



# PERSONAS CATALOGUE V.3 An Update

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The Royal Library, National Library of Denmark and Copenhagen University Library

# Kolofon:

## CONTENTS:

Ditte Maria Bergstrøm (update)

## Layout:

Sandie Primdahl Sørensen

## Input update:

Anne Marie van Gerwen, The Europeana Office

Karen Marie Iversen, The Royal Library

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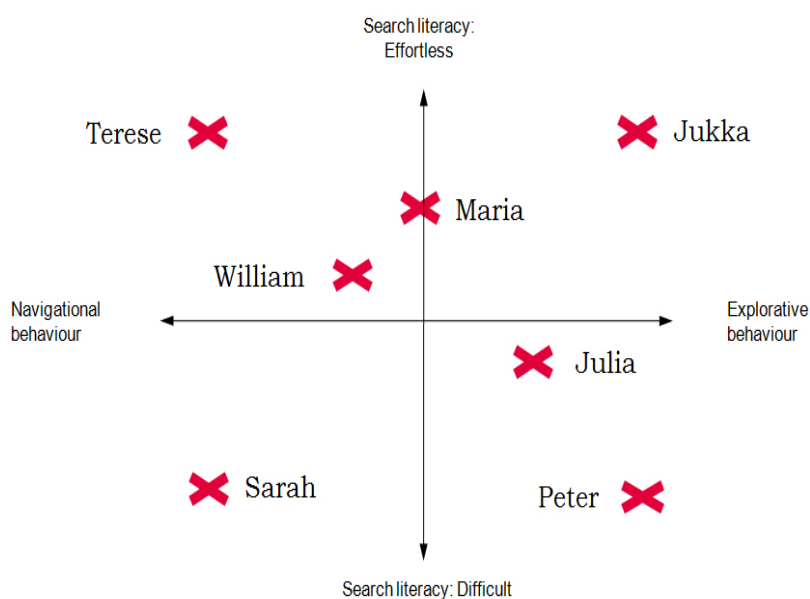
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# 1. Introduction to update

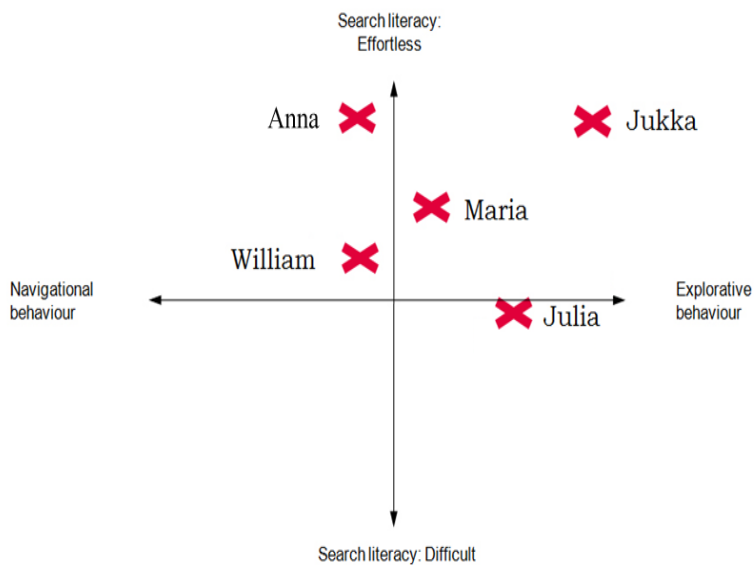
Here years have passed since the Europeana personas [D3.4.x] were created and a lot has happened regarding both Europeana and the media landscape. On the gadget side we have seen the entrance of the tablets and we have witness an increase in the use of smartphones<sup>1</sup> both of which influence the usage of the Europeana website as the logfile analysis [D3.1.3] shows. On the behavior side we see a growing use of Social Networks Sites. Facebook, as an example is now globally the most visited site with 880,000,000 unique visitors a month.<sup>2</sup> Social networks are not just for a limited group of young internet users, but are increasingly used as a mainstream media. The Europeana portal has evolved, too. Since the first creation of personas, updates and changes have taken place and importantly, the policy on not allowing others to index the website has been abandoned. This clearly has a huge effect on the use pattern and adds another dimension to the persona descriptions.

Due to these quite major changes and the technological development it was decided to produce a new catalog of personas with updates on the profile metric and in the dimensions included in the descriptions. It was agreed with the Europeana office that the work with the update should lay upon the existing personas, but with some changes. The previous 7 personas are reduced to 4, and one new persona has been created. The previous matrix, from which the personas were made from, looks like the figure to the right. The concepts "search literacy" and "search behavior" were defined in the original report and their definition is repeated as an appendix to the report.



<sup>1</sup> <http://www.newmediatrendwatch.com/news/868-three-in-five-us-smartphone-users-access-social-networking-sites>, <http://www.kampanje.com/medier/article5769672.ece> and [http://www.businessweek.com/technology/content/may2011/tc20110518\\_480666.htm](http://www.businessweek.com/technology/content/may2011/tc20110518_480666.htm)

<sup>2</sup> <https://www.facebook.com/press/info.php?statistics>



A thoroughly analysis gave as a result that the personas Sarah and Teresa were no more relevant for the Europeana webbased dissemination, and that Julia and Peter could be merged into one persona. The new persona, that is added, is a Communications Professional in the cultural sector.

As already mentioned, many aspects have changes since the personas were first developed. The technological changes have already been mentioned as has the impact of social media on the life of the target groups. While doing the updates, it was also decided to give one of the personas a different ethnic background to reflect the fact, that many

students and researchers come from a different ethnical background.<sup>3</sup>

A new dimension has been added to the description, the gatekeeper role. Gatekeepers have always played an important role when getting the word through to the public. Earlier on this role was possessed by the establish media providers, but in this new media environment, where more and more people are online and participating in sharing on Social Network Sites, there has become an increasing focus on the roll of the everyday people as gatekeepers. And since it is clear that that Europeana, as every other institution, will be able to benefit from that, it was decided on to add this specific dimension to have this awareness when working with Europeana.

<sup>3</sup> Oblak Flander (2011), Marcu (2009),

## 2. Personas update

### JULIA

Keywords: Student, digital native and very social

#### Personal:

Julia is 18 years old and a College student majoring in humanities and the arts. She is currently working to get her examination and wants to continue immediately at a University. She wants to travel and hopes to become an Erasmus Student in France or Spain. She is quite proficient in foreign languages. She lives in one of the European capitals with her family and attends university in the same city. Her parents are originally from a small village in Turkey, but emigrated in the 1970's. The rest of her relatives live in different countries in Europe, but her grandparents still live in the small village in Turkey. Once a year the whole family goes back to visit them for a month.

#### Interests:

Julia is very social and spends a lot of time with her friends and classmates. She is very interested in music and plays the guitar twice a week with a small band. Once a week she works out at the student sports center with a couple of her classmates. She is interested in student politics and is on the student council. After a lesson she often hangs out together with her friends at a cafe near the college. She spends most of the day at the college, where she does her studying and meets with friends and classmates. She always logs into Foursquare so her friends can see in which café or library she is. They have an ongoing competition about becoming the Mayor.

#### Media use:

Julia is a digital native and has a solid use of television, radio, computer, Internet and mobile phone. She sees them as a natural and fully integrated part of her life. She never turns off her phone, but puts it on silent, when needed. That way she can still keep up if someone sends her a text message. She is online 24/7/365 on her computer or smart phone and uses them for communication, search of general information or get experiences. When she searches on specific topics for assignments, she thinks it is difficult to find the relevant information. Her media use is very much related to personal and social use.

When Julia wakes up in the morning, she reaches out for her mobile phone, which she also uses as an alarm clock, to check if any messages, status updates or emails have arrived. And when she goes to bed it is the same procedure.

She also likes to take pictures with her phone of everyday life and share them with friends on Facebook. She likes to keep up with what her network are up to – comments and likes the status and shared links, writes on her friends' walls, tags them at photo albums, take quizzes and pokes and chat with her friends and people from school. Sometimes she plays a quick game or two to take a mental break.

She has a laptop, which she carries around where ever she goes. She uses it to prepare for lectures and make assignments, but also for use of social network sites. Julia logs into the student platform to communicate with classmates and teachers and keep up on what to do and read regarding the lectures.

#### Search strategy:

Julia is quick when surfing websites and is a typical explorer, which uses the "back button" a lot. She rarely bothers to find out how a website is structured, unless she is forced to, but would rather just try another site from her search. Julia always starts her search on Google, unless her teacher has asked her to use a specific website or database. She most often browses the first 4-6 links to find any relevant information, and rarely ever gets to the second page. She will often follow links she thinks look interesting and frequently goes on detours during her searches.

#### Relation to Europeana:

Julia wants to use Europeana for her 2<sup>nd</sup> year assignment on European Architecture in the 15<sup>th</sup> century. She found out about the site from a Google search, when she was looking for an image for a previous assignment. She landed on the Europeana object page, got curious and browsed the site for a little while. She thought it could be interesting for her.

#### Julia as a gatekeeper:

Julia always shares what she finds interesting with her friends at Facebook and will definitely share several permalinks from the collections behind Europeana whenever she comes across anything that might be relevant for others than her. She likes travelling in Europe and studying the different European cultures, when she visits her family, and she looks forward to her and her class mates' visits to some of the other countries in Europe as a part of the Erasmus projects.



## WILLIAM

Keywords: family dad, analogue and fond of the things near

### Personal:

William is middle aged and lives in a small village with his family. He is married to Anne, who has a part time job as a nursing home assistant. They have a daughter and a son. They live in a house two street away from where he grew up, and he feels comfortable knowing everyone in the neighborhood. He works in a small business where he has been working for 25 years. Starting at the ground and now being an office manager with 6 people below. He is very devoted to his job. He is not really proficient in other languages, but has learnt enough terminology to manage within the context of his interests

### Interest:

William has always been interested in local history and joined the local history association early on. The last few years his interest for genealogy has increased and now he spends a lot of his (and his wife's) free time travelling around checking church books and archives. Previously the whole family used most of their holidays relaxing in a summerhouse he took over from his parents. The last couple of years William and his wife, to Williams regret, have had to go there without the children who find the house too old and generally lacking in modern conveniences such as Internet and TV. Last year he bought a small Internet connection to the place. At first he was not happy about the fact of modern equipment, but definitively sees the advantages now, where he has gotten used to it. He mostly uses it to check the weather and plan the trips around the country.

### Media use:

When William wakes up in the morning, it is to the sound of his clock radio beginning the 6 o'clock news. He listens to the radio and reads the local newspaper during breakfast before he sets off to the office. At work William uses a desktop computer that he only uses for work related tasks such as emailing, spreadsheets and word processing. At home he also has an old PC standing in the spare room. He likes to sit there after dinner with a cup of coffee and check out his usual websites – most of them related to local history and genealogy. He also has his own website where he writes guidelines to genealogy, and links to relevant sites and databases. From a friend, another genealogy enthusiast, he heard about different Internet groups and forums and now he likes to engage in different discussions with others having the same field of interest. Three years ago he got a GPS at his birthday. At first he thought it was just something a bit to smart and overrated, but definitely sees the advantage now, on his many trips around, not driving the wrong direction. He also has a mobile phone, but only uses it for calls and maybe one or two text messages with his children.

### Search strategy:

William is not easy to impress with new fancy web stuff and websites that claim to offer new "indispensable" facilities. He prefers to visit websites he trusts, and only visits new sites if they are recommended in a discussion forum or a trusted network. Williams field of interest is focused on local history and genealogy, and he is not really interested in other content on the Internet. His children advice him to use Google, and he does try now and then, but he much prefers to know what sort of results he will get, and that they will be relevant for his purpose and thinks Google offers way to many suggestions for him whenever he tries to find something relevant.

He has become very fond of Google street view – another thing from his children – and uses it to check out the area he is going to visit on his many excursions to churches around the country.

#### Relationship to Europeana

William found out about Europeana from a acquaintance at a dinner party. In spite of his initial reservation, he finds it very useful to be able to search pictures from many countries at once, even though he usually prefers to refine his search by country or by language. He finds it troublesome to use the advanced search and has not gotten to register himself at "My Europeana" yet, since he really does not know what advantages it would give him. William finds several of the facilities in Europeana to be too eager to cater to the popular, and thinks that the Timeline and the ThoughtLab could be dispensed with.

He prefers to use Europeana in his own language, even though the wording sometimes seems odd.

#### William as a gatekeeper

William likes to tell people, especially his fellow history and genealogy amateurs, about Europeana. He also writes about relevant material from Europeana and post links at his website, that is read by several people in the field.

## JUKKA

Keywords: thorough, passionate and technically interested

### Personal:

Jukka is in his mid 40'ies and works at a university as an ethnomusicologist. He is divorced, has no children, but about to marry his current girlfriend, who he met two years ago on one of his frequent conferences. He is very good at all sorts of electronic devices and likes to keep up on the newest smartphones and tablets. . He is heavily into online social networking and keeps a weblog about his field of interest. In his current job he works with automatic music analysis of Hindustani classical music.

He is member of the society for ethnomusicology, and has previously held a position as a visiting professor at the University of Mumbai.

Jukka has always been technically skilled. 30 years ago, he helped his parents and family with setting the clock at the VCR, while he played with his Amiga 500 – now he installs anti-virus programs, configure email accounts and upgrade operation systems. He has a naturally skill for it, but is not afraid to consult the manual if something doesn't work for him in the end. He even once used 14 evening to write a small weather app for smartphones just for the fun of it.

### Interest:

Jukka's main interest is Hindustani classical music (wich was also the topic of his PhD thesis and main field of research). He travels several times a year to participate in music festivals and conferences related to his job. He always looks for concerts in the towns and countries he visits. He spends most of his free time doing things related to his passion for music and to his job, and it is difficult for him to separate job and free time. He is part of both professional and social networks related to his interests and job, with a lot of friends and contacts.

### Media use:

Jukka is comfortable using several media at the same time. In the morning he listens to talk radio while skimming the different online newspapers. Jukka is technically literate and likes very much to dig into the more technically areas in media, and upgrade his hardware and software. He bought a tablet just because he thought it was fancy, and uses it when travelling and to play Race Car and Angry Birds. He uses Facebook both to share personal things and to share what he posts at his weblog and to keep track with what people, he meets around the world, are up to. He rarely never writes anything, but reads only. But what lacks in participation on Facebook, he compensates with in the blogosphere where he is very active writing his on weblog and reading and commenting on others, concerning his field of interest. He uses a RSS-reader to keep track of the weblogs and news he is interested in – that way he won't miss anything, that might be important. Jukka also has accounts for Delicious, Flipboard and is subscribed to a number of interest groups.

He has a fully equipped media center in his home and his own server where he keeps pictures, movies and documents.

#### Search strategy:

Jukka is confident in his ability to use all kinds of search. He likes to explore search results, uses advanced ways of searching and would often have the patience to get to page 2 and 3 in search engines. If a website looks promising he will explore all its corners, just in case something might prove interesting or entertaining. He shares his findings with his students and at his weblog and although in his classes he is strict about relevance and credibility of sources, he encourages them to go out and explore the Internet for themselves.

#### Relationship to Europeana:

The first time Jukka read about Europeana was in an online special interest forum and he definitively thought it could be interesting for him. For him as an ethnomusicologist there might be new possibilities in the sound archives from all over Europe. Even if the site doesn't have Hindustani music as such, there might be an opportunity to dig into musical influences across Europe. Jukka would like to integrate Europeana in his RSS feeds, so he could keep up with the newest content. He also thinks that it would be useful with an application for his smartphone and tablet, where he quickly could search and find relevant content. As an academic and a culture professional, Jukka has also looked at EuropeanaPro and likes to follow Europeana as a project. He has read about the Europeana hackathons and would consider to attend one if it is not too far from his hometown of can be combined with his travels.

#### Jukka as a gatekeeper:

When Jukka teaches music history, he will definitively share the sound archives from Europeana with his students. He will also link to Europeana from his weblog whenever he finds something relevant. For Jukka, features for quick and easy sharing and re-use would be welcome.

## MARIA

Keywords: Dedicated, explorative and private

### Personal:

Maria is in her mid 20's, and she lives in the suburbs of a large city, working as a teacher at a public school. It is her first job as a teacher after she finished her education. Her major subject is the local language and history. She teaches secondary school, and she loves it. Maria is very enthusiastic about her teaching, and her ambition is to make her lessons as exciting and inspiring for the pupils as possible. She likes spending a lot of time preparing lessons and it makes her happy when she can feel her pupils responding and getting engaged in class.

She lives with her boyfriend, Michael, whom she has known for almost 2½ year, but they don't have any kids yet.

### Interest:

Maria is very social and spends a lot of her spare time with family and friends. She often meets with friends at cafes and sometimes they go the theatre, or to a museum or an exhibition. She loves travelling in Europe and goes on holidays at least twice a year – either with her boyfriend or a couple of friends who share her interest in European culture and history. When she needs some time alone, she will curl up on the sofa with a good book, she particularly likes historical novels. Or she might go for a walk somewhere quiet.

### Media use:

Maria starts her day with radio and watching morning shows on television. She likes to start her class with a bit of talking about local news.

Maria spends a lot of time on the Internet, preparing lessons, buying books at Amazon, shopping on e-bay and checking in on Facebook, her only networking site. She never accepts friendships from her pupils and is very aware of the privacy settings and what she shares. She mostly shares things of professional interest, pictures from travels and likes to keep up at what her friends are up to.

Maria bought a laptop a couple of years ago, because it takes up much less space than a stationary PC, but she almost never takes it out of the house. Her mobile phone, however, comes wherever she goes. She never turns it off, but puts it on silent when needed. She mostly uses it for talking, texting and checking her email.

She has an MP3-player, which she loves, and likes to listen to soft music when taking a walk.

The schools' intranet saves her for a lot of work when communicating to pupils and parents.

In the evening, she likes to surf weblogs – especially about cooking, needlework and travelling – the often very beautiful pictures inspire her – and she has often thought about starting one up herself, but has never come around it, because she doesn't think she could find the time to post regularly.

She reads the newspaper at weekends when having breakfast with her boyfriend.

#### Search strategy:

Maria feels very comfortable searching the Internet. She is aware that different search strategies are suitable for different situations and needs. Personally, she prefers to do a “quick and dirty” search in search engines. She loves to spend a long time on a site if it has useful or entertaining content. She likes to explore what is being recommended for her at Amazon and e-bay based on ratings or purchases from other users (“People who have bought/searched this, have also bought/searched ...”) and just to surf the net, follow a link and get inspired.

#### Relationship to Europeana:

Maria came across Europeana in one of her searches for new material for her class. She was searching for pictures to use in one of the home assignments, but clicking from the Google image to the Europeana website, she discovered there might be a lot more interesting stuff for her there – both in relation to her job and privately. None of her pupils had ever heard about Europeana, but it is Maria’s plan to integrate the service in a couple of tasks, so her pupils will become familiar with the online service. She really likes the idea of a common portal to cultural material from all over Europe, not least because it saves her time.

#### Maria as a gatekeeper:

Maria uses Europeana in her classes and will also share links at Facebook whenever she comes across something she finds particularly interesting.

## ANNA

Keywords: cultural and digital interested, well-educated and very social

### Personal:

Anna is in her mid 30's and has a master's degree in Information Studies and Communication from the University in the big town, where she grew up. Now she lives in the capital, where she works as a communications manager at The National Museum. She lives with her partner and young daughter.

She is very active in both the on- and offline community around social media and always participates in different meet ups and conferences.

### Interests:

Anna has a wide interest in everything concerning social media and uses a lot of her spare time to engage in different communities. She loves to take pictures of funny stuff and everyday life and she shares them on Twitter, Facebook and Flickr immediately. She also bought a digital single lens reflex camera two years ago to take more pro pictures than her smartphone could provide. She has made the settings at Flickr to differ from what is shown to public and friends.

### Media use:

In the morning before going to work, Anna turns on morning TV and opens her MacBook Pro to quickly skim her email, Facebook and Twitter account.

She has an intensive use of digital media, which is just a natural part of life for her. She is heavily into social networking (500+ contacts on LinkedIn) and has kept a weblog since 2002, where she writes about her personal and professional interests (photo's and culture). She is also very active in the blogosphere. She has always been enthusiastic about various (social) media in her personal life, and updates Twitter (where she has about 1500 followers) and Facebook (450 friends) a couple of times a day. She frequently goes through her RSS reader to keep track of the latest news concerning her field of interest.

Anna is both technically literate and possesses a good understanding of social media and its use for communications. She is online 24/7/365 but her phone is mostly on silent – except from when her boyfriend or close family text her, so she won't get disturbed of all the notifications from different social networks popping up.

She loves gadgets and tech gear and always keeps up with the latest stuff. She has about 80 different apps (from games to photo to news).

Since a couple of years, Anna is intensifying digital and social media use for the National Museum. She is looking at how to create a better online presence for the NM and reach out to wider audiences. Now the NM has – apart from its website – a Facebook page and twitter account. Using online media becomes increasingly important as the museum is faced with budget cuts for three years in a row. A large part of the museum's collection has been digitized. Anna would like to offer online experiences to the public but finds it hard to convince the museum management, who are very cautious about 'giving away' their content. Anna keeps up with peers in other museums and galleries to share their professional experiences and best practices.

#### Search strategy:

Anna always starts her search at Google, but is very skilled in how to use advanced search. She read "Your Guide to Google Web Search – How to Find Information You Need on the Internet" several years ago. Even though she is very adept when it comes to search, she is also easy to get off track. She really likes to be explorative and just follows links, that looks interesting, to see wherever they take her. She keeps all of the most interesting links at Delicious, a social bookmarking place, and shares them with the public.

#### Relationship to Europeana:

Some of the National Museum 's digital collections are accessible through Europeana.

Anna loves to explore Europeana and the cultural heritage from all over Europe, but often thinks it would be nice if the digital objects would be coupled with history and context as well, e.g. through Wikipedia. This would be more engaging to the public, she thinks. She would also like to share the content from Europeana and often gets frustrated that the material is limited due local restrictions. It has also crossed her mind, that it could have been nice if she had the opportunity to download material. She thinks she would use the site more if she could share some of her own pictures or read other users' comments. Also an app for her smartphone would come in handy.

#### Anna as a gatekeeper:

Anna often shares what she finds at the Internet at twitter, Facebook and del.icio.us, both private and professionally.

She is currently working on the promotion of an upcoming exhibition about how famous artists have travelled around Europe and their relationships to each other. The exhibition focuses mainly on the beginning of the 19<sup>th</sup> century and includes different kinds of material e.g. postcards, pictures, notes, exhibitions catalogues etc. There's also a digital version of this exhibition, which can be entered for free. Anna would like to give full access to the objects through Europeana and use this virtual exhibition to promote the National Museum to a wider target group than the audiences that usually visit the museum.

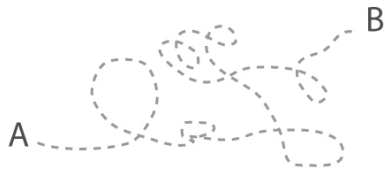


### 3. Definitions – from the original report

#### “NAVIGATORS” AND “EXPLORERS”

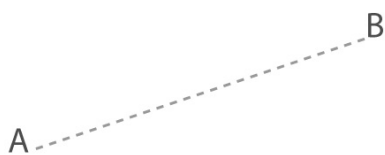
(The horizontal axis of the profile matrix)

“Navigators” and “Explorers” form each extreme of the scale we have used to describe users’ behavior on the internet<sup>4</sup>. This behavior may vary according to personality and individual tasks.



At one end of the scale are the “strongly explorative” users. These users have an extremely varied behavior, and hardly ever do things the same way a second time. Their search for information on the internet is far from linear, but instead branches out in all directions, to many different domains and with a lot of digressions

along the way. Frequently, several aspects of the task are investigated at the same time and the search is easily distracted (or inspired) by interesting links and new information. Although “strongly explorative” users may be considered extreme, most people use a similar approach when looking for inspiration or when the goal is undefined.



At the other end of the scale we find the “strongly navigational” users. They are characterized by a remarkably consistent interaction pattern, almost always using the exact same method for searches on the internet, regardless of the task. They mainly use well-known websites and follow a relatively straight trail from

search to completion of task, with hardly any of the deviations typical of users who are more explorative. Although “strongly navigational” users may be considered extreme, most people use a similar approach when their goal is well-defined or their task knowledge is good.

We have used these descriptions of level in order to place the profiles in the matrix:

2	Strongly explorative	Almost always uses a lot of explorative digressions, regardless of task.
1	Explorative	Will typically choose an explorative approach but may on occasion use a navigational approach.
0	Explorative / navigational	Equal use of explorative and navigational approach.
-1	Navigational	Will typically choose a navigational approach but may on occasion use an explorative approach.
-2	Strongly navigational	Almost always uses a very structured approach, regardless of task.

<sup>4</sup> Ryen W. White, Steven M. Drucker (2007). Investigation Behavioral Variability in the Web Search. International World Wide Web Conference archive. Proceedings of the 16th international conference on World Wide Web p. 21– 30.

In a 2009 user study at Birmingham Museums and Art Gallery<sup>5</sup>, the results, although from museum websites only, support our basic assumptions about users:

90% of users need a lot of information about a few subjects:

- Browsers – browse around until an object catches their attention, prompting them to look for more detailed information
- Followers – prefer museums to draw attention to objects or subjects attended by narrative information

10% of users need detailed information about whole collections:

- Searchers – seek knowledge about specific objects
- Researchers – have expert knowledge and expect professional access to information

## SEARCH LITERACY

(The vertical axis of the profile matrix)

One of the parameters used for placing the profiles in the matrix is “search literacy”. Use of this term is inspired by (among others) various Danish studies of ICT skills. In order to place profiles appropriately in the matrix, we have defined their search literacy this way:

## IT SKILLS

IT skills is how we describe how experienced a person is in the use of IT, mobile phones and the internet. We have divided IT skills into four types of users: Uncertain user, capable user, experienced user and professional user.

## DIGITAL LITERACY

A person’s ability to effectively perform a task in a digital environment, combined with IT skills.

## TASK KNOWLEDGE

Task knowledge describes a person’s knowledge and information about a subject and their ability to perform a task in a known or unknown domain. The person may have an educational, professional or hobby supported approach to the task.

## LANGUAGE QUALIFICATIONS

A persons’ ability to use one or more foreign languages for a task. The person may know more than their local and national language, or be part of the growing group of ethnic minorities in Europe and therefore have a first language different from the local and national language of the country they live in.

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<sup>5</sup> The research carried out by Birmingham Museums and Art Gallery gave a picture of user behavior at the museums websites. The research was described in: Nørskov, Vinnie & Larsen, Ane Hejlskov (2009): “Samlingen i en teknologisk tidsalder”. I Digital museumsformidling – i brugerperspektiv. Copenhagen: Kulturarvsstyrelsen.

## MODELS OF THE INFORMATION SEARCH PROCESS

In our matrix the horizontal axis is about who the users are, whereas the vertical axis is about what they know. This means that personas, as well as “real” users, may improve their search literacy if they better their IT skills, their digital literacy and/or their task knowledge. According to Carol Collier Kuhlthau<sup>6</sup>, the placement on the vertical axis also depends on where in the (re-)search process a user might be.

### Stage 1 - Initiating a Research Assignment

The information seeker becomes aware of a lack of knowledge or understanding and the search is initiated with no clear idea of the task, subject or information need. The search is initiated and takes the shape of a brainstorm. Feelings might be of uncertainty and apprehension.

### Stage 2 – Selecting a Topic

A general area, topic, or problem is identified and the information seeker begins to decide where to get the information needed. Some information retrieval may occur at this point and initial uncertainty often gives way to a brief sense of optimism and a readiness to begin the search.

### Stage 3 – Exploring Information

A lot of – often inconsistent and incompatible - information is gathered and explored, with the aim of finding a specific focus. The process is often not characterized by a step-by-step-forward movement towards enlightenment, but rather a movement back and forth. Often one subject is substituted with another. Uncertainty, confusion, and doubt might increase and information seekers find themselves “in the dip” of confidence.

### Stage 4 - Formulating a Focus

The information seeker begins to evaluate the information that has been gathered. At this point, a focus begins to form and a “turning point” gives direction to the continued search. Uncertainty diminishes as confidence begins to increase.

### Stage 5 – Collecting Information

The information seeker knows what is needed to support the focus. At this point, the search is more effective because the focus is clear. The information seeker feels their self-confidence growing.

### Stage 6 – Preparing to Present

In the final stage, the information search is completed, information is analyzed, summarized and in other ways prepared so the communication of findings can take place.

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