of the respondents considering them very or extremely important. However, no property is considered "not at all important" by more than one fifth of the respondents.
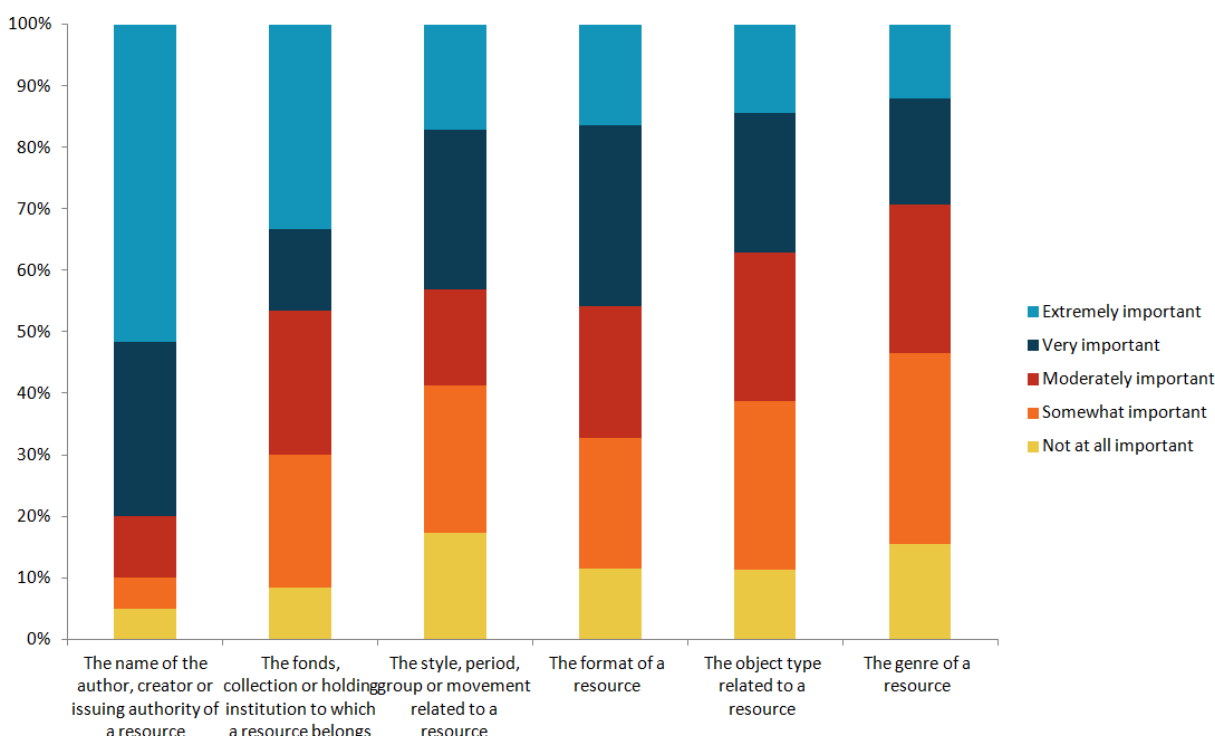
Figure 9. Assessment of specific properties of a resource in information-seeking (Assess the importance of the following properties of a resource as you seek relevant information for your research).Name of author etc., N=60. Fond etc., N=60. Style etc., N=58. Format, N=61. Object type, N=62. Genre, N=58.

Assessment of the importance of specific activities undertaken while organizing unpublished materials

The respondents were presented with an extended list of digital and non-digital activities undertaken while organizing unpublished materials and were asked to rate their importance. The activities proposed were: collecting lists of references to primary resources in a paper document or word processing file, manually copying or retyping the content of resources, filing together photocopies of resources, filing together digital copies of resources, using catalogue cards to manage resources, collecting and keeping references to resources, using keywords in order to identify the topic of resources, maintaining a manual index of keywords on resources, using a software application to organize resources, keeping a list of keywords for references to primary material. The data presented in Figure 10 suggests that filing together digital copies of resources is considered to be extremely or very important by most respondents (87% or 53 respondents). Moreover, the activities related to the collection of references are also considered highly relevant, as most respondents consider collecting and keeping references to all resources of interest and collecting lists of references to primary resources in either digital or analogue form to be "very important" or "extremely important" (59% [36 respondents] and 64% [39 respondents], respectively). Using a software application to organize resources, manually copying or retyping the content of resources and filing together photocopies of resources are considered to be "moderately important", "very important" or "extremely important" by most participants (52% [32 respondents], 57% [35 respondents], and 56% [34 respondents], respectively), while the other activities proposed are considered less important. In particular keeping a list of keywords for references to primary material, maintaining a manual index of keywords on resources and using catalogue cards to manage resources are not considered to be important by most respondents – more than half of the respondents marked these as "not at all important".
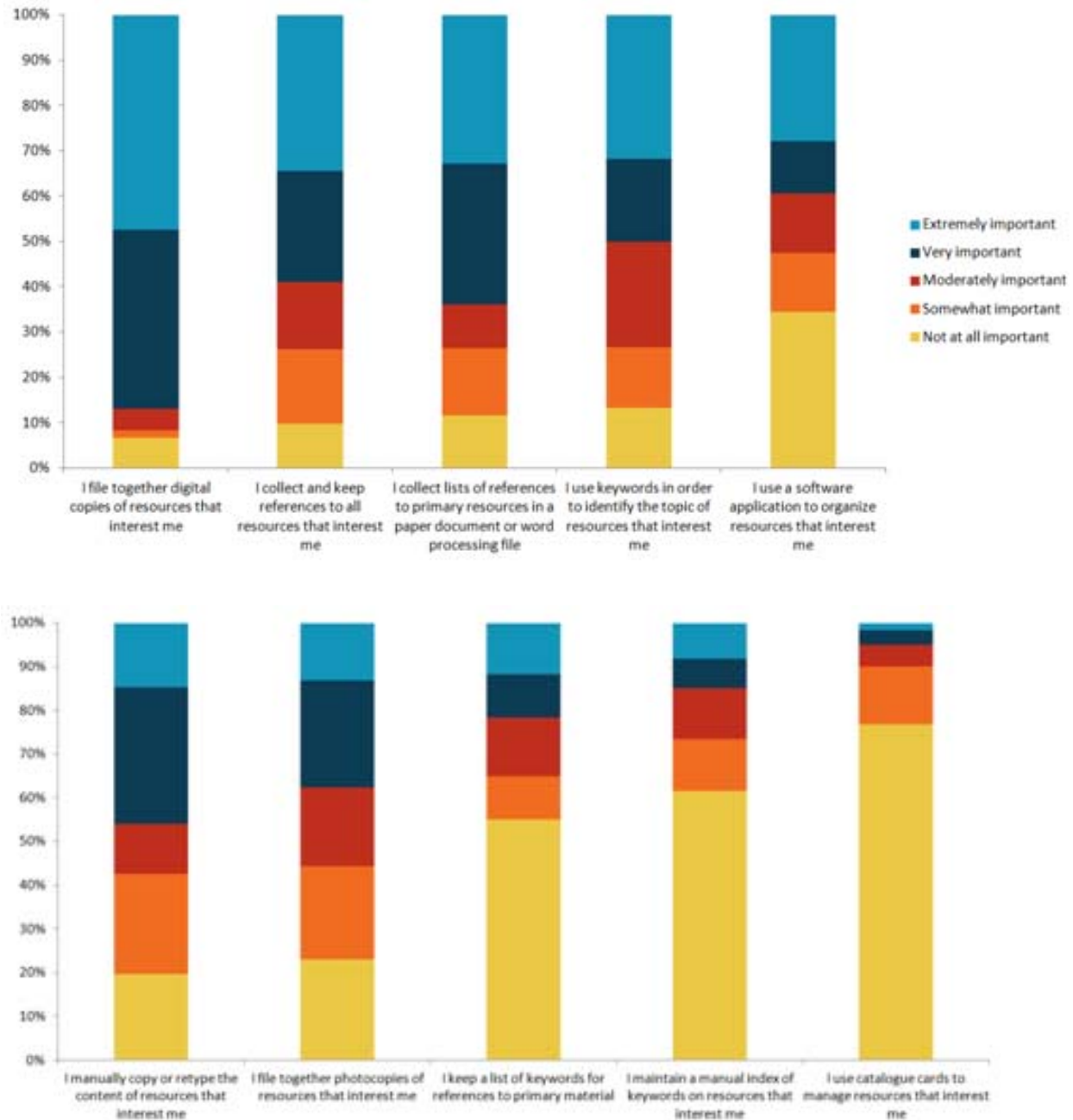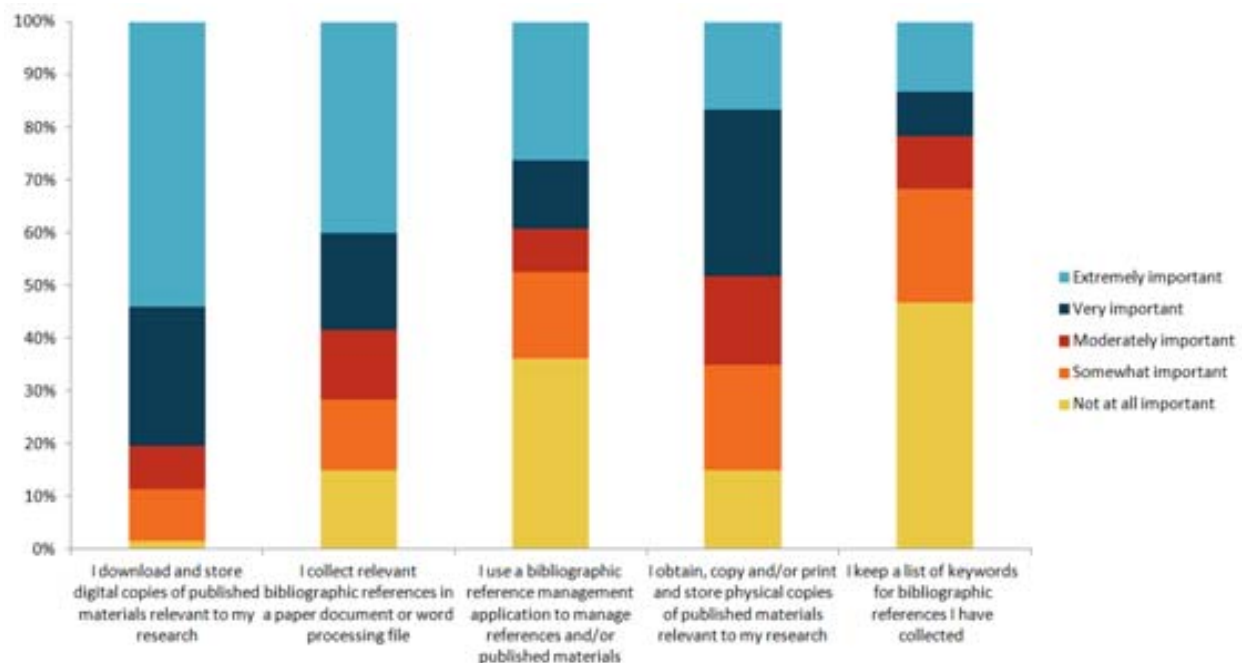
Figure 10. Assessment of specific activities for organizing unpublished materials (Assess how important is each of the following activities you undertake as you organize unpublished materials). File together digital copies, N=61. Collect and keep references, N=61. Collect list of references, N=61. Use keywords, N=60. Use software application, N=61. Manually copy content, N=61. File together photocopies, N=61. Keep list of keywords, N=60. Maintain manual index of keywords, N=60. Use catalogue cards, N=60.

Assessment of the importance of specific activities for organizing published materials

For organizing published materials, the respondents consider downloading and storing digital copies the most important of the proposed activities (80% or 49 respondents considered it extremely or very important). Collecting relevant bibliographic references is also considered "very important" or "extremely important" by most respondents (58% or 35 respondents). Less important are considered activities such as using a bibliographic reference management application to manage references and/or published materials, obtaining, copying and/or printing and storing physical copies of published materials and keeping a list of keywords for collected bibliographic references (considered very or extremely important by 39% [24 respondents], 48% [29 respondents], and 22% [13 respondents], respectively).
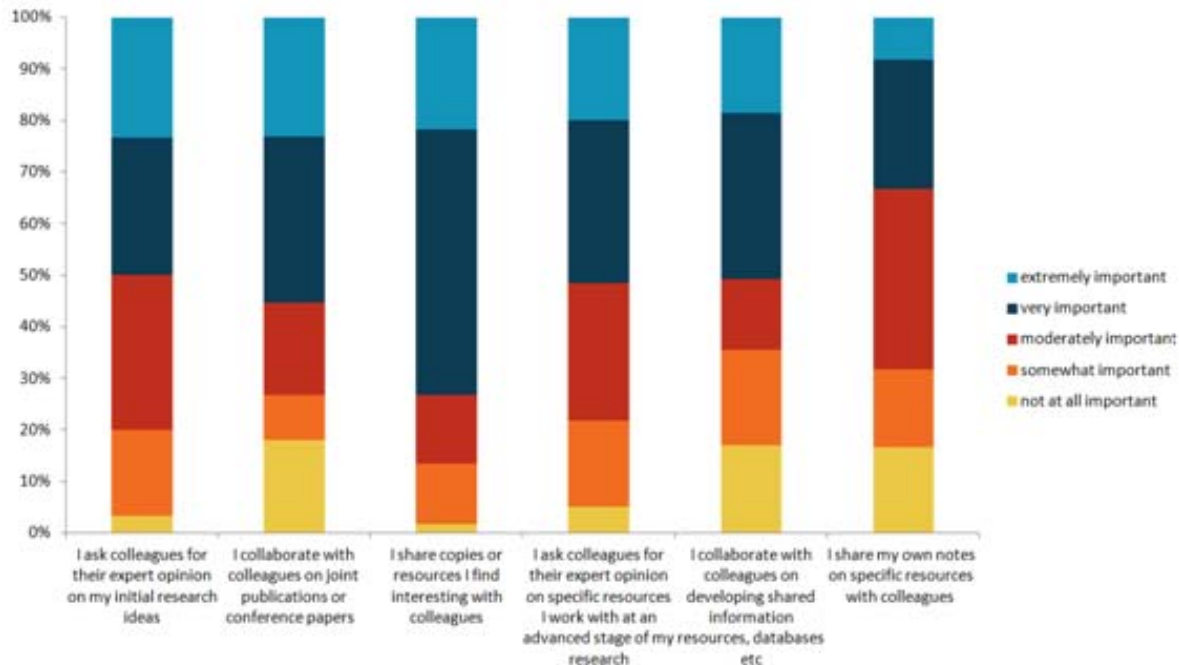

Figure 11. Assessment of specific activities for organizing published materials (Assess how important is each of the following activities as you organize published materials). Download and store digital copies, N=61. Collect bibliographic references, N=60. Use bibliographic reference management application, N=61. Obtain and store physical copies, N=60. Keep a list of keywords, N=60.

Assessment of the importance of specific activities for studying and annotating scholarly information

In a subsequent question the participants were asked to rate the importance of a series of activities undertaken as they study and annotate information relevant to their research. According to their answers the respondents believe that the most important relevant activities are underlining or highlighting relevant passages and scanning texts quickly (considered very or extremely important by 49% [30 respondents] and 66% [41 respondents], respectively).

Nevertheless, the rest of available activities, as shown in Figure 12, are also considered moderately, very or extremely important by most respondents (between 60 and 80% [39 to 48 respondents]).
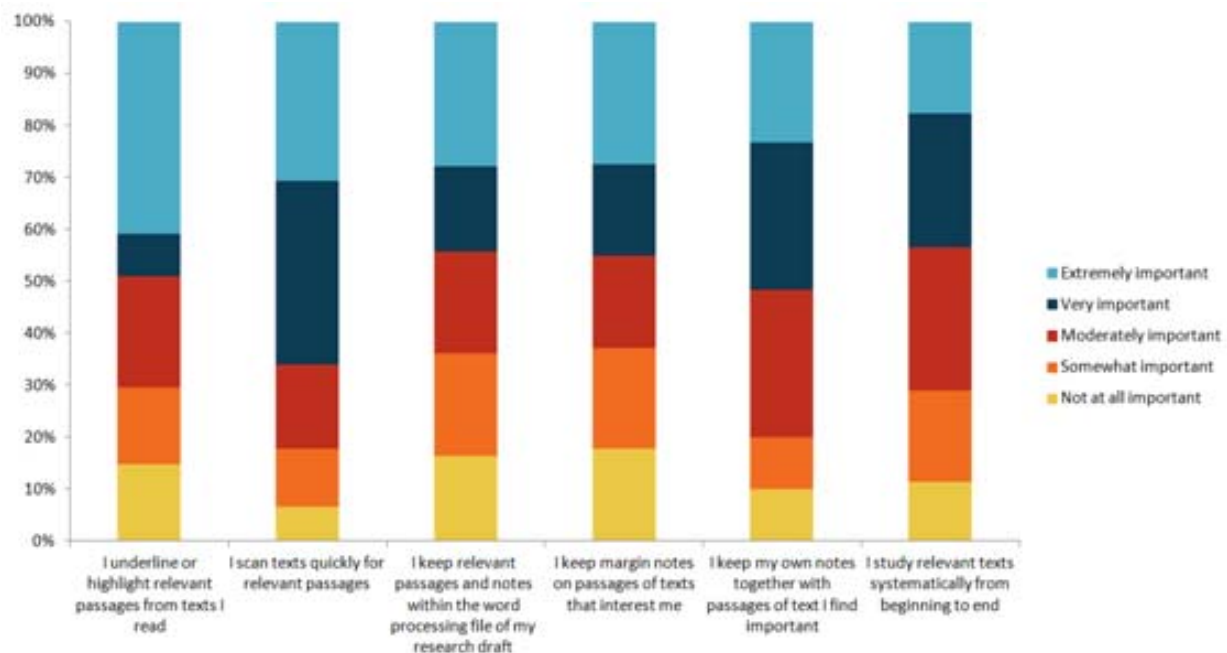
Figure12. Assessment of the importance of specific activities for studying/annotating information (Assess how important is each of the following activities as you study and annotate information relevant to your research). Underline or highlight, N=61. Scan texts, N=62. Keep relevant passages, N=61. Keep margin notes, N=62. Keep own notes, N=60. Study texts systematically, N=62.

Assessment of the importance of specific activities while working with others on a research project

Most activities related to scholarly collaboration and working with others on a research project proposed to the participants were considered to be fairly important, as more than half of the respondents rated each of the activities as moderately important or more. Of those, sharing copies or resources with colleagues, asking colleagues for their expert opinion on specific resources at a late research stage, and collaborating on joint publications or conference papers are considered most important, considered very or extremely important by 73% (44 respondents), 52% (31 respondents), and 55% (31 respondents), respectively. They are followed by asking colleagues on their expert opinion on initial research ideas (50% or 30 respondents), collaborating with colleagues on developing shared information resources and databases (51% or 30 respondents) and finally sharing one's own notes on specific resources with colleagues (33% or 20 respondents).

Figure 13. Assessment of specific activities for working with others (Assess how important is each of the following activities as you work with others for your research). Ask opinions on initial ideas, N=60. Collaborate on joint publications, N=56. Share copies or resources, N=60. Ask opinions on specific resources, N=60. Collaborate on shared information resources, N=59. Share own notes, N=60.

Researchers perceptions and normative views

The respondents were also invited to state if they agree or disagree with a series of statements related to scholarly work and collaboration. The results suggest that most of them (more than 70%) would be interested to know which scholars in their field work on a particular source or research question (54 respondents), they would share interesting resources with colleagues if they were allowed to (51 respondents), they would be prepared to share information with colleagues on the sources or research questions they work on (48 respondents) and that they would like to work in collaboration with others towards joint publications or common research results (47 respondents). Almost half (or 30 of 61) of the respondents regard copyright or privacy issues as important obstacles for their research, while the rest are divided between disagreeing with this statement and being uncertain about this issue. On the other hand, most respondents express that they don't find journal papers and books more trustworthy than online publications (32 of 60 respondents), that they don't find resources in a physical archive or collection more trustworthy than those in a digital archive (42 of 60 respondents), and that they don't find paper finding aids more trustworthy than online finding aids (44 of 60 respondents).
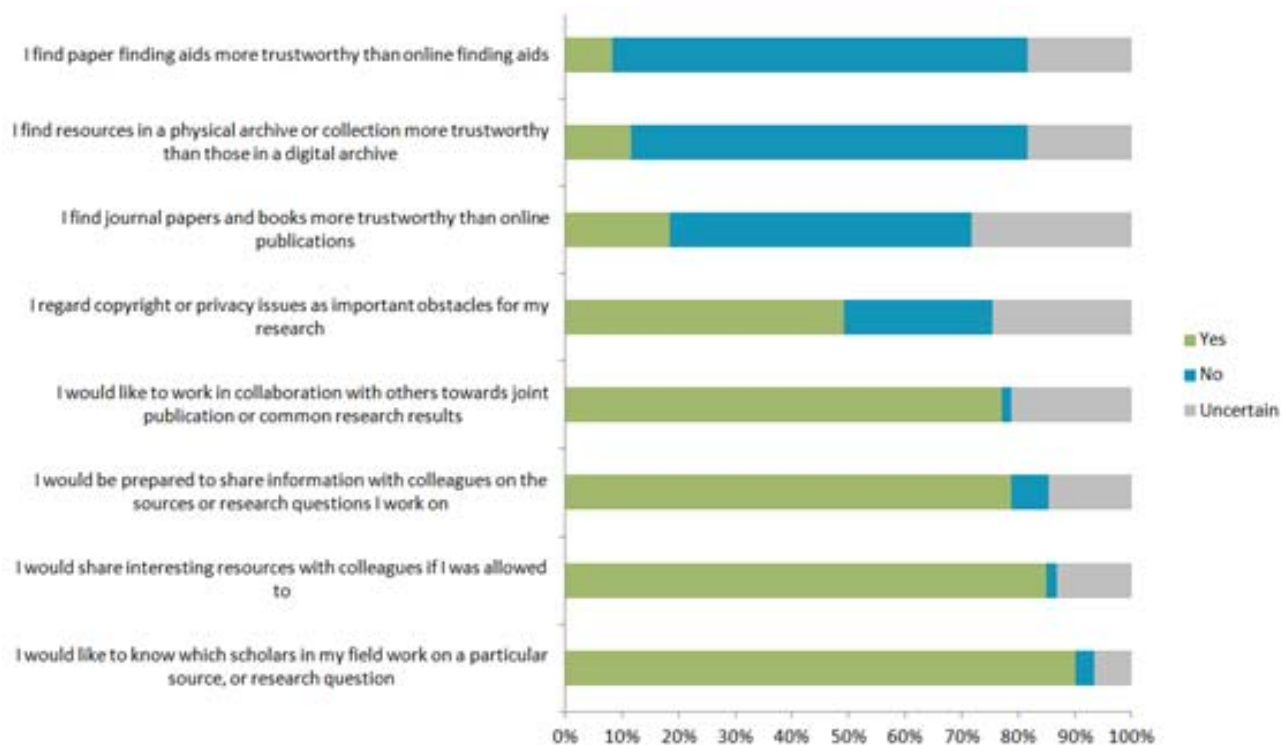
Figure 14. Researchers perceptions and normative views (Specify how much you agree with each of the following statements). Paper finding aids …, N=60. Resources in a physical archive …, N=60. Journal papers and books …, N=60. Copyright or privacy issues …, N=61. Work in collaboration …, N=61. Prepared to share information …, N=61. Share interesting resources …, N=60. Know which scholars …, N=60.

Assessment of the importance of functions related to the retrieval of resources

The last question of the web survey asked from respondents to rate a series of functions related to the retrieving of different kinds of resources to their local environments. According to their responses, the participants seem to consider more important the following activities (with figures given for those who considered the alternatives very or extremely important): fetching and automatically importing bibliographic references to bibliography applications (59% [32 respondents]), fetching and automatically importing search results on online digital resources to a word processing file (51% [30 respondents]), receiving automatic notifications on the existence of online digital metadata and resources of interest (54% [27 respondents]) and fetching and automatically importing online digital resources (e.g. images) to a research repository or database (33% [18 respondents]). As for metadata, the respondents seem to consider important activities such as fetching and automatically importing metadata into a search repository or database (42% [23 respondents]) and fetching and automatically reporting metadata into a word processing file (45% [26 respondents]). On the other hand, the related activities that are considered moderately important are fetching and automatically importing online digital resources (e.g. digital images) into a word processing file (37% [21 respondents]),

fetching and automatically importing metadata into a notetaking program (33% [18 respondents]) and fetching and transferring metadata in XML or RDF form into a computer (35% [20 respondents]). Finally, the activities that are considered to be less important are fetching and automatically importing online digital resources (e.g. images) into a notetaking program (22% [12 respondents]), fetching and automatically importing search results on online digital resources into Excel (24% [14 respondents]) and fetching and automatically importing metadata about online digital resources into Excel (19% [11 respondents]).
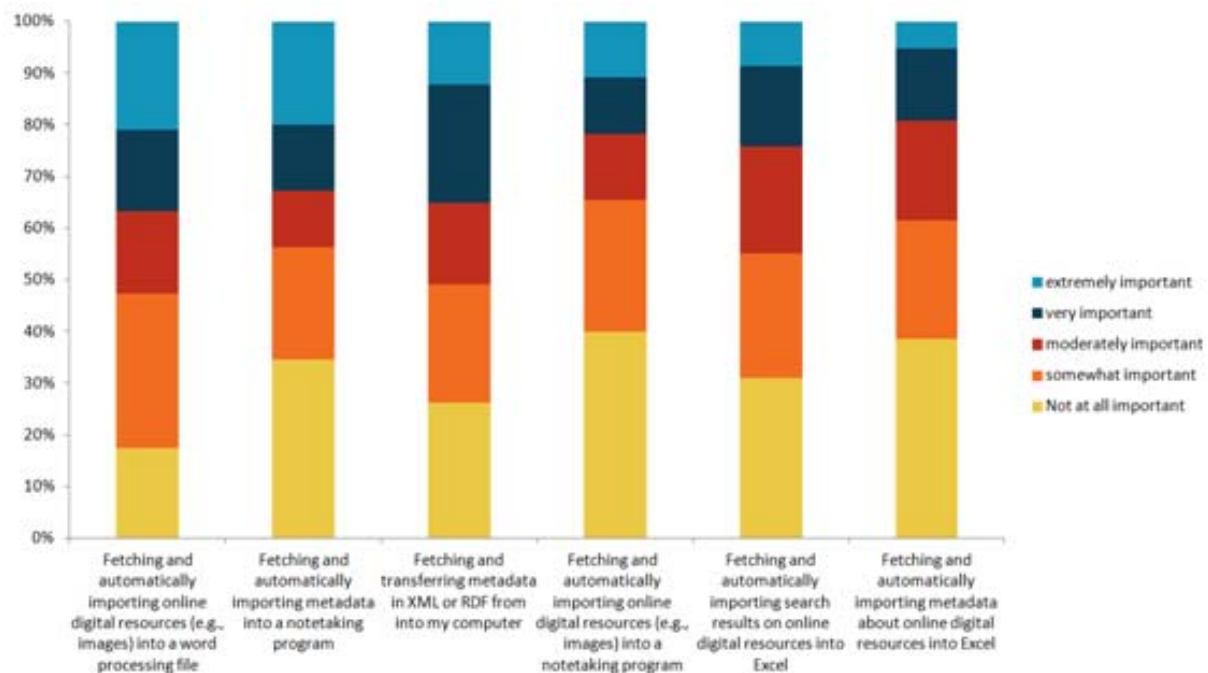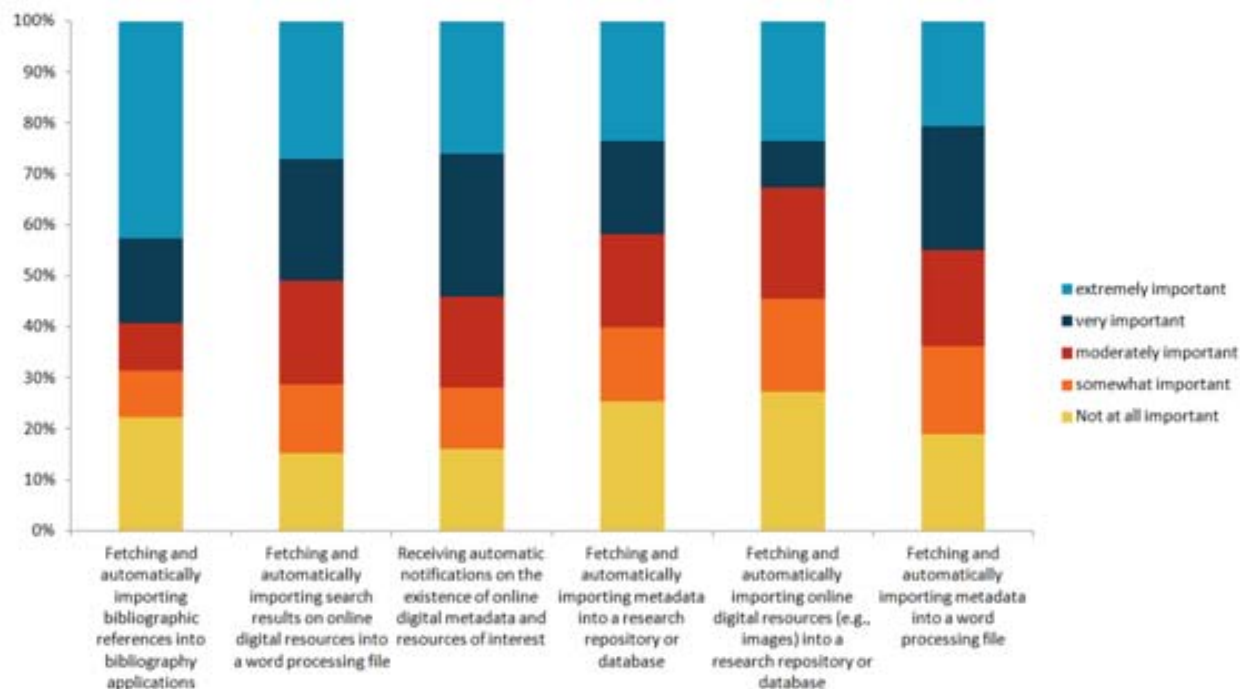
Figure 15. Assessment of functions related to the retrieval of resources (Assess how important is each of these functions to help you retrieve to your local environment different kinds of resources). Fetching and automatically importing online digital resources into a word processing file N=59. Fetching and automatically importing metadata into a notetaking program N=55. Fetching and transferring metadata in XML or RDF from into my computer N=57. Fetching and automatically importing online digital resources into a notetaking program N=55. Fetching and automatically importing search results on online digital resources into Excel N=58. Fetching and automatically importing metadata about online digital resources into Excel N=57. Fetching and automatically importing bibliographic references into bibliography applications N=54. Fetching and automatically importing search results on online digital resources into a word processing file N=59. Receiving automatic notification on the existence of online digital metadata and resources of interest N=50. Fetching and automatically importing metadata into a research repository or database N=55. Fetching and automatically importing online digital resources into a research repository or database N=55. Fetching and automatically importing metadata into a word processing file N=58.

4. Conclusions

This research has investigated the specific practices and needs of the Humanities and Social Sciences researchers included in the sample and contributes to our understanding of the use they make of digital tools and content. More specifically, this study adds to our knowledge about research queries, where researchers look for scholarly material and how they formulate their queries, about the use they make of specific services, the characteristics of the content and the properties of a resource that are considered important by the researchers while they seek relevant information for their work, the way researchers organize their published as well as their unpublished materials, the annotation of resources, the collaboration with others while working on a research project, and finally their needs regarding specific functions that might help them retrieve different kind of resources to their local environment. Overall, the content of the questionnaire covers most of the fundamental practices comprised in the research process, and

more particularly the main "scholarly activities" identified by Palmer et al. (2009) which are searching, collecting, reading, writing and collaborating.[3] Although the study does not provide much information for some steps of the research process, such as writing, it offers detailed account of user behaviour and priorities regarding other activities, namely collecting and collaborating, which are more directly related to digital research practices. This have been said, future related research should concentrate on other aspects of the scholarly research process in order to have a full account of the behaviour and needs of researchers.

The results are significant in three respects: they provide a detailed account of the searching and collecting processes of researchers in Humanities and Social Sciences, they draw attention to the ways researchers organize, study, annotate their resources and collaborate with each other and finally they provide insights about the needs of the researchers in Humanities and Socials Sciences about a series of statements regarding collaboration, sharing, the use of online publications or copyright issues, thus providing a useful account of current perceptions and opinions about key issues concerning the digital scholarship community.

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[3] Palmer, Teffeau and Pirmann (2009). Scholarly Information Practices in the Online Environment: Themes from the Literature and Implications for Library Service Development, *Report commissioned by OCLC Research*, pp. 9-15. Retrieved from www.oclc.org/programs/publications/reports/2009-02.pdf

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Palmer, Teffeau and Pirmann (2009). Scholarly Information Practices in the Online Environment: Themes from the Literature and Implications for Library Service Development, *Report commissioned by OCLC Research*, pp. 9-15. Retrieved from www.oclc.org/programs/publications/reports/2009-02.pdf

Appendix: Europeana Cloud Research Community Web Survey

In the context of Europeana Cloud: Unlocking Europe's Research via The Cloud, we are conducting a web survey to gather information on digital research practices, tools and content and to collect evidence-based data from the Humanities and Social Sciences research communities, focusing in particular on the potential use of content from Europeana and the European Library within Europeana Cloud.

We are conducting a quick questionnaire research on behalf of Europeana Cloud (http://pro.europeana.eu/web/europeana-cloud).

Your answers will help us find out how Humanities and Social Sciences researchers discover and use content from Europeana and the European Library within Europeana Cloud.
The full questionnaire consists of fourteen questions. It should take you between 10-15 minutes to respond to all questions.

The initial results of this questionnaire will be released at the end of 2013.
Thank you for taking the time to respond!

There are 14 questions in this survey

Assessment of Research Practices and Needs

Tell us about what you find important in the way conduct your research and your digital technology needs.

1. How often have you used the following services in the last 12 months?

(1 = never, 2 = a few times, 3 = at least once a month, 4 = at least once a week, 5 = several times a week)

Please choose the appropriate response for each item:

	1	2	3	4	5
The Europeana portal	○	○	○	○	○
The European Library	○	○	○	○	○
Google Scholar	○	○	○	○	○

	1	2	3	4	5
Specific online digital archives related to my research	○	○	○	○	○
A commercial portal of a scholarly journal	○	○	○	○	○
Museum websites	○	○	○	○	○
Online library catalogues	○	○	○	○	○
Other	○	○	○	○	○

2. **Identify the digital archives or other services you stated you have used in your response to the previous question.** (Use one line per archive or service you meant)

Please write your answer(s) here:

- Digital archive 1

- Digital archive 2

- Digital archve 3

- Other service 1

- Other service 2

- Other service 3

3. **Assess how important are the following activities as you seek relevant information for your research.**

(1 = not at all, 2 = somewhat, 3 = moderately, 4 = very, 5 = extremely)

Please choose the appropriate response for each item:

	1	2	3	4	5
I search using specific query terms in order to find relevant information.	○	○	○	○	○
I search using a combination of more than one query terms to find	○	○	○	○	○

	1	2	3	4	5
relevant information.					
I conduct a new search within the results of a previous search.	○	○	○	○	○
I consult collection summaries to find information that interests me.	○	○	○	○	○
I consult collection inventories or indexes to find information that interests me.	○	○	○	○	○
I browse or leaf through related resources to find those that interest me.	○	○	○	○	○
I find relevant information on the basis of resources I just happen to stumble upon.	○	○	○	○	○
I find resources through footnotes in articles/books.	○	○	○	○	○
I ask peers/colleagues.	○	○	○	○	○
I ask reference librarians/curators/archivists.	○	○	○	○	○

4. **Please give an example of a common query you may ask as you seek relevant information for your research.**

Please write your answer here:

5. **Assess the importance of the following aspects of the content of a resource as you seek relevant information for your research.**
   (1 = not at all, 2 = somewhat, 3 = moderately, 4 = very, 5 = extremely)

Please choose the appropriate response for each item:

	1	2	3	4	5
The names of people mentioned in, or represented by, a resource. (e.g. Alexander the Great, Napoleon, Hiltler, Mozart, Mona Lisa)	○	○	○	○	○
Kinds of objects, artefacts, art works. (e.g. portrait, statue)	○	○	○	○	○
Classifications of people mentioned or represented (social, occupation, gender, age, etc.) (e.g. colonel, admiral, king)	○	○	○	○	○

	1	2	3	4	5
The specific places mentioned or represented (e.g. Athens, Falkland Islands, Auschwitz)	○	○	○	○	○
Classifications of places mentioned or represented (e.g., river, mountain, city, harbour etc.)	○	○	○	○	○
The dates, time spans or periods related to a resource	○	○	○	○	○
Names of specific events related to a resource (e.g., 1st World War, coronation of Queen Victoria, battle of Marathon, the French Revolution)	○	○	○	○	○
Classifications of events, activities, or processes mentioned or represented (e.g., war, buidling, hunting, family life, wedding, Olympic games)	○	○	○	○	○
Other things, ideas or entities related to a resource, not mentioned above	○	○	○	○	○

6. **Assess the importance of the following properties of a resource as you seek relevant information for your research.**

   (1 = not at all, 2 = somewhat, 3 = moderately, 4 = very, 5 = extremely)

Please choose the appropriate response for each item:

	1	2	3	4	5
The style, period, group or movement related to a resource (e.g., impressionism, gothic, Hellenistic, pre-Rapahelites, Halstatt, magical realism)	○	○	○	○	○
The format of a resource (e.g., text, image, video, .jpg, .pdf etc.)	○	○	○	○	○
The object type related to a resource (e.g., oil painting, etching, pottery, albumen print, book, church)	○	○	○	○	○
The genre of a resource (e.g., correspondence file, short story,	○	○	○	○	○

	1	2	3	4	5
landscape painting)					
The name of the author, creator or issuing authority of a resource	○	○	○	○	○
The fonds, collection or holding institution to which a resource belongs	○	○	○	○	○

7. Assess how important is each of the following activities you undertake as you organize unpublished materials.

(1 = not at all, 2 = somewhat, 3 = moderately, 4 = very, 5 = extremely)

Please choose the appropriate response for each item:

	1	2	3	4	5
I collect lists of references to primary resources in a paper document or word processing file.	○	○	○	○	○
I manually copy or retype the content of resources that interest me.	○	○	○	○	○
I file together photocopies of resources that interest me.	○	○	○	○	○
I file together digital copies of resources that interest me.	○	○	○	○	○
I use catalogue cards to manage resources that interest me.	○	○	○	○	○
I collect and keep references to all resources that interest me.	○	○	○	○	○
I use keywords in order to identify the topic of resources that interest me.	○	○	○	○	○
I maintain a manual index of keywords on resources that interest me.	○	○	○	○	○
I use a software application to organize resources that interest me.	○	○	○	○	○
I keep a list of keywords for references to primary material	○	○	○	○	○
Other	○	○	○	○	○

8. Assess how important is each of the following activities as you organize published materials.

(1 = not at all, 2 = somewhat, 3 = moderately, 4 = very, 5 = extremely)

Please choose the appropriate response for each item:

	1	2	3	4	5
I collect relevant bibliographic references in a paper document or word processing file.	○	○	○	○	○
I obtain, copy and/or print and store physical copies of published materials relevant to my research.	○	○	○	○	○
I keep a list of keywords for bibliographic references I have collected.	○	○	○	○	○
I download and store digital copies of published materials relevant to my research.	○	○	○	○	○
I use a bibliographic reference management application to manage references and/or published materials.	○	○	○	○	○

9. Assess how important is each of the following activities as you study and annotate information relevant to your research.

(1 = not at all, 2 = somewhat, 3 = moderately, 4 = very, 5 = extremely)

Please choose the appropriate response for each item:

	1	2	3	4	5
I study relevant texts systematically from beginning to end.	○	○	○	○	○
I scan texts quickly for relevant passages.	○	○	○	○	○
I keep margin notes on passages of texts that interest me.	○	○	○	○	○
I keep relevant passages and notes within the word processing file of my research draft.	○	○	○	○	○
I underline or highlight relevant passages from texts I read.	○	○	○	○	○
I keep my own notes together with passages of text I find important.	○	○	○	○	○
Other (please specify and rate importance)	○	○	○	○	○

10. Assess how important is of each of the following activities as you work with others for your research.

(1 = not at all, 2 = somewhat, 3 = moderately, 4 = very, 5 = extremely)

Please choose the appropriate response for each item:

	1	2	3	4	5
I ask colleagues for their expert opinion on my initial research ideas.	○	○	○	○	○
I ask colleagues for their expert opinion on specific resources I work with at an advanced stage of my research.	○	○	○	○	○
I share my own notes on specific resources with colleagues.	○	○	○	○	○
I collaborate with colleagues on joint publications or conference papers.	○	○	○	○	○
I share copies or resources I find interesting with colleagues.	○	○	○	○	○
I collaborate with colleagues on developing shared information resources, databases etc.	○	○	○	○	○
Other (please specify and rate importance)	○	○	○	○	○

11. Specify how much you agree with each of the following statements.

(1 = not at all, 2 = somewhat, 3 = moderately, 4 = very, 5 = extremely)

Please choose the appropriate response for each item:

	Yes	Uncertain	No
I would like to know which scholars in my field work on a particular source, or research question.	○	○	○
I would be prepared to share information with colleagues on the sources or research questions I work on.	○	○	○
I would like to work in collaboration with others towards joint publication or common research results.	○	○	○
I find journal papers and books more trustworthy than online publications.	○	○	○

	Yes	Uncertain	No
I find paper finding aids more trustworthy than online finding aids.	○	○	○
I would share interesting resources with colleagues if I was allowed to (e.g., overcoming copyright restrictions).	○	○	○
I regard copyright or privacy issues as important obstacles for my research.	○	○	○
I find resources in a physical archive or collection more trustworthy than those in a digital archive.	○	○	○

12. Assess how important is each of these functions to help you retrieve to your local environment different kinds of resources.

(1 = not at all, 2 = somewhat, 3 = moderately, 4 = very, 5 = extremely)

Please choose the appropriate response for each item:

	1	2	3	4	5
Fetching and automatically importing search results on online digital resources into Excel	○	○	○	○	○
Fetching and automatically importing search results on online digital resources into a word processing file	○	○	○	○	○
Fetching and transferring metadata in XML or RDF from into my computer	○	○	○	○	○
Fetching and automatically importing metadata about online digital resources into Excel	○	○	○	○	○
Fetching and automatically importing metadata into a word processing file	○	○	○	○	○
Fetching and automatically importing metadata into a research repository or database	○	○	○	○	○
Fetching and automatically importing metadata into a notetaking program (e.g., Onenote, Evernote)	○	○	○	○	○
Fetching and automatically importing online digital resources (e.g., images) into a word processing file	○	○	○	○	○

	1	2	3	4	5
Fetching and automatically importing online digital resources (e.g., images) into a research repository or database	○	○	○	○	○
Fetching and automatically importing online digital resources (e.g., images) into a notetaking program (e.g., Onenote, Evernote)	○	○	○	○	○
Fetching and automatically importing bibliographic references into bibliography applications (e.g., Zotero, Endnote, Refworks or Mendeley)	○	○	○	○	○
Receiving automatic notifications on the existence of online digital metadata and resources of interest	○	○	○	○	○

Personal Information

Thank you very much for your response to our questionnaire! And now, give us some brief information about yourself.

1. How would you describe yourself?

Please select at least one answer:

☐ Researcher working in an academic institution
☐ Researcher working in a research institution outside the academic sector

☐ Researcher, freelance PhD or postgraduate student
☐ PhD or postgraduate student

☐ Undergraduate student
☐ Archivist

☐ Librarian
☐ Curator

☐ Museum professional

☐ Amateur researcher

☐ Casual user

☐   Other:

2. Identify your primary and, if applicable, secondary fields of research.

(Please take a moment to examine available options before responding. In this question you have to chose at least one primary, one secondary and one not applicable option.)

*Please choose the appropriate response for each item:

	Primary field	Secondary field	Not applicable
African and Oriental Studies	○	○	○
Anthropology	○	○	○
Applied Ethics	○	○	○
Archaeology	○	○	○
Art and Art history	○	○	○
Classics	○	○	○
Communication & Media Studies	○	○	○
Criminology	○	○	○
Cultural Studies	○	○	○
Drama & Theatre	○	○	○
Economics and Economic History	○	○	○
Education	○	○	○
English Language and Literature	○	○	○
Ethnic, Gender and Cultural Studies	○	○	○
Family Studies	○	○	○
Folklore	○	○	○
Geography	○	○	○
History	○	○	○
History of Science, Technology & Medicine	○	○	○
History of Social Sciences	○	○	○
Human Ecology	○	○	○
Jurisprudence	○	○	○
Languages and Literature	○	○	○
Law	○	○	○
Linguistics	○	○	○
Medieval Studies	○	○	○
Music	○	○	○
Paleontology	○	○	○
Pedagogical and educational research	○	○	○
Philosophy	○	○	○

	Primary field	Secondary field	Not applicable
Philosophy, Ethics and Religion	○	○	○
Political Science & Public Administration	○	○	○
Psychology	○	○	○
Social and behavioural sciences	○	○	○
Social Sciences	○	○	○
Sociology, Demography and Social Statistics	○	○	○
Theology and Religious Studies	○	○	○