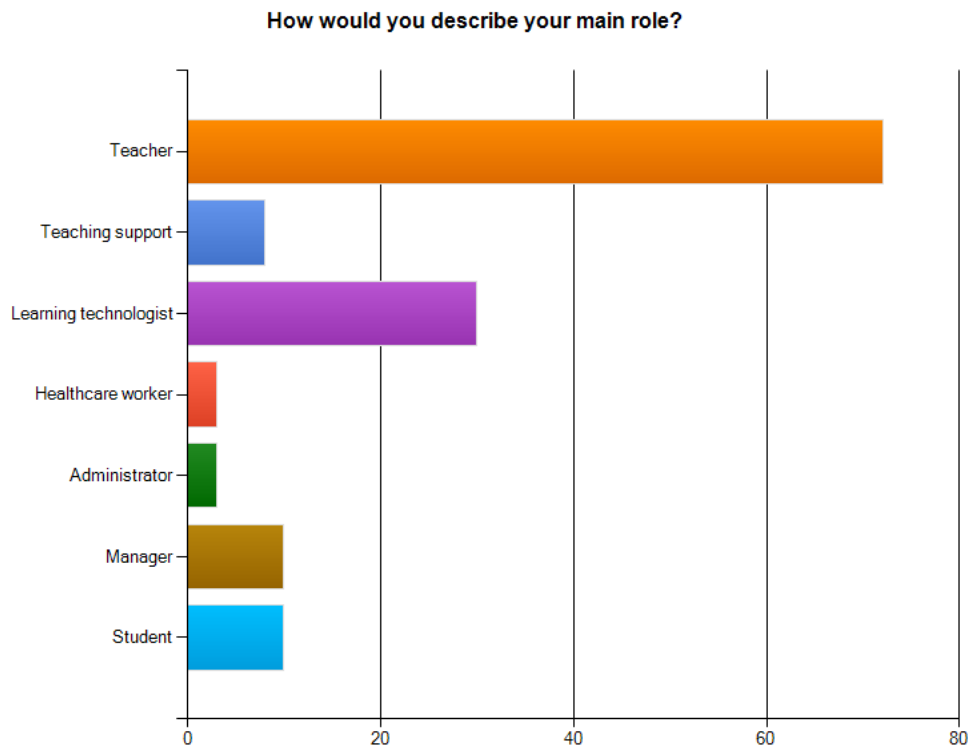


13.7 Appendix seven: metadata and resource discovery: Online survey full data including free-text response (WP9)

A SurveyMonkey online survey was created and access was open to all during February and March 2010. A link to the survey was widely publicized using various JISCmail mailing lists, newsletters from the MEDEV and HSAP Subject centres, educational blogs and Twitter. A total of 155 respondents completed the survey. Although the target audience was primarily teachers in medicine, veterinary science and dentistry, responses were also welcome from related subjects including health science and biological science. There were also a number of responses from other disciplines.

There were 20 questions in the survey, and what follows is a quantitative analysis of responses. In all bar charts, numbers refer to the absolute number of responses.

1. How would you describe your main role?



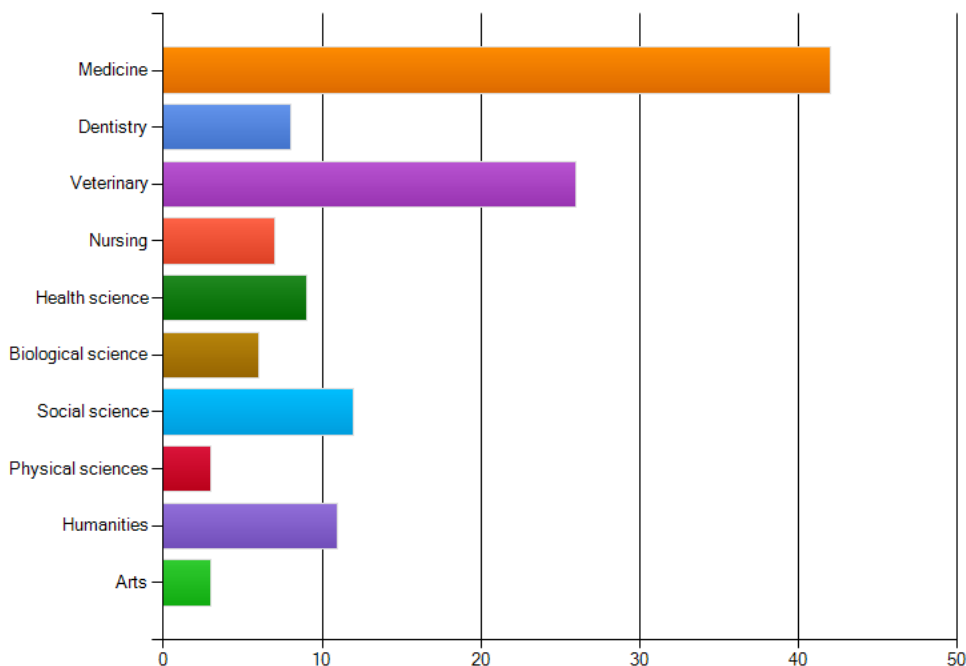
Other (please specify)

Researcher
 faculty development
 librarian
 I teach and support IT
 mixture above
 freelance lecturer/trainer
 researcher not learning technology
 Course Director
 Researcher
 Researcher & Lecturer
 researcher
 Clinician, teacher and researcher and Head of the elearning unit
 educational web editor
 Researcher
 Scientific Researcher
 Researcher

Head of the English Department in K-12 bilingual school
 E Learning Scientific Development Officer
 Researcher
 Teaching support
 Librarian
 Sessional Instructor
 Recent college graduate
 Staff educator
 Librarian
 Mental Health worker and Teacher

2. What discipline area do you work in? If you work in more than one area, please indicate the area in which you spend the most time.

What discipline area do you work in? If you work in more than one area, please indicate the area in which you spend the most time.



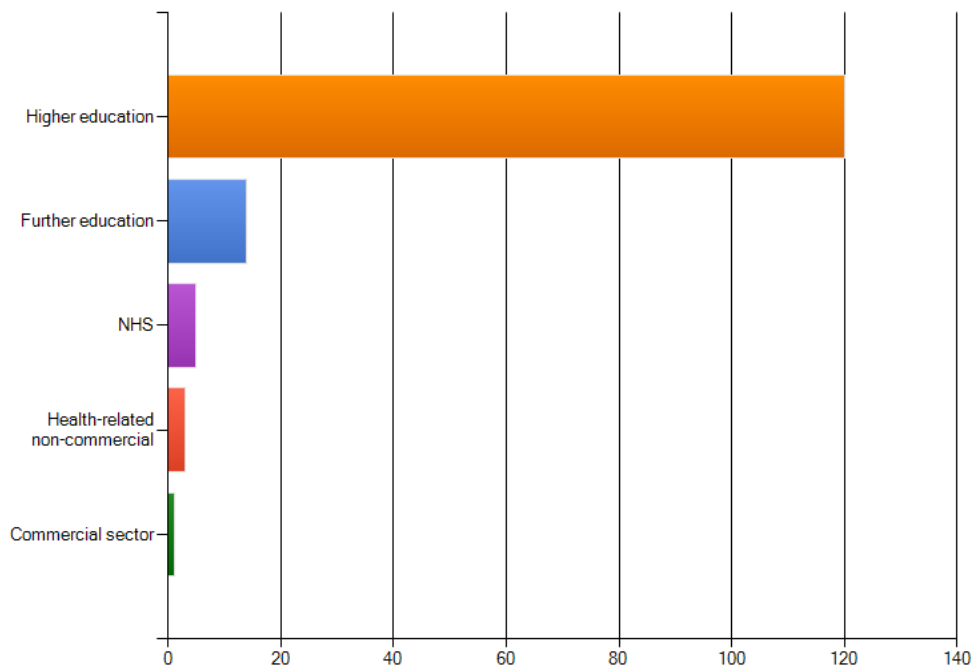
Other (please specify)

Medical Education/Psychology
 Dentistry and veterinary medicine
 biosciences &
 Photography and Digital Imaging
 Across curriculum
 psychology - biological
 teacher education & training
 Science
 IT
 Interdisciplinary
 Staff Development
 e-learning
 Education
 new technologies
 Veterinary Nursing
 General Education
 Core Skills
 e-learning

Technology
 Computer Science
 IT skills relating to Medical Faculty subjects (Medicine, Dentistry, Psychology, Biomed Sci, PG qualifications)
 Education
 Student Development
 Business
 Interdisciplinary
 Law
 Law
 ICT
 Midwifery
 education
 Pharmacy
 study skills
 Health studies
 general
 Support a range of disciplines across the medical and health sciences sector.
 Further Education vocational
 teaching
 Mental Health
 Educational Technology

3. In what sector do you normally work? If you work in more than one sector, please indicate the sector in which you spend the most time.

In what sector do you normally work? If you work in more than one sector, please indicate the sector in which you spend the most time.

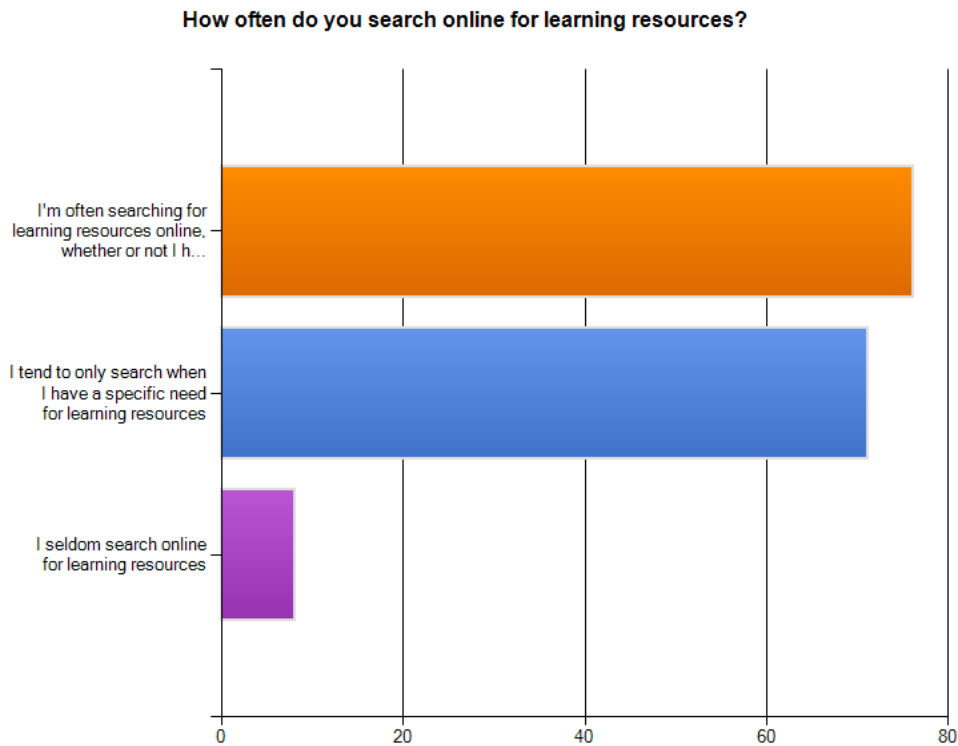


Other (please specify)

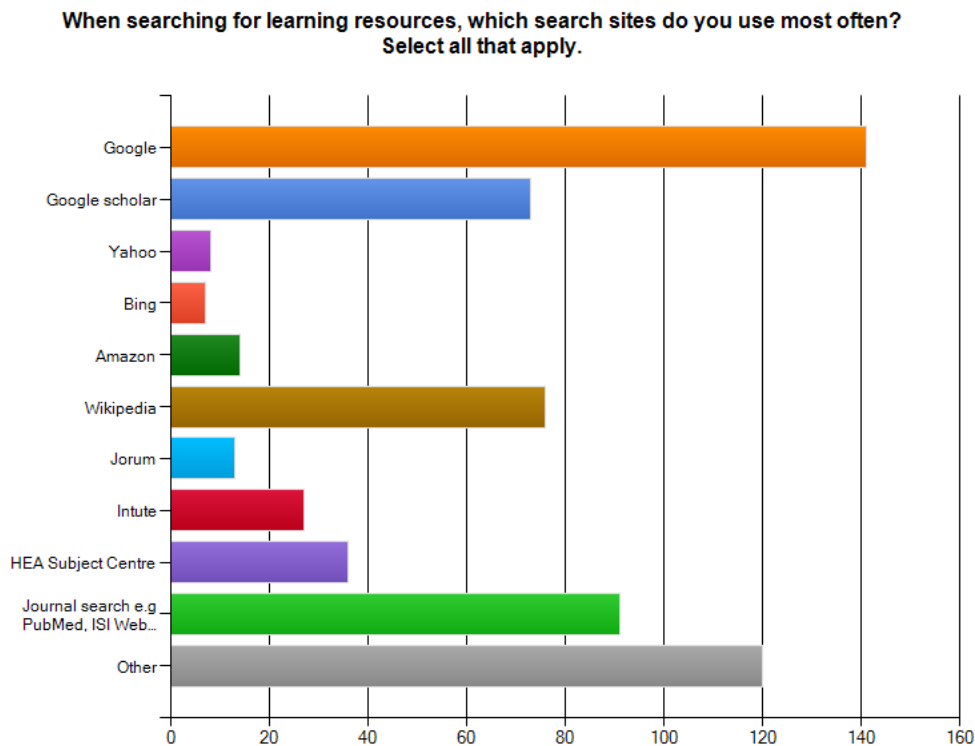
and Heritage Sector
 research
 Dutch vocational education
 post graduate continuing professional development for veterinary professionals
 secondary education
 K-12
 Private

Teaching medical students
 Non-commercial public sector, not health-related
 Public education
 Elementary

4. How often do you search online for learning resources?



5. When searching for learning resources, which search sites do you use most often? Select all that apply.

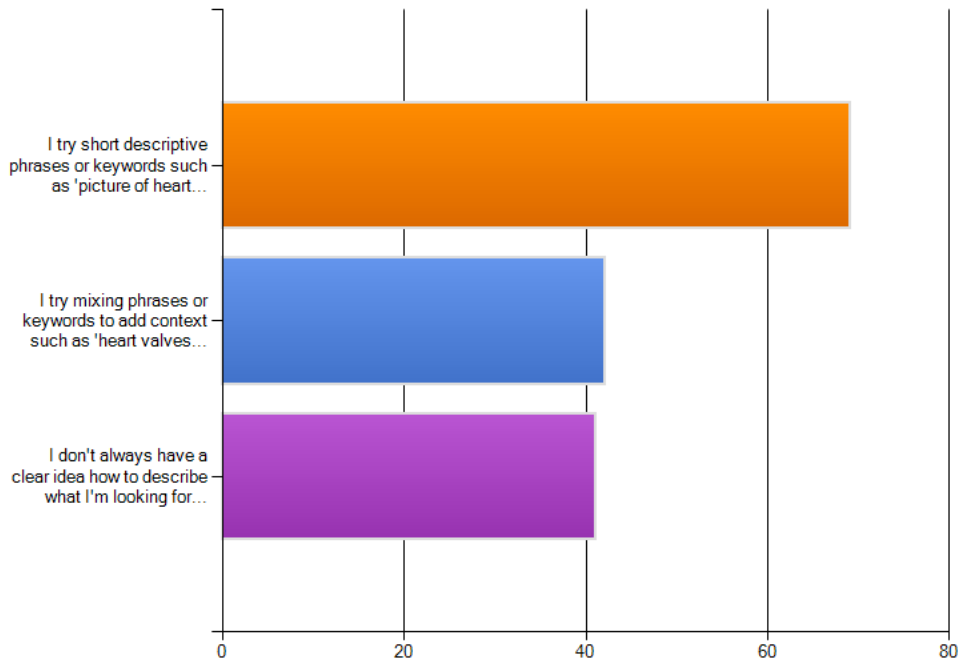


Please list other search sites you use often to look for learning resources

Leo (dict.leo.org)
 Specialised medical education sites, e.g. Trauma.org
 Merlot
 jiscdigitalmedia
 OpenLearn
 BBC Health
 other universities' departments
 Merlot, OpenLearn (Open University), OpenCourseware by MIT, TUFTS, Carnegie Mellon
 sxc.hu
 Wisconsin LO repository, HEAL Central, openclipart.org, Everystockphoto.com
 //vetgate.ac.uk/
 IVIMEDS repository, RLO repository
 Ixquick
 Orange Grove, WISC online, NSF digital library, Merlot, Connexions
 Guardian website; BBC website
 Google images
 Videojug. Wikipedia is getting unreliable. That Quiz.
 JISC Subject Directory
 blog, web, wiki
 emedicine, clinical care options
 OER Commons
 web of science
 References that others have posted to Twitter.
 Cochrane Library, CKS, UpToDate, MDConsult, e-books, Best Practice, Guidelines Finder etc
 e-medicine Medscape
 medical portals: Medscape; Goldenhour
 My institutional learning environment
 Google.ca, Twitter Search, MS Office Online (clipart), Creative Commons Search
 oercommons.org
 University Library search service
 LexisNexis, Internet Archive, Library of Congress
 SSRN
 Vimeo
 Academic Earth
 University library pages
 Athens
 Advances in Physiological Education; American Physiological Society Resources pages; Access Excellence;
 Dennis Kunkel's education website
 Other HE institutions that share online material.
 OER Commons, Internet Archive,
 www.search.com
 BBC web pages
 JISC infoNet
 Bubl; subscription services
 my own 'Delicious' resources
 Connexions; SOLR
 www.alt.ac.uk

6. When searching for learning resources, which of the following best describes your initial approach?

When searching for learning resources, which of the following best describes your initial approach?

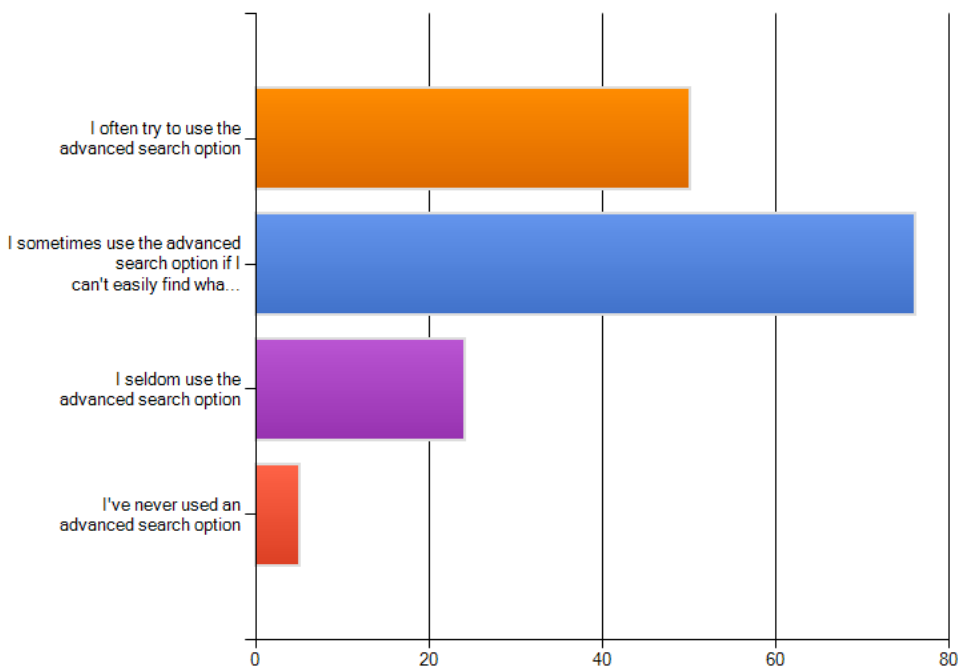


Something else (please briefly describe)

Use a search strategy involving Boolean operators and MESH headings
I use phrases and also keywords, and try several searches, and also refine my search to ensure that I have resources what I want
It depends on what I'm searching for, I adapt according to need using all of the above plus others such as Boolean searches etc

7. When searching for learning resources, if a search site offers an advanced search option allowing you to construct more complex search queries, how often would you use this?

When searching for learning resources, if a search site offers an advanced search option allowing you to construct more complex search queries, how often would you use this?



8. Please briefly explain your answer to the advanced search question. We'd like to know what you think about using advanced search options.

They refine choices. e.g. searching for Richardson turns up thousands of papers. Searching for Author: Richardson, Year: 2006, Journal: JSAP finds the one I want.

Looking for specific journals or topics is more easy with the advanced tools. For example in the ISI web of science/knowledge.

I prefer to use advanced search because it offers me the opportunity to focus my search from the start instructions not always clear

I never feel that it will be much better

I think they are/could be quite-very useful but I often find them to be too complicated and not very user friendly; hence I tend to move on to another site instead.

Dates added, creator (if I know it), related papers, citations, specialised taxonomies, if available

They work best when you have a clear sense of what you are looking for i.e. very specific resource on very specific topic. Find it less useful when I am trying to find resources that illustrate more conceptual points/creative standpoints to something. Whilst I work with medical, dental and veterinary educators, the resources I use are to support teaching about education and leadership - so less absolute in intent perhaps

My experience is that advanced searches and more structured and usually find better results

Helps tailor the information and refine searches. I start with the advanced search then move to basic searching if I don't get many results

I would more often use it than not. In fact I don't like 'simple' searches as I don't really know what they are doing and prefer an 'advanced' search as you at least know what it is doing. If you have a 'simple' search it should have a clear explanation of what it is searching and on what basis.

I use it when needed - but usually have to look up what tags to use if it's not a simple Boolean search

Advanced searches usually allow you to focus on resources most relevant for the particular issue at hand

I would only use advanced if I really need some information if I was just interested in a general area then wouldn't use it.

I usually tend to find what I'm looking for without the need for an advanced search option.

"enable author & date

there is a NOT option I don't use, but should try"

I tend to use them in tandem with keywords/phrases, i.e. the wider the keywords, the more I rely on advanced options. This also depends on the discovery strategy I'm following - going for hits or fishing around

Rarely required - usually abandon search if nothing comes up on basic search.

It is helpful to locate relevant material

combing search terms

I will, it often is not clear what benefits the advanced option will add - (e.g. filter by date, topic etc).

This helps define and refine general searches.

I prefer advance searches that let you pick a word and filter out the returns that contain it.

Performing a simple search often produces hundred of results so I use the advanced search to narrow the results down to images that are closer to what I'm actually looking for.

It gives you more options e.g. doing an author search

Advanced search is useful in getting more relevant search results.

very useful if they are set up well and work

It cuts out a lot of unnecessary results. If I click on Advanced, it's because I know what I'm looking for.

If the simple search returns a lot of irrelevant results I use the advanced search to filter out keywords for the irrelevant results.

Only when I can't find something through a simple search

Seems too tedious - I usually try to drill down to what I want by a combination of short searches

ok if they're intuitive, and allow structured logic (i.e., direct quoted phrases; AND and OR requests)

I would use this where I am likely to get too many items so that it narrows the search down to the most relevant ones.

always use to narrow down within the responses if I get a lot of responses rather than trying a new search term

Generally poor; the more complex the descriptor the less satisfactory the outcome

Two contrasts: the MERLOT advanced search is a daunting unfriendly form, whereas the openclipart.org interface using a tag cloud then refining searches is intuitive though allows fewer options than a form-based search. If you have a clear idea of what you're after, a form-based MERLOT-style approach is good; if you're looking for a range of topics and want to see what topics/keywords are available, tag clouds are useful, and also allow for serendipity.

tend to use Boolean operators and/or adv search facility for most online searches

A simple search gives me what I need.
"Great if you have a good idea of what you're looking for.
Not so good if you want to gauge the range of resources available"
allows searches which flags up other related resources
Useful if the simple search gives information overload
OK if the syntax is not too complicated to learn
if I do not find some useful, try advanced.
Usually highly unsatisfactory (or perhaps that's the searcher...) Tends to return nothing or far too much.
I most often use it to narrow down by date; I sometimes use it to narrow down by type of resource or by license
Depends on the site - it seems the simple searches often give the best answer and advanced gets too complicated. Scopus is a good example of that.
Adding words like journal, article etc usually give me better results. I also change doc type to pdf for best results
The advanced search often excludes relevant items. Given that keyword metatagging is not as specific or standard, it is better practice to make the search broader and then manually exclude.
often complex to access
I tend to use more advanced techniques when I either want something specific or a broad search yields too many results.
Usually have found them not to be user friendly and helpful.
Very useful to narrow down from an initial broad search, or when you know exactly what you're searching for.
I need resources in PowerPoint if at all possible and also of a good picture/ image quality.
Not sure how they work so haven't used
I like to use searching options of date, type of material (xls, swf, jpg...) or sites or acceptable domains like edu, ac.uk, etc.
helpful to home in on the topic I want
Can be very valuable in narrowing down results.
If a simple search doesn't give me the results I want on the first page I refine my search with an advanced search.
I really like the Intute advanced search which lets you search by resource - hope it doesn't get axed!
usually find what I need with a basic search
I use the advanced search option if I have a complex search to carry out e.g. particular dates, domain names - or if the simple search doesn't seem to be finding what I need.
I could learn to use them better
good but not always necessary
good information found
Would only use if couldn't find what I wanted from quick search. Often doesn't give you any more appropriate results
It is more effective
I'm generally satisfied with the results obtained and don't feel the need to use the advanced search option.
Useful when looking for a specific resource that you know exists and just need to find it
Sometimes they are complicated to use
I can usually find quite a lot of info using ordinary search options
often useful
It depends what they offer in order to narrow the searching criteria
I tend to find what I need with a keyword search
It helps to filter technical resources from general search engines, or to get the specific kind of image that I'm looking for. With more technical resources it usually gets me to the information I want quicker than using a simple search and paging through hundreds of hits.
Try anything in ascending order of complexity for find what I want
If I can't find something easily with simple searches, I will do an advanced search. Most of these are fairly straightforward to carry out and generally yield more relevant search results
See what options they have e.g. country / level / format etc.,
Usually I can find what I'm looking for without using advanced search
If I don't find what I need immediately, I'm more likely to revise my search terms to be more specific, rather than investigate advanced search options.
I rarely get a better answer by using these facilities on Google, but do when literature searching
I know how to use them but don't use them because I usually rewrite my search terms rather than moving to a Boolean or advanced search.

Normally find what I want using a simple search

These are essential as the simple searches are often just that - too simple. Medical searches require one to refine search by patient population, age, etc

they are very different in the different engines. it's not worth the bother.

necessary to refine the area of interest

I rather use advance search, to make sure I find what I want

They can have a place

I use advanced search to restrict results to openly licensed materials

If the info I am looking for is time sensitive - I will often use advanced search to constrain to past 30 days, etc.

I use it to search for CC licensed works, when available.

In Google, I use advanced search for date, usage rights, and region. Most searches start with my region set to Canada.

I often want to search for specific media types, or material recently compiled. Whenever possible I try to use advanced search.

I am not confident in constructing advanced searches.

I only use it if I have time and I really can't find something in the initial search

I usually find what I'm looking for without it, but I acknowledge its usefulness

It all depends on what I am looking for. Some keywords are very common and the search results returned are not relevant. In such cases, I try to use the advanced search option. Even though I use Google, I often prefer specialized academic search engines like Scholar or the university library search service.

I use it only if I know it should be there and I don't find it with a simple search

I often use advanced search, but only after trying simple search engine methods. I find that starting with the simple search engine sometimes brings material into focus that I wouldn't have found otherwise. However, if I'm looking for something specific, advanced options are usually the most efficient way to access the information I need. Depending on the website advanced search may be the only way to ensure that the information I need will show up in my search results.

it enables to ensure that the search results contain ALL the words in the parameter

Advanced search options in search databases (Wilsonweb, for example): I usually look for words in a title and abstract together, limit the date range, or choose smart-text anywhere feature, which runs a more "natural-language" search

Boolean searching helps narrow down and specify results

It gives more options; takes away unwanted information

Google usually comes back with too many hits. Use of +/- keywords and "phrases" is usually required to get past the LARGE number of commercial sites.

in order to narrow the results down keywords have been extracted from the research question

I try to find free reusable contents

Very useful if the basic search returns too many results.

I only ever use advanced search times if I am presented with millions of results on an initial search or am presented with wrong, poor context results. Search engines are so good these days that I use advanced search features less then ever before.

"This depends on what I want at that time, what search results I found, and what features are available on advance search. I would prefer to limit results to UK, HE and specific disciplines in my context. Some resource types, e.g. books, articles, media types, or presentations, are helpful too.

In many occasions, I started with something in mind, but found something different at the end."

can be useful if a common search term

I often carry out a general search and then filter the results

it can be time consuming to select the 'right' keywords

Sometimes it is helpful to hone down and focus the search; other times the search becomes almost too specific so it yields absolutely nothing. I just try several keywords - it works!

I tend to use advanced searches if the terms I am searching are common and I don't really have an uncommon word to hang the search on so would introduce search criteria such as date or country of publication/origin etc

Sometimes the advanced search options require very precise information which I don't have or the range of words recognised as belonging to a certain area is too limited.

When searching for granular information, I try a general search and then drill down by adding specificity in either the general or advanced search function.

Getting more practiced at using this and find it cuts down search time

Useful and necessary

I didn't think that www.search.com had an advanced search option.

Sometimes find them complex to complete so will always try a simple search first and if this produces irrelevant material or too much material I'll use advanced search

Very useful in refining my search to more accurate hits and a more manageable size

I use this to try and filter out less relevant results from the start. Some advanced search facilities give you more flexibility than others - I prefer those which give you the option to determine your search fields vs. assuming what they will be.

I try the advanced search first then if I don't get a result I will change the search to a more general one it is easier

Depending on what I am looking for the advance search option can sometimes have quite a narrow focus, which can inhibit the search process.

Being able to filter-out unnecessary hits can be useful to refine results, especially if a higher number are returned.

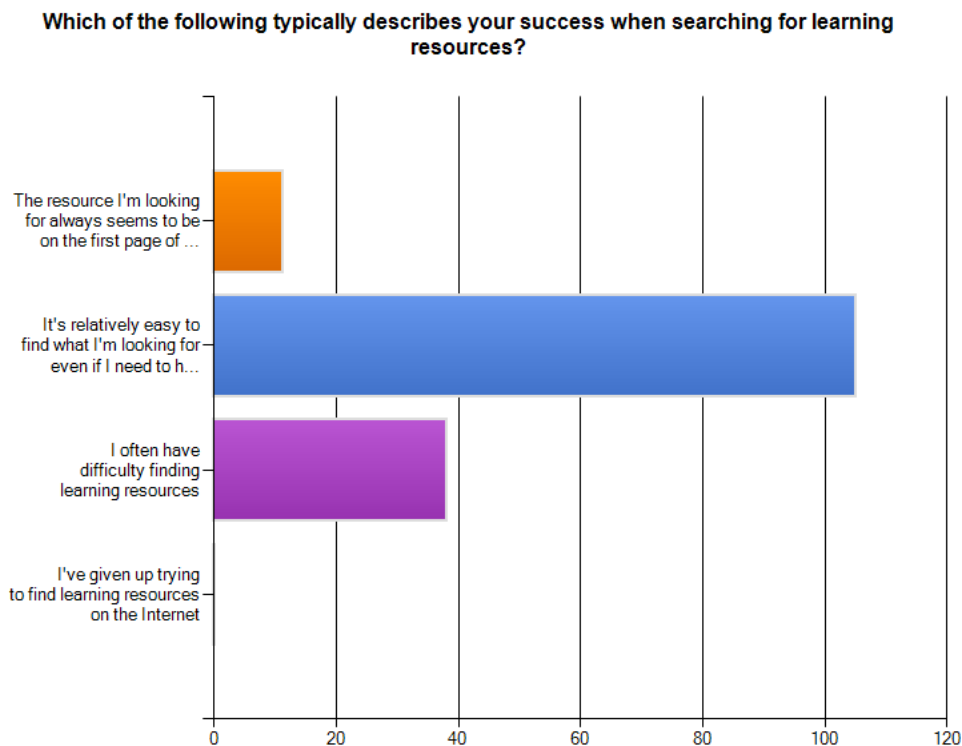
When there are a lot of search results, I use advanced search to narrow my focus.

If I am using a general search tool like Google then I would refine my initial search rather than choose the advanced search option. If the search engine was more specialist, e.g. pub/med then I would be more likely to use the advanced search option.

Too complex to set-up if not a librarian

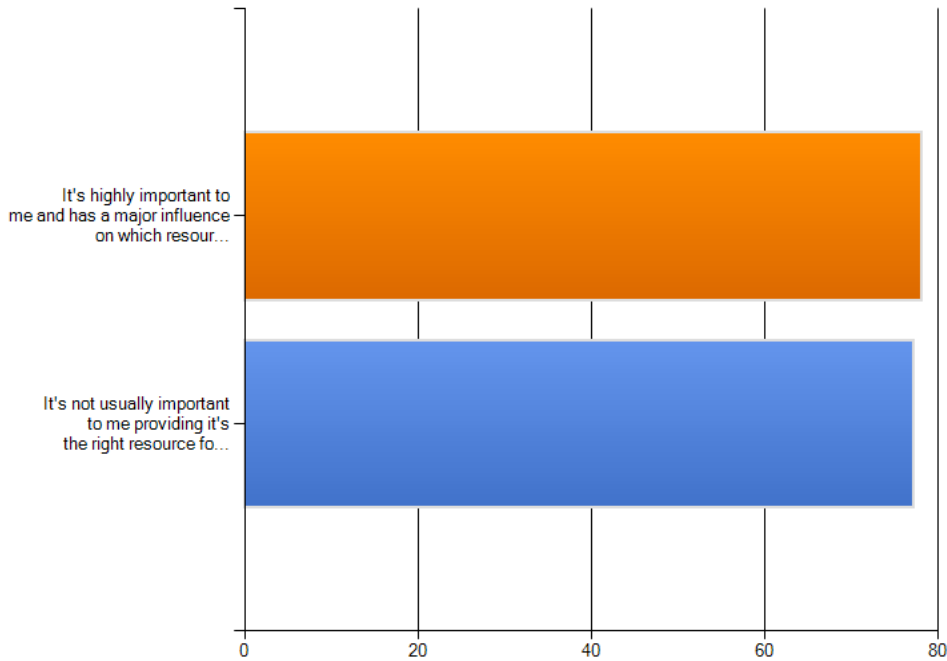
To narrow search according to dates, authors and specific areas.

9. Which of the following typically describes your success when searching for learning resources?



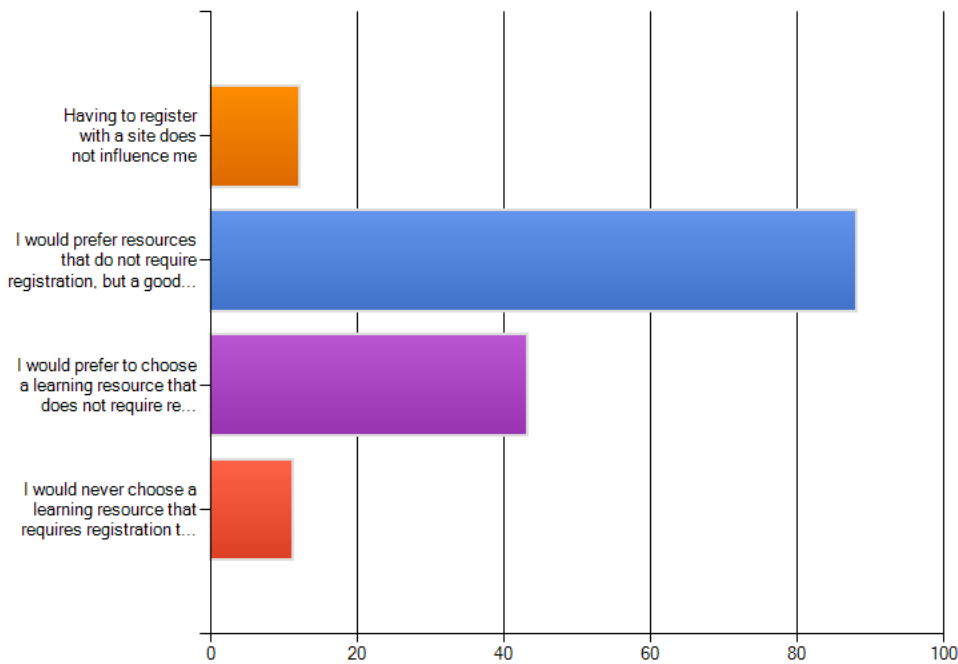
10. When choosing a learning resource from search results, how influenced are you by who created it?

When choosing a learning resource from search results, how influenced are you by who created it?

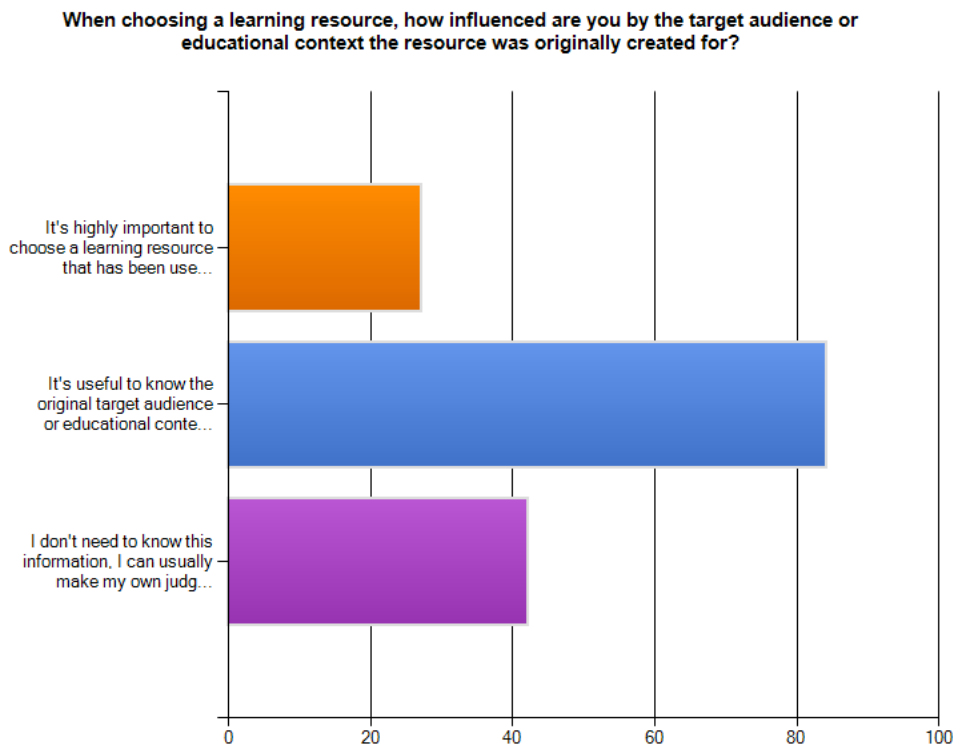


11. How influenced are you when choosing learning resources if you are required to register with a web site to gain access?

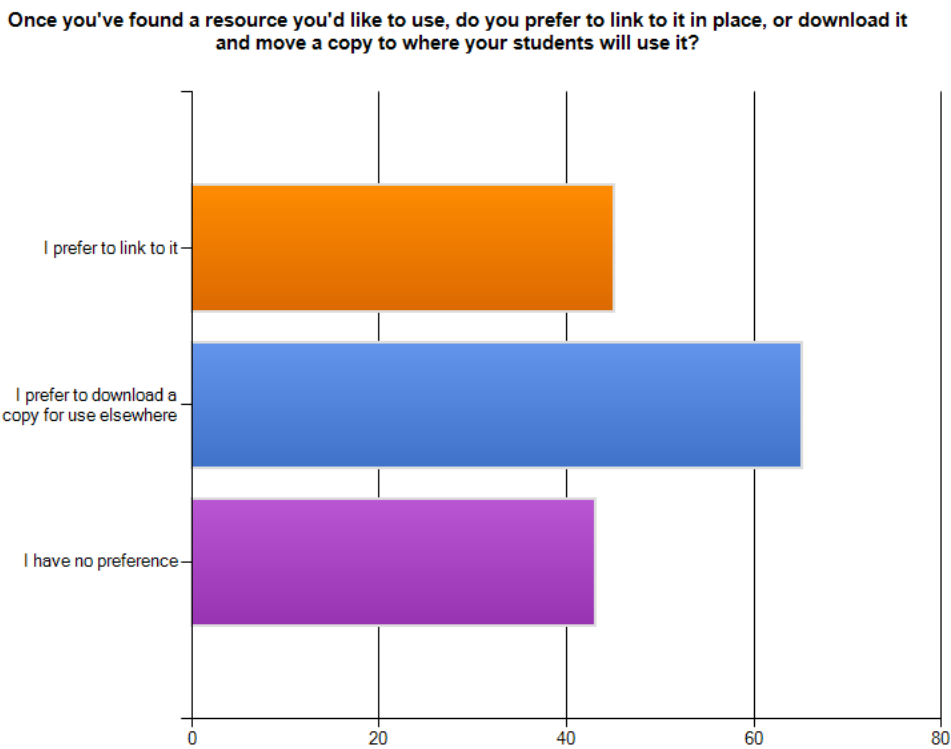
How influenced are you when choosing learning resources if you are required to register with a web site to gain access?



12. When choosing a learning resource, how influenced are you by the target audience or educational context the resource was originally created for?

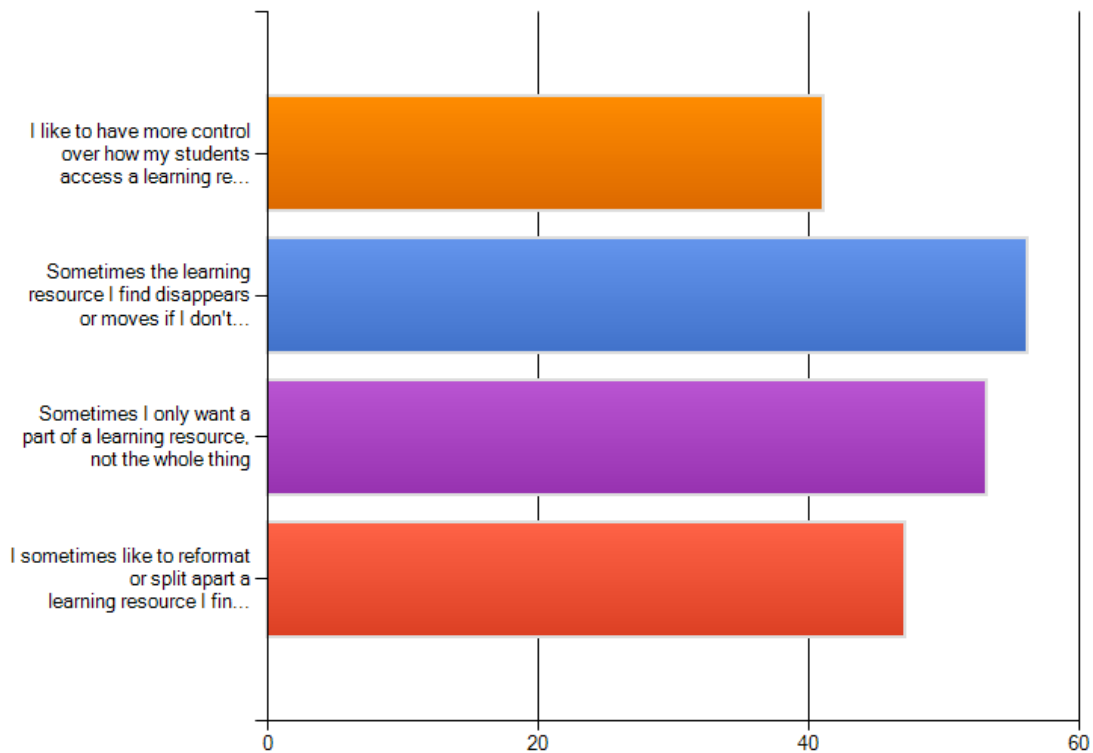


13. Once you've found a resource you'd like to use, do you prefer to link to it in place, or download it and move a copy to where your students will use it?



14. If you prefer to download learning resources that you find, why do you prefer this method? You can select more than one answer.

If you prefer to download learning resources that you find, why do you prefer this method? You can select more than one answer.



Other (please specify)

If I don't download it I have to go and find it again the next time I want it - not efficient.

Not applicable

I would rarely use a 'whole' resource and want to mix 'n' match from many sources

Learning resource tracking us valuable (to see if students have clicked it) so I look for ways to ensure it can link to the VLE

Add to bibliographic tool

If creating learning packages, it's better to have local rather than remote files as there's no danger of link rot and you're not liable to Internet problems

Putting local version makes it easier for students to find it

I search for other teachers, I would like to know the answer

I usually link, but I often integrate images in slide show

Probably the last option most important, like to put in context

I'm a student, as stated above so 'my students' is not applicable. I prefer hard copies for accessibility and portability

But, depends on the licence - if they don't want it downloading, then I don't. Also depends on the material - e.g. video not worth downloading due to size, .pdf not hard disc hogger generally!

Using a resource from a site doesn't mean I endorse other material on that site.

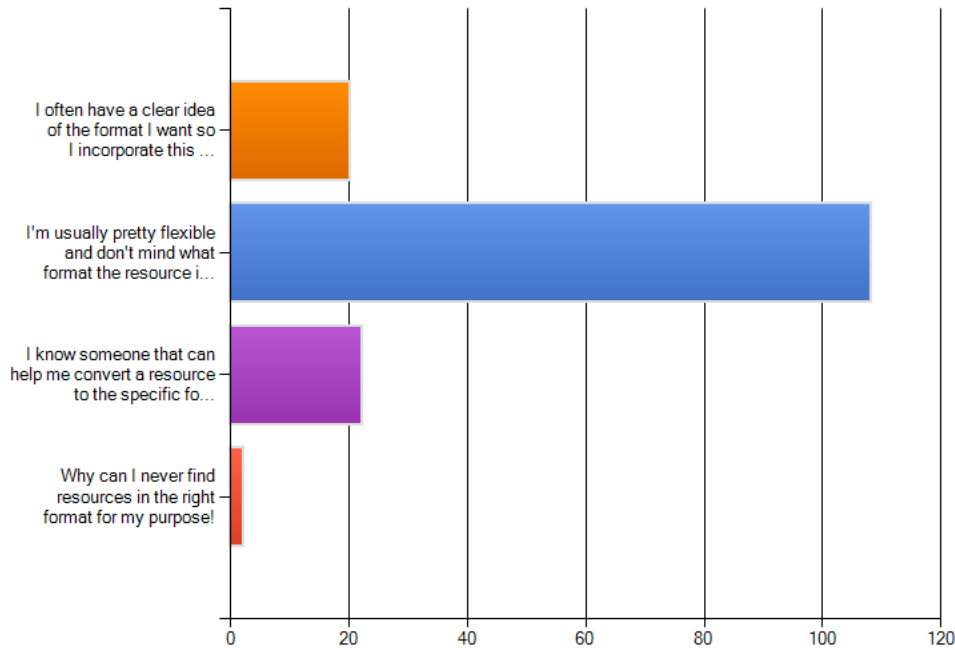
I will download specific images on occasion

I usually adapt the learning resources for my own students - they are rarely designed in a way that would be completely appropriate so where necessary I adapt and acknowledge the source.

see q.13 - I have no preference

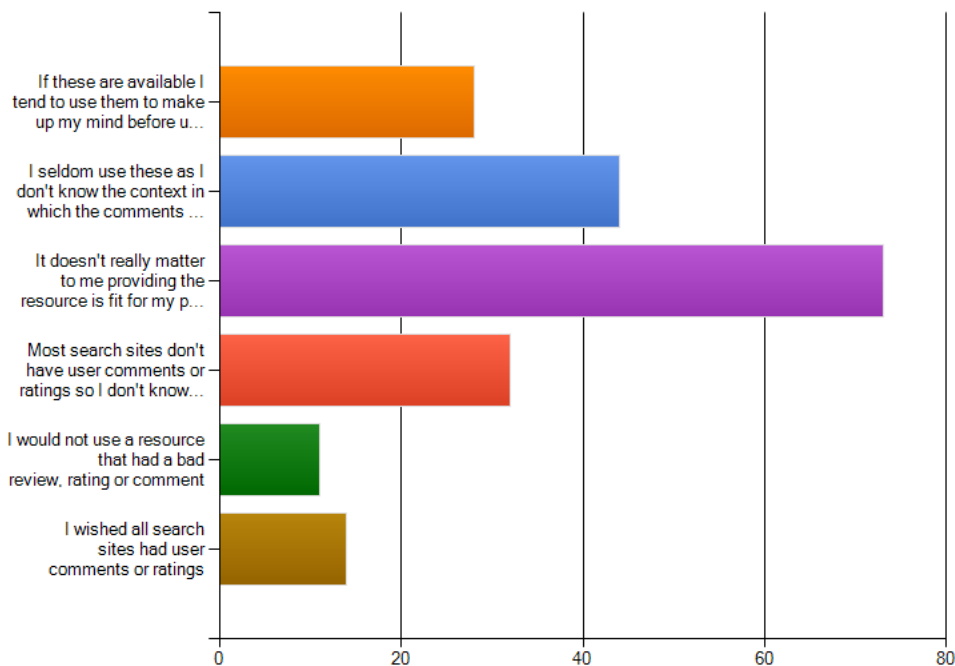
15. Regarding the format of learning resources you find, which of the following best describes your experience? Please interpret 'format' in whichever way makes most sense to you, for example type of file, whether a learning resource is on a web page, in a MS Word file, PDF, or whether it is packaged or not, etc.

Regarding the format of learning resources you find, which of the following best describes your experience? Please interpret 'format' in whichever way makes most sense to you, for example type of file, whether a learning resource is on a web page, in a MS Word file, PDF, or whether it is packaged or not, etc.



16. How influenced are you by user's comments or ratings about learning resources that you find? You can select more than one answer.

How influenced are you by user's comments or ratings about learning resources that you find?
You can select more than one answer.



Something else (please specify)

sometimes I am looking for resources that are flawed - want students to critique them
It doesn't influence my choice, I like to use my own judgement

Unfortunately they're not always available, when they are they can be a useful confirmation if I'm in doubt, provided they come from a known/trusted community. Unless I can access the criteria and (especially) comments (great? stinks? then why?), I'm usually a bit sceptical about ratings from low numbers of users. I never use other people's reviews as second hand reviews are not relevant in academic work, you should be forming own opinions.

It often depends on the tone in which this is written.

depends on time constraints - tend to look at source of any recommendations

sometimes it helps

Reviews would influence me but I would make up my own mind

They are sometimes useful as a guide.

I scan comments and factor the responses into my decision to use a learning resource.

I would always read the comments- and take from them what I wanted. I wouldn't necessarily accept it as gospel.

Most search sites don't have user comments, but I wish that they did

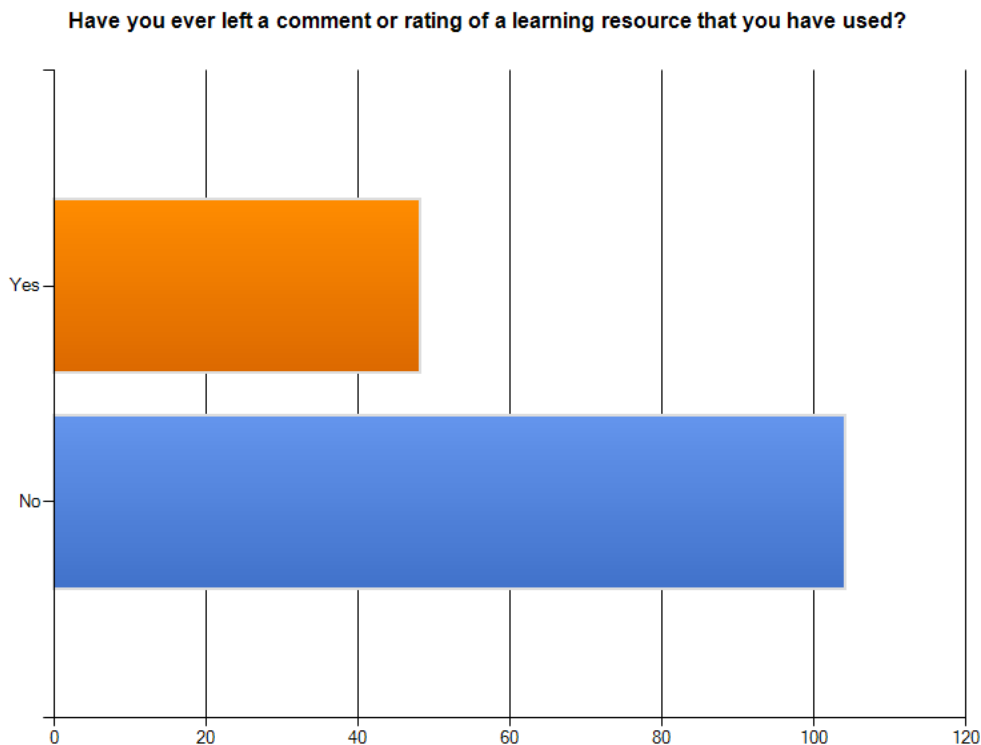
If they're available they can be useful, but aren't deal breakers one way or the other

I think types of rating, and background of the commenters are helpful.

I prefer to try out a resource for myself; now have >30 years experience of teaching so I generally know 'what works' but I think reviews may be helpful for new teachers who are developing their own style.

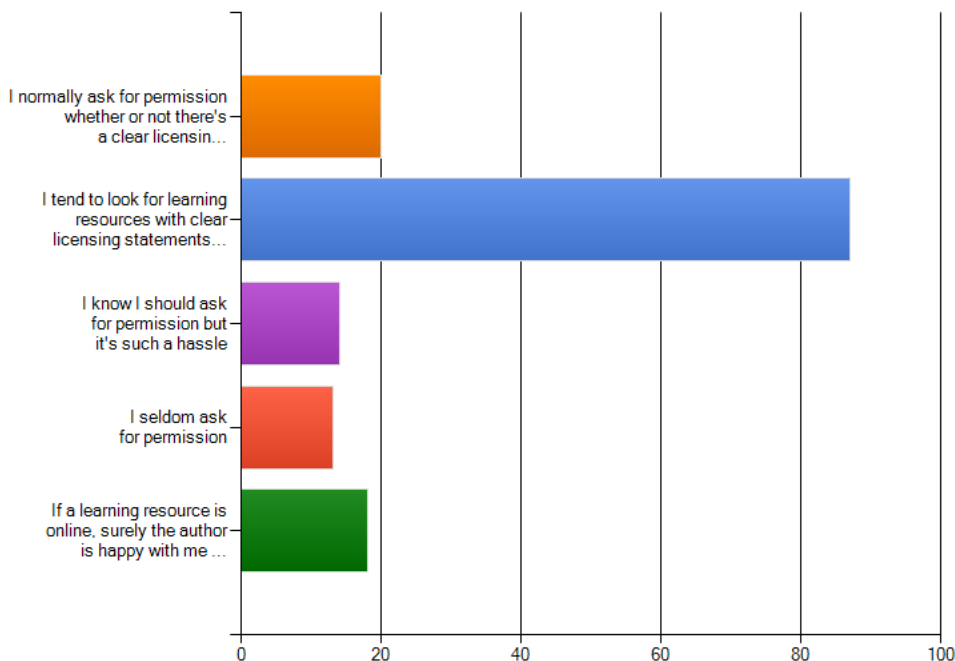
Getting Subject Matter Experts involved

17. Have you ever left a comment or rating of a learning resource that you have used?



18. When you have found a learning resource that you would like to use, would you normally ask for permission to use it?

When you have found a learning resource that you would like to use, would you normally ask for permission to use it?



19. What is most important to you when searching for learning resources online?

Ease of access.
 Simple to use; detailed information; sources stated clearly/ references made/ cross-links; nice format (usually PDF); pictures/graphs should be accessible for download or copying
 finding something that I can use directly without having to adapt it for my specific needs. In this context, being able to use part of a resource without having to use all of it can make the difference about whether or not I use it at all
 validity of the resource
 finding a suitable piece of information in a format that I can use
 Obviously that I find what I am looking for, ideally in a timely fashion. Ideal learning resources are clear, intuitive, reliable and up-to-date.
 Finding something that covers the content at the right level
 finding good results
 To get the search terms right in the first place in order to get the best results
 "Well indexed - so easy to find
 Easy to break apart and use any parts separately
 All copyright cleared on licenses I can use and re-use"
 I have a just in time approach so easy accessibility and good selection criteria are the most important factors for me.
 That I say within the licensing agreement
 I find what I'm looking for and its relevant to what I wish to teach.
 "topic relevance
 interactivity"
 "1. Meets my objectives
 2. Suitable/adaptable to my context
 3. satisfies what I see as "quality"
 4. Comes from a reliable/trustworthy source
 5. I can engage in the resource's lifecycle (give feedback, ratings, comments, perhaps post a reworked/remixed version...)"
 "copyright implications

ease of re-use

size of file"

Finding something that meets my needs most precisely.

That they are fit for purpose & legally available to use.

Relevance to my needs - and not overly branded by the source. I don't mind branding or watermarks - but excessive use of these is not helpful.

Ease of finding them and their quality.

"that it comes from an authoritative source, it is not a summary of other people's work and it is peer reviewed.

if it is not peer reviewed by the academic community then I will not use it"

Ease of finding the correct images, an accurate match to what I'm looking for, a copyright free image.

That I can find what I want in a format that is easily usable.

Suggestions for related searches, getting only the relevant resources in the search results

Relevance and currency of the resource

That the resources are up-to-date and have been put there because they are excellent.

Clear licensing statements, reputable source, fitness for purpose

Quality of resource

Finding something tried and tested, that can be easily implemented and is likely to engage our students.

licencing is easy to find, author or provenance is available,

"Simplicity and clarity

Being able to extract material to suit my purposes"

"Suitable search terms

Easy access"

That they're CC or PD - that is, reusable for non-profit educational purposes.

Time & quality

That it delivers information in a way that I cannot achieve via handouts, chalk and talk, i.e. animations, high quality diagrams.

The quality and reliability of the resource.

Well structured - easy access

The resource is of good quality and useable in my situation

"Good metadata which helps to identify the resource.

Ability to preview the item before downloading it."

students and teachers do have to use it easily

Quality, ease of download, edit-ability, creative commons (or equivalent) clear attribution statements

Speed. I hate messing around searching for stuff, and I dislike having to go through a long convolute process to access it or use it

The resource itself should be in the peer reviewed literature and of high quality - i.e. I usually search for journal articles and library resources only.

more federated searching would be helpful, filtering is important, incorporating digital resources into library collections needs to happen, meta data standards need to improve

That they are 'fit for purpose'

That it is relevant for the session and audience with which I would like to use it.

That the resource is fit for purpose

speed and quality of resource

quality and coverage

good illustrations / images/ cartoons

That the resource is appropriate without introducing potentially confusing information that the students might not need.

That I quickly find resources that suit my task and that I can direct students towards.

Quality - that's why Intute is so good.

easy to find with basic search and free to download

That they are highly relevant and appropriate to the learning level I'm supporting.

Clear statements about copyright, enough information to make a choice especially if I have to pay to access it, reliable site (content and availability)

"Accuracy & appropriateness of content to the task.

Clear referencing of factual content."

Helpfulness to students

peer reviewed

Variety to choose from, released for use in public domain so no copyright issues, scientifically correct

Because I can choose from several options

"easy access

appropriate for age group"

to be interactive

Fit for purpose

That it's easily accessible without having to keep registering as an Athens user and selecting organisation when accessing off-site. It would also be helpful if those offering this facility would state clearly in pop-up box or something similar when your organisation does not have access, rather than keep throwing you back to log-in page.

Accessibility

To have hassle free access to the material required without any need for registration.

That it's fit for purpose

creative commons license

Finding something relatively quickly without hassle

Convenience and being able to find what I want quickly

Quality and appropriateness of resource and accessibility to the general student body.

Resources should be of good/high quality, easily searchable, free, up-to-date, preferable made by a credible source.

Content - and "grab-ability" for students - or, if it's for the unit I teach on creating learning materials - that it's sufficiently different from other examples that I already have!

That it's on a website I know can be trusted for quality

Finding what I want quickly.

That what it says on the tin is what it is, I waste a lot of time with material that is not what I searched for, or maybe is but is behind a login that I usually cannot be bothered to navigate although I usually do have the necessary access rights.

Quality. Clear explanations within the resources.

reliability, accessibility

the quality of the resource.

They must be available for use in the learning environment

Finding the best openly licensed resource for my needs

easy access and high quality content - high quality "presentation" important but less so. I'll choose a YouTube video resource with relatively low production quality but excellent content over one that is flimsy on content but looks really good.

"- Quality of the resource

- Ease with which I can gain access it (clear usage, no or simple registration)

- Whether I can save a copy and edit it for my purposes"

Quality, discoverability and open licensing

That the resource conveys the information I wish the students to have.

Resources which are easily re-purposable

That the content is what I am looking for. If it's something that I want to use, I am looking for creative commons material (for example, I often use pictures with CC license in my slides).

Accessibility (meaning metadata on the document, clarity of the document, ability to interact/access the data freely without registration or walls) and trustworthiness of the content (which I need to be able to verify).

Accuracy, reliability and references to high-quality hardcopy books or other publications.

credibility of source; clear sharing language

Fit for purpose and in context I'll adapt it as required using it as a guide if not fully working

Reliable source. There's too much opinion out there without facts behind them these days.

that it is easily accessible, that it has an advanced search function, that it is protected with a Creative commons license (so I can re-use is)

That the resource is free for me to use and copyright is clear (e.g. creative commons licence). I also want self-contained units that I can pick up and use without much alteration to suit my purpose.

Fit for purpose

Reputable sites; quality resources; ease of access to the site

easy quick access

"The needs of my own students.

Visual approaches for kinaesthetic learners - a lot of other people's resources are in read/write formats which are not always appropriate for undergraduates these days."

That resources are properly tagged and easy to find

ease of access to the resource and a clear sign that the site is reliable

quality and appropriateness of material for the specific context.

good use of metadata to enable accurate and quick searching

Ease of use. I have used the Academy subject centre for health to try to find resources a year or so ago but with no success, so have not been back!

That these are readily available through search engines.

authoritative content

That they meet the target audience, are easy to download and reload to my VLE and will not become out of date quickly

That I can retrieve material efficiently and effectively

"Metadata - clear, searchable.

Date - created/modified. Who/where created.

Clarity of purpose of a resource - succinct description - if I want to know more I'll delve in!"

Currency, appropriateness, source

that it is fast and easy

That the resources are current reflecting changes in mental health care. That there is service user and carer involvement in the development of the resource.

easy and quick to find, from a credible source.

That they are easy to find and relevant.

"Speed, clarity, flexibility. Either a basic search facility as useful as Google, or an advanced search with plenty of options that delivers what I am looking for.

I use Google to search my own University's website. It does a much better job than the search facility within the website itself, and I usually find what I want near the top of the first page. It finds things that our website search misses, and I think this is crucial when searching for resources."

Locating them in the first place.

Quality, easy access, how current it is.

20. Finally, if you have comments about any aspect of this survey, please use the box below.

Thank you for doing this survey and your other work.

Options more clear cut than answers

"Who do you want us to send it out to??"

ed.bremner@plymouth.ac.uk"

Q18 is hard to answer as the restrictions on re-use of digital content are hard to bottom out. The statement 'copyright restrictions may apply' is very unhelpful.

I would be extremely interested in the survey results. I work on OpenLearn and Support Centre for Open Resources in Education - please share and I will flag it up with our OER community score@open.ac.uk

For me Question 10 needed an intermediate option. Perhaps something more on community sites vs. search engines, otherwise it's very thorough. Good work. P.S. I'm not UK.

I will never use a wiki site as the authorship is too unknown and the information can be made up. if a resource comes from a wiki I will discount it immediately.

None

How often do you search online for learning resources? Perhaps "How often do you search online for learning resources for your own teaching or as a service to other teachers?" would be better

"Well designed

Sensible questions and options plus the option to explain."

"I would like to see the results

info@softskills.kennisnet.nl"

Question 15 has too narrow a set of options.

good survey thanks

No comment

First question asked who I was, with an option to tick 'student', but then some of the questions referred to 'your students!' So, don't know whether my comments are valid/useful or not...

Hope that it will feed through to resource availability

Some of these questions are very difficult to answer, especially if you don't search for online learning resources very often!

would love to know the results once compiled! email: cindy.underhill@ubc.ca

Interesting. Found via Twitter.

I would be interested in the study that follows, please email me at [pskmic001 \[at\] uct.ac.za](mailto:pskmic001@uct.ac.za)

"The nightmare prospect of the Digital Divide is coming ever closer due to the fact that Google does not make a distinction between content which is open to all and that which is restricted to subscribers (such as JSTOR).

This makes it almost impossible those who do not have credit facilities or can afford to subscribe to find suitable reference materials. Educational budgets have been drastically slashed on a global scale. I wish that Google would try to make things easier for teachers and educators."

I limit my use of resources to either those I have database access to through my institution, and thereafter apply "fair use" for use with students, or use only use resources with Creative Commons or other explicit "sharing" statements.

Ok

I think in principle the idea of conducting this survey is very good, but questions, choices and types of questions are not appropriate. Some ranking type and others/ comments at the end would also be helpful.

There are an incredible number of creative resources 'out there' that can be adapted. The main barrier to my doing this is time.

It would be good if some funding went to placing some of the excellent sites mentioned at the beginning of this survey-such as Intute, Jorum and HE Subject Centres at the top of Google search or as adverts or some other form of marketing. A lot of the time I forget that these sites exist:-)

Well thought out questions

N/A

I think this survey will produce some very useful findings. However, I feel that it should be offered to students as well as those associated with the OOER project should complete it. People working on OOER are likely to be experienced, advanced searchers. Students are very likely to be new to this kind of resource search.

Question 18: my option would be: I don't ask if there is a clear statement but do if there isn't.