

Understanding the Audience

Survey into the use of archives by teachers in Scotland

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This research into the use of archives by teachers in Scotland demonstrates that there is a curriculum led need and a desire from teachers to use primary source material with their pupils. It also shows however that many teachers have no expertise in finding or using archives, find online access time-consuming and difficult, and many do not distinguish between archives and other primary sources held by libraries, museums and galleries. In the light of this evidence and current priorities, this report make recommendations as to what archivists need to do, including the need for further evidence-based research to enable archivists to really understand their users, what they want and how they find it, and to broaden their perspective on outreach, potentially collaborating with other cultural institutions to create 'joined up' learning opportunities, across both 'real' and 'virtual' platforms.

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Introduction

To date, there has been no analysis of the current users of Scottish archives or their research interests. Archive services collect quantitative data on the number of visits to their search room or website for internal reporting and statistical returns, but this data is insufficient to enable archive services to understand what users are trying to achieve and whether they have succeeded. Without understanding users' needs, archivists cannot develop services to meet them. This research is the first in-depth analysis of a segment of users of archives in Scotland.

In November 2015 I conducted a survey into the use of Scottish archives by teachers in Scotland to assess whether the requirements of Curriculum for Excellence and National Qualifications, with their emphasis on the use of primary sources was reflected in the use of archives by teachers and to identify particular issues inhibiting access. I surveyed teachers in Scotland. Data collected from 103 respondents broadened my knowledge of teachers using archives to support their teaching.

Archives provide a collective memory of society, evidence of the past, and promote accountability and transparency of actions. Information is preserved for the benefit of society as a whole, regardless of social class, gender, sexuality, wealth or ethnicity. Local and national archives are publicly funded, so taxpayers are stakeholders and have a vested interest in what information is preserved and how it is made accessible. Archivists must be able to account for the economic, social and ethical value of what they do, how they do it and who benefits from it.

With the advent of the internet and the availability of high quality digital images of archives online, the traditional archive user is changing. This change offers archivists the opportunity to re-evaluate their purpose and audience, to ensure they preserve the right and sufficient information to allow government to be held accountable, that this information is fully accessible and that it reflects the values and beliefs of all society.

In order to assess the value of the service offered by local and national archives in Scotland, it is essential to identify those who currently use archives and how. This research will start to address this gap.

Survey Methodology

My survey asked 32 questions, structured around 4 primary areas of interest:

1. Who are the teachers, at which levels are they teaching, and do they have personal experience of using archives?
2. How are teachers finding archives to use with their pupils?

3. Where are teachers searching for primary source material online and which sites are they visiting?
4. Are teachers aware of and making use of support and guidance available from archivists to support the use of archives with their pupils?

Most questions were multiple choice and allowed respondents to choose more than one answer and to leave comments. This mix of qualitative and quantitative data supported standard analytics whilst offering the opportunity for a deeper understanding of the current position by capturing free-text responses which the survey questions themselves might have missed.

The survey was available on SurveyMonkey.com between 1 and 30 November 2015. The survey was promoted through Education Scotland's weekly newsletter and through the Scottish Council on Archives email list and scotarch listserv, at the Scottish Association of Teachers of History (SATH) conference, by email to teachers via local authority contact points and by individual contacts.

Although promoted at the SATH conference and via archival networks, the survey was neither directly aimed at nor restricted to History teachers. This was deliberate and in respect of the cross-curricula basis of Curriculum for Excellence.

The complete survey and summary responses can be found in appendix 1.

Users of archives

Archivists have been (and some continue to be) profoundly influenced by the views of Hilary Jenkinson, who introduced archival theory to Britain in the 1920s. Jenkinson defined archives as objective information generated in the course of business, understandable in the context of their provenance. The archivist was merely the custodian of the archives, tasked with preserving the evidence. The informational value of archives is considered the primary reason for their preservation: their use is presumed but not promoted.

Jenkinson's principles permeate the entire structure of national and local authority archives as they developed in the latter part of the 20th century: the physical protection of the archives remains paramount, with documents consulted in secure, supervised locations. Records are arranged according to the original order of their creation, their provenance. The catalogues produced to enable access reflect that original order and provenance rather than the content or subject matter. Users have been (and continue to be) expected to learn how to use these catalogues and to interpret the information contained within the records, with support from the archivist. It is hardly surprising therefore that, traditionally, most researchers have been academic historians.

Since 1960 a new audience of genealogists has developed. Genealogists study and trace their lines of descent and therefore are seeking specific information in whatever documentary sources are available. They are generally ordinary, unqualified individuals, inspired to discover their own personal stories. Their number has increased particularly since the screening of programmes like the BBC's 'Who Do You Think You Are?' and they have become the biggest user group of archives. For example, more than 1.6 million people used ScotlandsPeople, the genealogical service of National Records of Scotland, in 2013, the majority of whom were female and aged over 65. And genealogy is a global phenomenon, with research into ancestral tourism commissioned by the Scottish

Government finding that around 50 million people in the world have Scottish ancestry which could result in over 200,000 physical visits to Scotland each year.¹

The advent of the digital age and the internet has changed perceptions on how archives and the information contained within them might be promoted and used. It has also opened the door to a new type of user: the non-academic, inexpert user seeking particular pieces of information rather than engaging in ongoing research.

Jenkinson's principles assumed that information was 'owned' by the creator of the record and that the archivist could stand as gatekeeper, controlling access to this knowledge. In the internet world the balance of power has changed: individuals and communities recognise their right to know, access and use information, whilst governments and institutions are not necessarily respected or trusted. This shift is forcing archivists to reconsider the content of the archives, how it is recorded and promoted, who uses it and why, and to reconsider their own role as experts.

This changed perception has also led to a revised understanding of the value of archives (along with libraries and museums). Archives are now defined as 'a public service, delivering public value'², with a much broader role: contributing to citizenship and civil society, promoting education and learning, stimulating creativity and cultural excellence, representing the UK and its constituent parts to the world, driving renewal and regeneration, and contributing to physical, mental and social well-being.³

The cultural value of these services has been described by Holden and Jones as *intrinsic*, *instrumental* and *institutional*. Their *intrinsic* value is about the personal experience of the individual interacting with the document, not just the informational value of the document but the emotional, tangible contact with the past. The *instrumental* value is about the benefits archives bring to their communities through providing jobs and contributing to the local community. The *institutional* value is the social and economic value generated by those who have interacted with the collections, how users make use of the information that they have discovered, through publication, project, reuse or representation.⁴ This definition of the value of archives puts users, potential users and communities at its heart: the evidential value of archives is supplanted by their use. Access to archival collections thus assumes a far greater importance.

Holden and Jones point to the particular success of museums in increasing their visitor numbers – 'the area in which many different natures and effects of visitorship have most comprehensively been addressed'⁵

Statistics drawn from the DCMS Taking Part survey (2013/14) show that, in the twelve months preceding the survey, approximately 56.4% of the adult population (of England) had engaged with museums and galleries, online or in person, 39.3% had engaged with libraries and 13.6% with

¹ Visit Scotland *Ancestral Tourism Report* at http://www.visitscotland.org/research_and_statistics/tourism_sectors/ancestral_tourism.aspx (visited 23/02/16)

² Holden, Robert & Jones, Samuel, *Knowledge and Inspiration: the democratic face of culture. Evidence in Making the Case for Museums, Libraries and Archives* (Demos, 2006), p.3

³ *Ibid*, p 3-4

⁴ *Ibid*, pp 35-9

⁵ *Ibid*, p 7

archives.⁶ Whereas the majority of museum users had visited a physical institution however, the majority of archives users had engaged remotely, with 70% of them viewing digitised documents, 29% searching catalogues and 19.6% seeking information on opening hours, directions and so on.

Museum and gallery visitors have been counted, surveyed and analysed, and visitors' behaviour in the museum recorded and interrogated since the late nineteenth century – enabling museums to sustain and build their audiences and to design displays and exhibitions which meet their visitors' requirements. Museums have become audience-centred rather than collections-focused organisations.⁷ Recent research has focussed on the visitor experience and learning (*intrinsic* value) focussing on how visitors engage with the objects and pictures.

There are clear similarities between museums and archives, not only in their primary purpose to preserve their collections but also in the collections themselves: museums frequently hold archival material related to their collections and archives also sometimes preserve artefacts which belong with their documents, for example exhibits in court cases which are retained alongside the written record. However there are also profound differences: museums provide a visual experience, displaying artefacts at a distance whereas archives are handled by the user and have to be read carefully; museums promote national or community identity, whereas archives are used to further individual research; museum collections are interpreted by a theme or narrative whereas users of archives have to request access to specific documents which they have to discover through finding aids.⁸

Archives have been much slower to engage with their users. As early as 1984 Elsie Freeman wrote of the necessity for archivists to be aware of and to plan for the use of their archives by 'amateurs' seeking for specific information rather than academic historians undertaking research⁹. Freeman drew attention to the potential lack of skills of the amateur and advocated that, to ensure equal access for all, archivists should compile finding aids which were literate, comprehensive and comprehensible by those who were not skilled in the use of archives.

In the same year William Joyce advocated a change in thinking about archives, from Jenkinson's administrative approach to a focus on their cultural value, which he defined as giving 'meaning and substance to human life and enabling it to be transmitted to subsequent generations'.¹⁰ Joyce emphasised the responsibility on the archivist to improve the intellectual control of his or her collections in order to promote them to users, which requires knowing and understanding users and their needs.

There is a tradition among archivists to define their purpose in terms of the goals and purposes of the institutions they serve. This view, however, excessively narrows the archival function to the scope of

⁶ DCMS, *Taking Part 2013/14, Focus on: Digital Engagement, Statistical Release*, March 2015

⁷ Nottingham Trent University Impact Case Study *Transforming visitor experience across museums and heritage sites, Museum organisation and evaluation* (REF3b 2014)

⁸ Collis, Gerard R 'Permitted Use and Users: the Fallout Shelter's Sealed Environment?' in ed. Craven, Louise *What are Archives? Cultural and Theoretical Perspectives: A Reader* (2008)

⁹ Freeman, Elsie 'In the Eye of the Beholder: Archives Administration from the User's Point of View' in *American Archivist* Vol 47 No 2 (Spring 1984)

¹⁰ Joyce, William 'Archivists and Research Use' in *American Archivist* Vol.47 No.2 (Spring 1984)

*the activity of the institution rather than to the broader applications of memory generally and in all its diversity.*¹¹

Joyce pointed to the growth in interest in social history as indicative of the change in users from academic to applied researchers, with a specific informational need and a deadline by which they need it.

In 1986, Paul Conway, then archivist at the Gerald R Ford Library in the USA, suggested that the first step in responding to users' needs was to identify current users and their information requirements¹². He modelled a process for this in his Framework for studying the users of archives. The Framework was designed to gather 'the basic elements of information that should be recorded, analysed and shared among archivists to assess programs and services'. It included initial interviews with users, follow-up interviews, surveys and specific experiments to assess the quality, integrity and value of the services on offer. This methodology has not been widely adopted.

One reason perhaps why Conway's methodology has not been widely implemented is that it was based on interaction with visitors to a search room, and the growth in online use of archives has removed this immediate communication between users and archivists. Little progress appears to have been made in developing new ways to interact with digital users since 1984. For example, Yakei and Torres in 2005¹³ replicated Freeman's findings in the online environment, identifying 'expert' users, who understand archival principles and procedures, as opposed to 'users', who have immediate informational needs and little interest in provenance.

Recent studies have started to devise methods for identifying online users and their needs as well as to suggest ways of meeting these. Andrea Johnson¹⁴, for example, has analysed users of digital archives in order to understand why archivists are not achieving 'access for all'. She has identified three specific problems that face potential users who want to engage with archives online:

- not knowing where to look for information,
- not asking the 'right' question to find documents of interest, and
- failing to understand the document when eventually found.

Johnson recommends a Model of Contextual Interaction which will assist users by using artificial intelligence to guide them through the required learning process in much the same way as the archivist in the search room. This model includes the development of online personas to ensure that archivists consider the needs of all types of users when developing online access to their collections.

The major difference between archive users and those who use museums and libraries, physically or virtually, is that an archives user has to have a question, motivation or purpose for their visit. Whereas a passer-by may make a spur of the moment decision to enter a museum or library and

¹¹ Joyce, William 'Archivists and Research Use' in *American Archivist* Vol.47 No.2 (Spring 1984)

¹² Conway, Paul 'Facts and Frameworks: An Approach to Studying the Users of Archives', *The American Archivist*, vol.49, no.4 (1986) pp.393-407

¹³ Yakei & Torres, quoted in Harris, Carolyn 'Archives Users in the Digital Era: a review of current research trends' in *Dalhousie Journal of Interdisciplinary Management (DJM)* Vol. 1 (Spring 2005)

¹⁴ Johnson, Andrea 'Users, Use and Context: Supporting Interaction Between Users and Digital Archives' in ed. Craven, Louise *What are Archives? Cultural and Theoretical Perspectives: A Reader* (2008)

proceed to browse the exhibits or the books, there is no such facility for browsing an archive. To use an archive, you need to know what information you are seeking, even if you do not know where or how to find it. When visiting an archive, the archivist provides the guidance to enable the user to identify potential sources of information; in the virtual world, archivists are still to establish an effective method of providing this guidance, whether through AI as suggested by Johnson¹⁵ or through contextualising online material.

What information on users is routinely gathered by archives?

CIPFA Stats

The CIPFA (Chartered Institute of Public Finance and Accountancy) profiles for archives services have been created to enable local authorities throughout the UK to assess the cost of the service provided and to measure its performance against its peers. The stats are collected from most, if not all, local authority archives. They cover the number of access points and service users, the cost of providing the service, levels of staffing and volunteers, the availability of resources to the public, public attendance at learning and engagement events, the extent of holdings and storage capacity and levels of funding.¹⁶

Whilst the comparative facilities and costs provided by the CIPFA stats are of particular use in informing strategic planning and budgeting, they provide little information on the level of satisfaction experienced by service users. This additional information is assessed through the PSQC/ARA user survey.

PSQC/ARA User Survey

Archive services volunteer to participate in the PSQC (Public Services Quality Commission)/ARA (Archives and Records Association) survey of visitors to their search room during a specified period. In 2014, 107 record offices undertook the survey and results for 103 of these were used to inform the survey report. Of the 14 Scottish archive offices participating in the 2014 survey, 9 were local authority archive services (4 of which were different offices of Highland Archives), 3 were university archive services, and 2 were national services.¹⁷

The PSQC survey asks users to comment on their level of satisfaction with the service they have used. The 2014 survey found that 49% of visitors to archives were undertaking family history research (down from 56% in 2012) and 77% of visitors were undertaking some research in advance of their visit, for practical information on opening times and also to start the process of finding the information they required. Customer satisfaction was high with 98% of respondents satisfied with the overall service. Visitors were predominantly female (a reversal of the previous trend where male exceeded female visitors) and the population of visitors had aged.

Whilst providing useful information on the overall number of archives visitors and their satisfaction with the services, the PSQC survey provides little detail on how the user identified the archive visited, their motivation or purpose or the assistance required to find the information required. The survey, completed by those visiting a search room, also reveals minimal information about online

¹⁵ Johnson, Andrea 'Users, Use and Context: Supporting Interaction Between Users and Digital Archives' in ed. Craven, Louise *What are Archives? Cultural and Theoretical Perspectives: A Reader* (2008)

¹⁶ <http://www.cipfa.org/services/statistics/comparative-profiles/archives> (visited 23/02/16)

¹⁷ *Survey of Visitors to UK Archives 2014 National Headline Report* (CIPFA, October 2014)

users, except to outline the fact that 77% of physical users have initiated their search before their visit, potentially online.

Statistics on users collected by Archive Services

An email request for information on the user details collected by archive services in Scotland revealed the following general information, supplied by 10 archive services.

80% of archive services create fairly detailed records of those visiting the search room. 90% collect names, postal addresses or email contacts, and the intended subject of research. 80% also record productions for each individual visitor, retained for varying lengths of time. One service specifically asks users how they identified the repository. 20% of services additionally survey their users occasionally to provide qualitative data which will enable them to enhance and improve knowledge of and access to collections. One service also records the gender of enquirers, having discovered that this data is particularly useful for funding applications.

The data collected for online users was similar. Where users are enquiring for information via email or online enquiry forms, 90% of services retained the name, email addresses and research subject for the user. Where copies of images or further communication are required and further contact details provided, these are also retained. 70% of services retain both enquiry and response to ensure similar enquiries in the future can be answered more readily and to identify repeat enquiries. A number of services record the date an enquiry is received and when it is answered. 30% of respondents mentioned using web analytics, to identify, for example, the geographical location of online users.

100% of the services which responded use the quantitative data collected for internal reporting, with 50% incorporating it in statistical returns to CIPFA. Additionally the data preserved is used to join up and supplement enquiries, to influence senior management and to support funding applications.

These responses underline the limited knowledge archivists in Scotland currently have of their users.

Why teachers?

Teachers as a group are encouraged by Curriculum for Excellence and National Qualifications requirements to be aware of, and to introduce their pupils to, the use of original source materials, including archives. They therefore have the required purpose or motivation to engage with archives. They are an interesting segment of potential users, geographically spread throughout Scotland, with specific access needs. A study of this segment will therefore provide essential information for archivists on what these users are looking for, how they search and access relevant material and what additional assistance they require.

Key Findings

The complete survey and summary responses can be found in appendix 1. The survey confirms that, despite curriculum changes which advocate the use of primary sources of evidence to support cross-curricula projects, the use of archives in schools by teachers is not widespread.

Most teachers have no personal experience of using archives.

Less than half the survey respondents had used archives for their own personal research. This lack of personal experience may be the principle reason why teachers do not make as much use of archives as they could.

Responses suggested some confusion between archives, museum artefacts and other primary sources of information.

Two possible reasons for this confusion are that teachers are genuinely ignorant of what comprises an archive as opposed to what one would expect to find in a museum or gallery. Given the low number of teachers responding to the survey who had personal experience of visiting an archive, this is possible. The other possible reason is that teachers do not distinguish between archives and other sources of primary evidence because they need access to all heritage collections rather than having to identify and use resources from multiple different institutions.

Primary and secondary teachers discover the archives they use with pupils in different ways.

The survey indicates that primary teachers are most likely to find archives to use with their pupils from resources or project boxes already existing within the school. Secondary teachers are more likely to search online. This may directly reflect recent curriculum changes, with topic based teaching having been standard in primary school even before the introduction of Curriculum for Excellence, and many traditional topics retained. The revision of National Qualifications to include a focus on Scottish history and primary sources may have required secondary teachers to broaden their search to find appropriate archival material.

The most commonly used sites for finding archives for all teachers are Education Scotland and Scran.

The survey shows that teachers searching online for archives tend to focus on sites which they know and trust, in particular using resources on Education Scotland's website and on SCRAN (the online digital image repository managed by Historic Environment Scotland), although a number of respondents were also critical of SCRAN's search facility.

Although other repositories were mentioned, respondents appeared unaware of the all the sources of archives available online.

The majority of survey respondents have never worked with an archivist or education officer.

There are a number of projects and education offerings for schools currently available, offering free opportunities for pupils to engage with archives with the assistance of an archival expert. The lack of awareness of these opportunities suggests a need for archivists to improve their marketing and outreach.

Survey Analysis

There were 103 responses to the survey from teachers of all levels from Early Years (nursery) to Advanced Higher.

Of these survey responses, 78 were complete. All responses have been included in the analysis however as the information provided where questions were answered is not necessarily devalued by the respondent skipping other questions.

There were more incomplete responses from primary teachers (56%) than from secondary teachers (44%). Those who did not complete the survey taught across all subject areas (English, Modern Languages, History, Geography, Graphics, Music, Art and Design and 'all'). The number of responses drop away dramatically after Q15, suggesting that the length of the survey may have been the primary cause of incomplete responses. It is also possible that the later questions, which are directly related to the use of archives, may have appeared irrelevant to teachers not using archives and that they therefore did not complete the survey.

The following analysis of responses is organised by survey question.

About the responders

1. Out of the 103 responders, 57% were primary teachers, 40% were secondary teachers, 3% ticked the 'other' box. They included an Education Officer with national remit and two Additional Support Needs (ASN) teachers.
2. Teachers were asked to indicate all the curriculum levels which they usually teach. These levels are set out in Curriculum for Excellence.¹⁸ Rather than including the general 'Senior phase' respondents were asked to indicate which levels of National Qualifications they taught, National 4, National 5, Higher or Advanced Higher. The Early level was omitted from the survey – an error noted by eight respondents who teach at this level.

65% of primary teachers teach level 1, 71% level 2 and 13% level 3. 16% responded that they teach across these levels.

The 40 secondary teachers who responded to this question teach across the full range of Curriculum for Excellence levels, with 15% teaching at level 1, 35% at level 2 and 70% at level 3. 62.5% teach to National 4, 92.5% to National 5, 85% to Higher and 50% to Advanced Higher national qualifications.

Additionally respondents commented that they teach National 3 as well as Skills for Life, Wider Achievement¹⁹, ASDAN²⁰, Duke of Edinburgh²¹ and John Muir²² awards. These comments provided a pertinent reminder that education in school is about more than just academic success.

3. Respondents were asked to specify the subject areas they teach. 92% of the 48 primary teachers who responded to this question teach all curriculum areas, two others were managers, one a support teacher and one a music teacher.

¹⁸ <http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/howisprogressassessed/stages/> (visited 23/02/16)

¹⁹ <http://www.sqa.org.uk/sqa/47606.html> (visited 23/02/16)

²⁰ <http://www.asdan.org.uk/home> (visited 23/02/16)

²¹ <http://www.dofe.org/> (visited 23/02/16)

²² <https://www.johnmuirtrust.org/john-muir-award> (visited 23/02/16)

41 (100%) secondary teachers responded to this question: 68% teach Social Studies (including History, Geography, Modern Studies and Religious and Moral Education); 22% teach Modern Languages (French, German and Spanish); 17% teach Science; 29% teach arts subjects (including Music, Art and Design and Expressive Arts).

4. 74 teachers have specialist knowledge in a particular subject or curriculum area. These were all secondary teachers, with 26% of the secondary teachers responding to this question claiming a specific expertise in history. Otherwise specialisms were spread across the full range of the curriculum, including Maths, Modern Languages, English and Music.

33 primary teachers responded to this question. 88% of these respondents claimed a broad knowledge of all subject areas, with one specialist in Science, one Music specialist, one ICT specialist and one Support for Learning assistant. This suggests that most of the primary teachers responding to the survey had studied for a B.Ed. qualification rather than pursuing a subject degree and then a postgraduate teaching certificate/diploma.

5. Respondents were asked how long they had been teaching. The 103 responses demonstrated a substantial amount of teaching experience.

2% of respondents were on the Teacher Induction Scheme (TIS) and a further 9% were within the first five years of their teaching career. 39% of respondents had taught for between 6 and 15 years and another 39% had taught for between 16 and 30 years. 11% had taught for more than 30 years. The majority of respondents (89%) were therefore experienced teachers, with more than six years' experience.

This length of teaching experience means that these teachers will have experienced a number of curriculum and examination changes during their careers, including the most recent change from the 3-14 Curriculum to Curriculum for Excellence and ongoing adjustments to National Qualifications.²³

Use of primary sources

6. Respondents were asked to indicate all the cultural institutions they have visited with pupils to engage with primary source materials. Of the 91 respondents, 67% had visited museums, 63% libraries, 48% the local built environment and 36% art galleries. 31% of respondents had visited archives or local history centres with their pupils. 16% of respondents had not visited any of these institutions.

Additionally comments included visits to castles and historical monuments (3%), visits to a field studies centre (1%) and a zoo (1%), and to music performance venues (1%). One respondent included an education officer visiting the classroom with archive sources. One

²³ 78 survey respondents answered the equality monitoring questions at the end of the survey. These demonstrated that 90% of respondents were female and 9% male; they were 94% white with 1% African British; 93% had no disability with 3% claiming a hearing disability. 56% of respondents were aged between 41 and 60 years of age, 37% were between 26 and 40 years of age, 5% between 18 and 25 and 1% were over 60.

French teacher commented that the institutions visited were abroad and the visits were part of an overseas trip rather than a standard part of the educational programme.

Primary teachers were far more likely to have visited any of the cultural institutions mentioned than secondary teachers, with only 4% of primary teachers and 35% of secondary teachers not having visited one of these institutions. The most likely reason for this is timetabling within schools. It is much simpler for a primary teacher with responsibility for educating a single class to plan and deliver a trip out of school. Secondary teachers work to more defined timetables and have to negotiate access to pupils and cover for their other classes if they wish to exceed their timetabled class times.

7. 90 teachers responded to the question about using archives. Overall 47% of teachers had used archives for personal research; 59% had used archives to research and plan their teaching; 68% had used archives in class with their pupils; 44% had visited an exhibition where archives were on display; 38% had attended a workshop or learning session with pupils; 16% had been involved in a project with a heritage partner. 14% had not used archives at all.

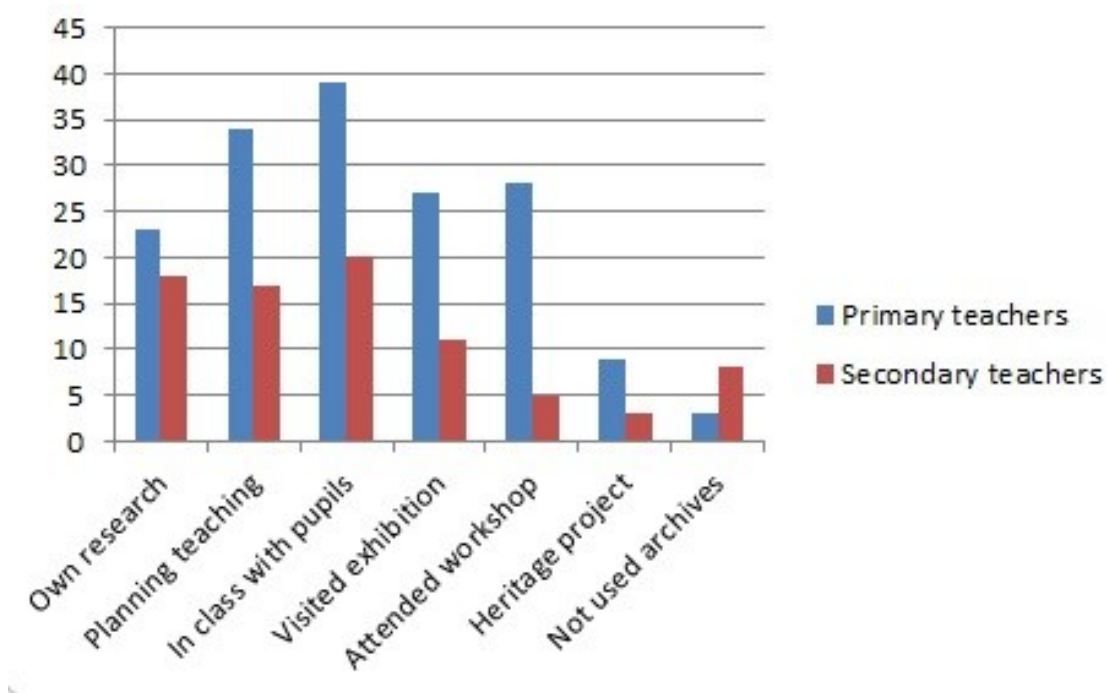


Figure 1: Comparative use of archives by primary and secondary teachers

Secondary teachers (49%) were slightly more likely than primary teachers (46%) to have used archives for personal research. More primary teachers had used archives to research and plan their teaching (68% primary and 46% secondary) and with pupils in the classroom (78% primary and 54% secondary) than secondary teachers. As with Q.6, primary teachers were much more likely to have taken their pupils out of school to visit an exhibition (54% primary as opposed to 30% secondary) or to attend a workshop or learning session (56% primary and

14% secondary). Whereas only 3% of primary teachers had not used archives at all, 22% of secondary teachers had not.

The secondary teachers who had not used archives taught a range of subjects including Maths, Food and Textiles Technology, Graphics Design & Manufacture, Economics and Business Management, Graphic Communication, Engineering Science and Music. Whilst there might be archival sources which would support the teaching of these subject areas, particularly if a cross-curriculum project was being planned, it is perhaps understandable that these teachers are not currently using archives.

Discovering primary sources

8. There were 88 responses as to how teachers had identified the archives they had used with pupils and they were asked to select all the options which they had used. 65% of respondents had identified archives by searching the internet and 49% had used a known website. 50% had used archive material already available in school, for example in a project box. 27% had followed up references in a book or publication and 26% followed up references from a conference or training event, which references may have been to online sources. 36% of respondents had undertaken personal research in an archive. The majority of respondents had therefore searched online.

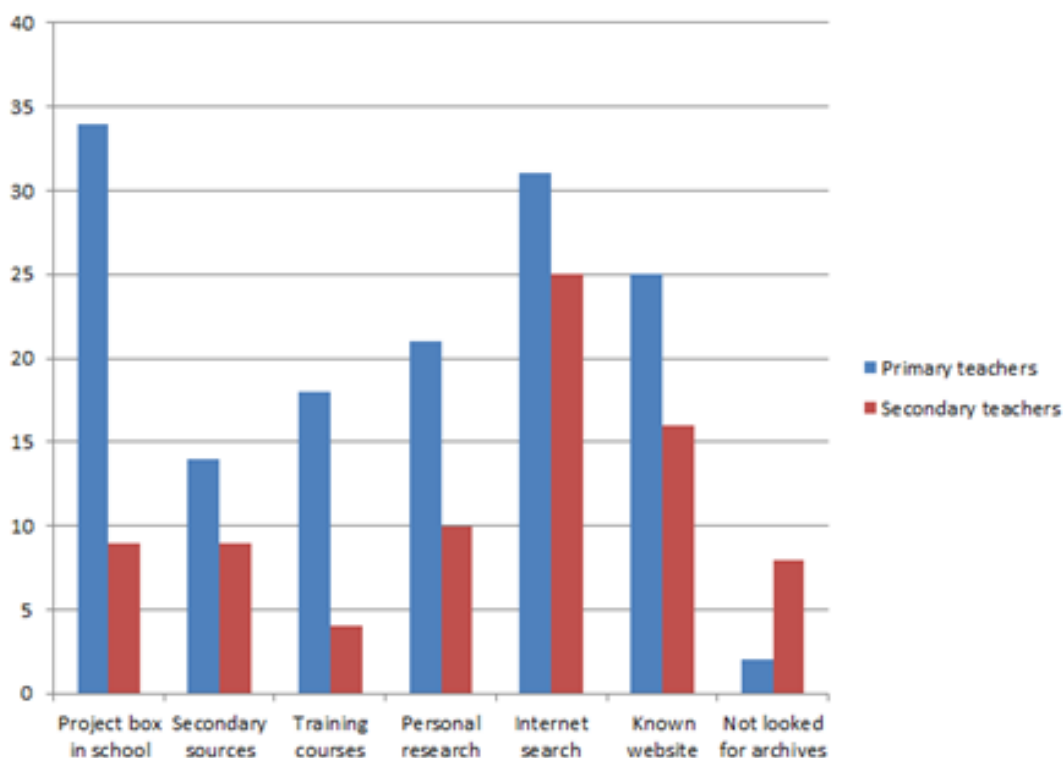


Figure 2: Illustration showing comparative sources for archives used by primary and secondary teachers

The responses to this question showed clear differences between primary and secondary teachers. Of the 51 primary teachers who responded, 71% used existing resources already in school whereas only 24% of the 37 secondary teachers who responded had used existing resources. This may reflect the lack of existing resources in secondary schools, or the changes

to the curriculum and national qualifications which have required secondary teachers to find additional or new resources. In primary schools, where topic based teaching pre-dated Curriculum for Excellence, there may be more existing resources already in school which are still useful and the first point of call for teachers.

The potential requirement for secondary teachers to identify new resources to support Curriculum for Excellence and National Qualifications is supported by the 68% of secondary teachers who search the internet for archive sources. Fewer primary teachers (65%) search the internet, but more primary teachers (52%) revisit familiar websites, whilst only 43% of secondary teachers revisited a known website.

Filtering the results to focus on those teachers who undertake searches of the internet or who visit a known website, to see whether there is any link with the age of the teacher demonstrates that 58% of teachers searching online are aged between 41 and 60 years of age, and 33% are aged between 26 and 40. This suggests that internet searching is not the prerogative of 'digital natives' ie. those who have grown up with digital technology.

Re-filtering the results shows that twice as many teachers aged over 41 years of age have done personal research to identify archives than teachers of a younger age. The 24 teachers in this group comprised 54% primary teachers with no specific specialism, and 21% History specialists.

9. Teachers were asked which websites they had used to discover archives. The Education Scotland and SCRAN²⁴ websites were most frequently consulted, with 51% of teachers visiting Education Scotland and 56% visiting SCRAN. Primary teachers used both these sites more frequently than secondary teachers: 60% of primary teachers had used Education Scotland compared to 42% of secondary teachers; 60% of primary teachers had used SCRAN compared to 53% of secondary teachers.

These results may reflect the fact that both these sites include archival sources from a number of cultural institutions. Additionally, Education Scotland's website is organised according to Curriculum for Excellence and National Qualifications guidelines, which may make the content more immediately accessible for teachers.

Primary teachers had visited Education Scotland and SCRAN in approximately equal numbers, whereas SCRAN was more popular for secondary teachers (53%) than Education Scotland's website (42%). This may reflect the need for secondary teachers to identify new primary source material to support changes in National Qualifications. The results are surprising, however, as the content on Education Scotland's website is arranged according to National Qualifications requirements which would suggest that it should be more popular than SCRAN where sources have to be identified through a subject search.

²⁴ <http://www.scran.ac.uk/> (visited 23/02/16)

There are a number of ways of searching SCRAN, by subject or theme or through prepared 'pathways'. Although not directed specifically at Curriculum for Excellence or National Qualifications, SCRAN has been promoted to teachers as a free source of digital images of original source material for a number of years. The sources presented on SCRAN are also not limited to archival material but include images of museum artefacts and costumes, as well as photographs, film and audio clips.

Other cultural institutions websites, with their more specific collections of archives, manuscripts, books, artefacts or pictures, had been used by fewer respondents. Overall, 29% of teachers had visited the National Library of Scotland website²⁵, 17% had used ScotlandsPeople²⁶, 15% had used Scottish Archives for Schools²⁷, 13% had used National Records of Scotland²⁸, 7% had used ScotlandsPlaces²⁹ and 5% the website of the Royal Commission on the Ancient and Historical Monuments of Scotland³⁰.

Individual teachers also mentioned having used the following websites: The National Archives, East Lothian Council, 'local archives websites', Imperial War Museum, Victoria & Albert Museum, National Galleries of Scotland, BBC, Pinterest, Mitchell Library (Glasgow Life), Jewish Archives (Glasgow), Highland Region library index and the Times Educational Supplement website.

Of those who responded to this question, 11% of primary and 28% of secondary teachers had not used a website to discover archive sources.

10. 85 teachers responded to this question on finding websites where archival sources are available. 79% of archival sources appear to be discovered by a new internet search or through a link from a related site. 89% of primary teachers and 66% of secondary teachers had successfully identified sources in this way. Results from primary teachers suggest a pattern of returning to familiar websites, with 54% of responders making return visits. 41% of primary teachers followed up recommendations from colleagues. Comments from responders included appreciation of a well-informed school librarian and links from SATH (Scottish Association of Teachers of History) and other conferences and CPD events.
11. This question asked teachers what they want to find online, from details of archive opening hours to downloads. 46 primary teachers and 36 secondary teachers responded. 33% of secondary teachers who responded to this question stated that they did not look for sources online.

Very few primary or secondary teachers expressed an interest in finding out information about archives opening hours, top-level descriptions of collections or online catalogues. 43%

²⁵ www.nls.uk (visited 23/02/16)

²⁶ www.scotlandsppeople.gov.uk (visited 23/02/16)

²⁷ www.scottisharchivesforschools.org (visited 23/02/16)

²⁸ www.nrscotland.gov.uk (visited 23/02/16)

²⁹ www.scotlandsplaces.gov.uk (visited 23/02/16)

³⁰ www.rcahms.gov.uk (visited 23/02/16)

of primary teachers wanted to access ready-made resources with lesson plans and suggested activities, and 34% wanted information or images which could be immediately downloaded. This contrasts with advice to cultural institutions from Education Scotland, which has suggested providing digital images for teachers which they can reuse and repurpose for their own purposes rather than prepared lesson plans.

Secondary teachers however were more interested in information and images which they could download (39%) with just 17% being interested in ready-made resources.

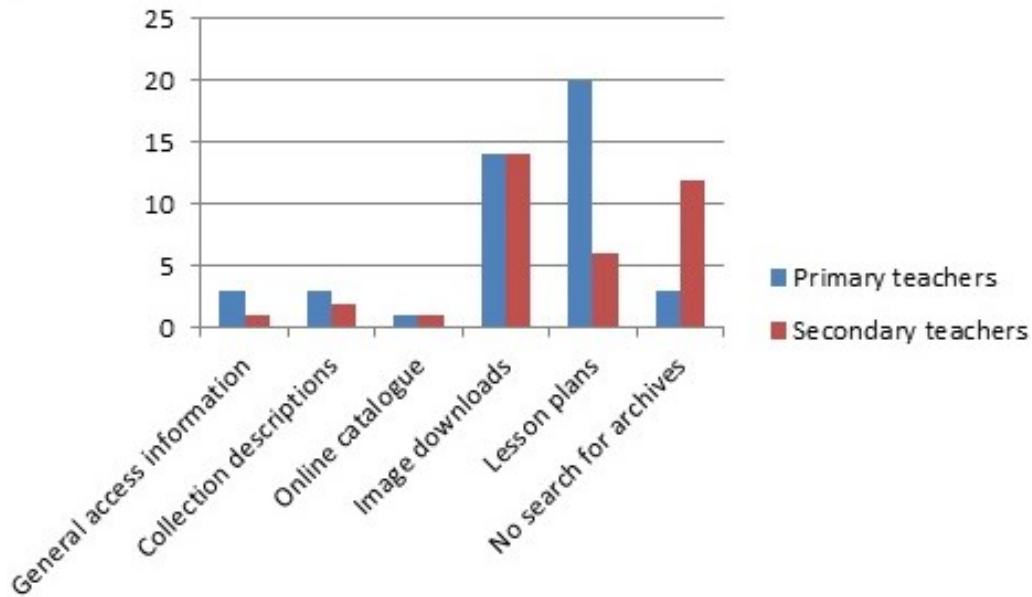


Figure 3: Illustration showing how teachers would like online information to be presented.

One respondent commented that ‘Information, descriptions, online catalogue, downloads and resources would be really helpful for schools - we don't know what is there, so we don't know what we are missing!’ This comment, along with the number of teachers who are not searching for archives online, suggests an overall lack of knowledge of the breadth and variety of resources available and where to find them.

- Of the 85 teachers who responded to this question, 62% of both primary and secondary teachers had found searching online for archive material quite or very successful, 14% were ambivalent and 6% had found it unsuccessful or very unsuccessful.

There were five teachers who had found searching online very/unsuccessful; four primary teachers and one secondary teacher of History and Modern Studies. Four of the teachers had worked for between 6 and 15 years, the other had worked between 16 and 30 years. None of these teachers had any personal research experience using archives. This lack of personal experience may partly explain why their online searches were unsuccessful.

- This question invited teachers to comment on their experience of ‘finding archives’ online, following on from Q.12. Eight respondents left comments.

Teachers expressed their frustration at the difficulty of finding useful material amongst the mass of 'stuff' available, particularly the time required to discover and check out potential sources:

- 'Lots of detail to wade through can be a bit off putting.'
- 'Search is too time consuming as INET so big simply don't have time to do research for primary documents.'

Respondents drew attention to the difficulties of accessing websites which were blocked by local authority firewalls:

- 'With experience, researching becomes easier. Blocked websites can be an issue and it can take some time to get them unblocked.'

One comment mentioned the frustration of identifying material but then being charged for access.

- 'Too many websites will only allow you to use materials/get so far before charging a payment'

Teachers referred to the difficulty of using original sources with pupils with relatively poor literacy skills:

- 'Written sources too difficult to use with relatively poor literacy skills of pupils. Also usually too long.'

A human point of contact would be helpful:

- 'Having specific detail, or a contact email to find out more information is often helpful.'

A couple of comments specifically referenced SCRAN as both a valuable source but also as difficult and time-consuming to search:

- 'Scran search is not great - you need to know what you are looking for, but not knowing what is available means this is really challenging to find something relevant. It takes too long.'
- 'Searching for primary sources for a specific topic/ subject on Scran (for example) takes a long time and then the process of downloading the pictures etc takes a long time (I understand there may be copyright issues with this so that may be the reason it has to take a while). But teachers have a lot to do and so if a search takes too long it is not the best use of our time.'

Comments also identified Pinterest as an 'archive' frequently used by teachers to find original sources.

14. Teachers were asked how many times they had visited an archive repository to do research: 49% of the 80 respondents had never visited an archive (44% of primary teachers and 53% of secondary teachers). 24% of respondents had visited an archive more than three times (26% of primary teachers and 21% of secondary teachers).

Archival finding aids are created according to specific styles and priorities, for example, to respect the provenance of a document and its place within a larger collection. Users have to familiarise themselves with these styles and priorities to find the source material that they need. Having undertaken research in an archive repository would give the teacher an understanding of the way that archives are organised and catalogued, potentially improving their ability to identify the images they find online and to check out the context. Experienced researchers would also be able to advise their older pupils on how to find and use original material in support of their personal research for extended essays. This suggests that the assistance of an archivist might be particularly valuable in enabling these teachers to access archives material, and guidance and contextual information will be needed to ensure successful online access.

15. Respondents were asked to list all the archive repositories, if any, that they had visited – not necessarily to do research. 25 teachers responded with the following list of archives:

Stow Archive; Aberdeen City Council - Old Aberdeen House; The National Archives; University of Aberdeen Special Collections; John Gray Centre, Haddington; National Library of Scotland, East Lothian Council; Stirling Council; Scotland on Film; Glasgow School of Art; University archives; Heritage Centre, Elgin; Clydebank Library; Glasgow Jewish; Edinburgh Central Library; Mitchell Library, Glasgow.

Additional 'archive' repositories which teachers had visited:

National Museum of Scotland (NMS), National Gallery of Scotland; Museum of Childhood; Holyrood Palace; Edinburgh Castle; Stirling Castle; Libraries (various); SCRAN; Stirling Castle; GMRC (Glasgow Museums Resource Centre); Glasgow Museums, Dick Institute (museum and art gallery, Kilmarnock).

What is really interesting from the list of repositories provided by respondents to the survey is the lack of distinction between historic buildings, museums, libraries - and archives. Whilst institutions like NMS and Glasgow Museums and many historic properties may hold some archival material, teachers clearly do not distinguish between types of original source material.

One possible explanation is that teachers genuinely don't know what constitutes an archive and how this differs from a museum, library or historic building. Alternatively, however, teachers may be aware of the distinctions, but their interest is in identifying primary source material and they are not particularly concerned with its format and whether it is technically an archive document, an artefact or an historic building. Whilst archivists and museum and gallery curators are highly aware of their own specialisms, this may not be helpful for teachers (other than allowing for broader career options for students). This may partly explain the popularity of SCRAN (see Q.9 above), which provides digital images of written documents, photographs and museum artefacts, and does not require teachers to differentiate between the various institutions which hold the originals.

Prepared workshops/learning sessions

16. This question asked teachers whether they and their pupils had experienced a workshop or learning session in an archive repository. Of the 45 primary teachers who responded, 29% had attended a workshop or learning session. Of the 32 secondary teachers, 12.5% had attended a workshop or learning session. As attendance at a learning session in an archive repository requires pupils to leave the school, the restrictions of secondary school timetabling may be partly responsible for the low numbers of secondary teachers having taken advantage of these opportunities.
17. Following on from Q.16, this question asked teachers where they had attended the workshop or learning session mentioned above. They include:

National Records of Scotland (Scottish Wars of Independence); Perth and Kinross Council Archives (farming); Stow Archives (railways); Aberdeen City Archives (introduction to archives); University of Aberdeen Special Collections (Explore Your Archive); John Gray Centre; Burns Heritage Centre.

Additionally teachers mentioned the following workshops/learning sessions which they had attended:

GMRC (Glasgow Museums Resource Centre); National Museum of Scotland; Holyrood Palace; Edinburgh Castle; National Gallery of Scotland; Stirling Castle; John Muir Birthplace.

Although the question specifically asked about workshops/learning sessions delivered in an archive repository, the responses included experiences delivered by museums and other heritage partners. The results are therefore unclear – if the question had specifically asked about workshops and learning sessions delivered by any cultural institution then more teachers might have indicated their participation. As it is, the responses clearly indicate some confusion between archives and other cultural collections and do not provide definitive numbers for participation.

These responses suggest limited knowledge of the various opportunities to attend workshops and learning experiences which currently exist, and the difficulties facing secondary teachers who wish to take their pupils out of school. Despite Curriculum for Excellence's encouragement for teachers to undertake cross-curricular projects and experiences outside the classroom, these have not yet been fully embraced in secondary schools.

18. Twenty respondents provided information on how they found out about the workshop/learning session attended. 25% of teachers had used their personal connections or local knowledge to initiate contact with a cultural institution which had resulted in a workshop or learning session. 20% had contacted an organisation directly to ask whether such sessions were available. A further 20% had responded to fliers or marketing emails sent to schools by the organisations. 15% had heard about opportunities from colleagues. 10% had found information on websites or from training events. 5% had found out about the opportunity from an arts coordinator (no longer in post).

From these results it is clear that archivists need to improve their marketing techniques, as teachers are currently not finding out about the opportunities that exist. The responses to this survey suggest that teachers use their personal knowledge, 'word of mouth' and advice from colleagues when looking for opportunities, so archivists need to find a way into this network to communicate with teachers.

A couple of teachers had found out about opportunities through training events. Archivists need to contact teachers as early as possible in their careers, ideally whilst at teacher training college, and thereafter through CPD and in-service opportunities.

19. 26 teachers commented on how valuable the workshop/learning session experience had been to participating pupils. Where respondents had taken pupils to workshops/learning sessions delivered in archives, they rated the experience highly, with 100% of primary and secondary respondents rating the experience as quite of very or quite valuable. This suggests that what is on offer is good and achieves its objectives – making it even more imperative that the advertising is improved so that more pupils can benefit from the opportunities.
20. This question asked teachers whether the workshop/learning session they experienced was free of charge. Of the 22 responses to this question, 78% had received the workshop/learning session free of charge (although one teacher said this was because the class had additional support needs) and 23% were charged a fee.
21. Respondents were asked whether the experience their pupils received was worth paying a fee for. Seven teachers responded and all (100%) agreed that a small charge per pupil of £1 or £2 per head would be reasonable. One teacher did suggest that a charge per pupil in addition to the cost of travel might make the experience prohibitively expensive.

Whilst it is encouraging that teachers value the experience that their pupils have received sufficiently to pay for it, there are other considerations when thinking about charging, particularly where the cost of invoicing and processing payments for relatively small amounts may exceed the income gained. There is also the issue of judging whether a charge is making the service unaffordable to specific schools (perhaps in areas of multiple deprivation).

22. This question focussed on archival outreach and whether teachers had direct experience of an archivist coming into the classroom to share his or her expertise. 27% of the 44 primary teachers and 7% of the secondary teachers who responded to this question had experienced an education officer or archivist coming into the classroom to work with their pupils.
23. No respondents to the survey had experienced working virtually with an education officer or archivist. This suggests that the facility to communicate virtually through Education Scotland's secure intranet, Glow³¹, is not being exploited.

³¹ 'Glow is a digital environment for learning that is available across Scotland. Glow is funded by the Scottish Government and presents schools with a purpose built digital learning solution which supports the delivery of Curriculum for Excellence.'

24. Returning to the workshops and learning sessions, respondents were asked what they considered to be the benefits to their students of an archivist or education officer delivering a workshop/learning session in the classroom. 100% of the respondents to this question were enthusiastic about the benefits that this experience had brought their pupils.

At secondary school level, respondents identified the benefits for students of being able to meet and question an 'expert' and to handle original sources (archives or artefacts). The emphasis from respondents' comments was that this interaction made history 'real'.

At primary level, the perceived benefits included a 'new face and an expert viewpoint' and 'fantastic quality of information and delivery'. Teachers also appreciated the practical experience of handling objects and interacting with them.

Teachers highlighted the opportunity for their pupils to develop their skills, specifically the opportunity to develop 'invaluable research skills', as well as subject learning.

25. There was less unanimity amongst respondents to the question of the financial value of an archivist or learning officer visiting the classroom, with 82% of the 17 teachers who responded agreeing with a potential charge – at a level of around £2 per head – and 18% not. It was encouraging that most of those who had experienced the workshop/learning session recognised the value.

How can archivists assist teachers?

26. The final question was a free text response for teachers to suggest ways in which archivists could best support their use of archives with their pupils. There were 22 responses to this question. These responses have been summarised under the themes below:

Information about what is available

Teachers are unsure about what is available and how to find it, so a number of their suggestions were about archives being more accessible, with archivists being more proactive about informing teachers of what they have (one response suggested that archivists should provide an overview and 'map' of what is available online), along with more guidance on using the archives with pupils.

Sharing specific archival expertise

Respondents were keen that the expertise and specialist knowledge of the archivist be harnessed and shared with pupils, along with practical advice and support and guidance to identify specific items of interest.

Resources which link directly to the curriculum

Most of the teachers were looking for archives which linked directly to curricular areas and guidance in using archival material to support the curriculum. They want resources which are

easy to find and workshops/learning opportunities which clearly meet Curriculum for Excellence's Experiences and Outcomes and National Qualifications requirements. Relating resources directly to these requirements will enable teachers to easily justify participation, both in and outside the classroom.

Historical knowledge and historical skills

Archivists are asked to share both their historical knowledge and their expertise in using information. Teachers are keen that their pupils learn research skills, understand keywords and how to categorise sources. They want their pupils to engage with primary sources of evidence so that they can understand how the evidence connects them to the past.

Access to primary source material in the classroom

Ideally teachers would like access to archival material in the classroom, with the archivist bringing 'artefacts', age/stage appropriate archives/transcripts and activities. Respondents asked for project boxes for specific topics which they can borrow and use in the classroom.

Subject specific requests

There were some subject specific requests for World War II sources and for resources to support local studies.

Outside the classroom experiences

Respondents suggested that archivists should contact schools directly to advertise what they can deliver. Teachers were keen that full information is provided at the outset as to what pupils will be able to do – a couple referred to unfortunate experiences where pupils were not allowed to complete the investigation they wanted to due to restrictions on access of which they had been unaware.

Overall the comments reflect teachers' enthusiasm to use and engage with archives but also set out the limitations and difficulties they face: specifically lack of time and knowledge – of how to discover archives which are relevant and appropriate, and how to make best use of them once found.

Why is this important?

The intrinsic value of archives

Archives have an intrinsic evidential and informational value which informs their selection and preservation. The more recent perception of archives as a public service, making a significant contribution to enhancing citizenship, inspiring creativity and driving regeneration, and their recognised contribution to physical, mental and social well-being³², however, depends on access and use rather than just preservation. It is essential therefore that teachers are aware of and able to access and use archives with their pupils, so that this public value is shared with the next generation.

³² Holden, p 3-4

The use of archives supports Scottish Government priorities

Archives also support the attainment of a number of Scottish Government priorities. The Scottish Government's purpose is 'to focus government and public services on creating a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth.'³³ This purpose is defined in seven high-level objectives on economic growth, productivity, participation, population, solidarity, cohesion and sustainability and measured by *Scotland Performs*, the national performance framework.³⁴

Culture

Scottish culture, creativity and its rich heritage, of which archives form an essential part, are recognised as vital to Scottish communities. The Government is not just concerned with the preservation of culture as a legacy for future generations however but in promoting its contribution to sustainable economic development, its potential to improve health and wellbeing and quality of life for the people of Scotland and to raise the profile of Scotland at home and overseas.³⁵

*History is peppered with stories and ideas that define us. Some call for celebration, others almost for lamentation, because any nation's story has its darker moments and these are also part of our heritage – urging us to reflect on acts that have both harmed us and done harm.*³⁶

Archives are an essential part of this cultural heritage, providing the evidence of Scotland's past which informs this priority.

Education

The Scottish Government's priorities for education are focussed on improving young people's opportunities throughout their lives, enabling them to be successful, and supporting economic growth by increasing the number of jobs available and enabling people to progress their careers. In particular, the Government is focussing on raising the basic level of numeracy and literacy throughout Scotland in order to make Scotland's economy stronger.³⁷

Curriculum for Excellence has been created to develop a population fit for the 21st century: confident and successful learners, able to learn new skills throughout their working lives. The curriculum is not prescriptive in what is to be taught, assessing skills developed over time rather than specific knowledge of events and facts. It allows teachers and pupils to follow their particular interests, embraces creativity and learning outside the classroom and has successfully promoted health and wellbeing and inclusion. To date, however, it has failed to narrow the attainment gap between young people from different social backgrounds.³⁸ Government priorities are therefore currently focussed on improving basic levels of literacy and numeracy.

Health and wellbeing

³³ <http://www.gov.scot/About/Performance/scotPerforms/purpose> (visited 23/02/16)

³⁴ <http://www.gov.scot/About/Performance/scotPerforms> (visited 23/02/16)

³⁵ <http://www.gov.scot/Topics/ArtsCultureSport/arts> (visited 23/02/16)

³⁶ Hyslop, Fiona 'Past, Present & Future: Culture & Heritage in an Independent Scotland' speech at Talbot Rice Gallery, Edinburgh (*The Scotsman*, 05 Jun 2013)

³⁷ <http://www.gov.scot/Topics/Education> (visited 23/02/16)

³⁸ Hepburn, Henry *Times Educational Supplement (Scotland) insight*, 18/25 December 2015

The importance of health and well-being is emphasised by the strand which runs through Curriculum for Excellence and which is considered the responsibility of all subject areas from English to Graphic Communication. Evidence and information from archives, for example, can support understanding of how the health and wellbeing of society has improved and which innovations and ideas have been key to improvements, as well as developing knowledge of specific subjects, for example, epidemiology.

Business and industry

Archives are about information and its management and play an important part in a knowledge-based economy like Scotland, where knowledge of the past is essential for increasing competitiveness and improving performance.³⁹

In particular, the tourism industry is everyone's business – 'everyone in Scotland is an ambassador'.⁴⁰ Tourism is very important to the Scottish economy with visitor expenditure in 2014 totalling around £9.7 billion. Tourist spending contributes around £6 billion to Scottish GDP – about 5% of the total. Tourism provides jobs – around 7.7% of employment in Scotland in 2014.⁴¹

One of the strands of tourism which has expanded in recent years is ancestral tourism. Research into ancestral tourism commissioned by the Scottish Government in 2013 found that around 50 million people in the world have Scottish ancestry and that encouraging these people to investigate their genealogy could result in over 200,000 visits to Scotland each year. The study reckoned that this potential market could be worth around £2.4bn to Scotland over the next 5 years.⁴² Archivists and their collections play an important role providing the evidence and information for which these tourists are searching, providing economic as well as social and evidential value.

The Built Environment

The Scottish Government understands that architecture and place making contribute to sustainable economic growth.⁴³ As Fiona Hyslop, Cabinet Secretary for Culture, Europe and External Affairs, has said, 'Culture and heritage are fundamentally about people and places... [They] root us in a place but don't fix us in a place – they help to empower, enrich and shape our communities.'⁴⁴

Archives contribute to the development of a sense of place through providing evidence of what has gone before - how communities, places and landscapes have developed and changed over time. They provide the documentary sources to inform the evidence of the built environment, filling in the gaps and deepening understanding of the people involved, their political and social drivers, rich and poor.

³⁹ <http://www.gov.scot/Topics/Business-Industry/science> (visited 23/02/16)

⁴⁰ <http://www.gov.scot/Topics/Business-Industry/Tourism> (visited 23/02/16)

⁴¹ Ibid

⁴² *Visit Scotland Ancestral Tourism Report* at http://www.visitscotland.org/research_and_statistics/tourism_sectors/ancestral_tourism.aspx (visited 23/02/16)

⁴³ <http://www.gov.scot/Topics/Built-Environment> (visited 23/02/16)

⁴⁴ Hyslop, Fiona 'Past, Present & Future: Culture & Heritage in an Independent Scotland' speech at Talbot Rice Gallery, Edinburgh (*The Scotsman*, 05 Jun 2013)

A shared sense of place and understanding of the development of Scotland and where and how diverse faith groups and nationalities have entered and settled in Scotland assumes ever greater importance in the 21st century. Society is complex, made up diverse races, ethnicities, disabilities, ages, genders, sexualities and socio-economic statuses. People need to be valued equally and the government has legislated accordingly. This means that archivists have a statutory as well as a moral duty to address inequality in the content of and access provided to archives. Through careful selection and arrangement of records, heritage providers can endeavour to present their 'stories' to more fully represent the perspectives of a diverse society. This becomes even more important in the face of reaction against mass refugee movements and freedom of movement within the EU.

Projects set up to bring communities together have economic and social benefits. For example the recent Scottish Bairns initiative to share community stories across the generations as well as the cultures of local communities,⁴⁵ Scotland's Urban Past, which 'encourages groups and individuals of all ages to discover and share the fascinating stories of Scotland's towns and cities through community-led projects'⁴⁶ and the Living Communities projects in Perth and Kinross, where 'heritage stories have been captured through documentary, film animation, photography and sound recording by young people throughout Perth & Kinross'.⁴⁷ Initiatives like these require input from archives, museums and the built environment, providing the evidence which underpins the project activities and the opportunities for interacting with the evidence which teaches the skills highlighted in the project objectives. A major factor in the success of these projects is that their results are shared digitally online, bringing together the immediate community involved in a single project with a network of other communities also working towards similar objectives.

Growing a Digital Economy in Scotland

The Government recognises the potential of digital:

*We are on the cusp of a new digital revolution which will transform economies around the world. We want Scotland to be at the forefront of that revolution and to have cemented its place as world-class digital nation by 2020.*⁴⁸

A report on Scotland's Digital Future was published in 2013, highlighting the opportunities for the public sector in Scotland to stimulate the digital economy, alone and in partnership with the private sector.⁴⁹

The Government has committed an additional £7 million to progress the recommendations included in the report. This includes establishing digital public services which meet people's needs and are easily accessible whilst enabling services to be delivered effectively and economically.

Today, access to and use of the internet is growing among people of all ages and backgrounds. In particular, people are using mobile phones over landlines and the rapid growth of smartphones is

⁴⁵ <http://scottishbairns.com/> (visited 23/02/16)

⁴⁶ <http://www.rcahms.gov.uk/rcahms-projects/scotlands-urban-past> (visited 23/02/16)

⁴⁷ <http://www.pkc.gov.uk/article/12267/Living-Communities-in-Action> (visited 23/02/16)

⁴⁸ <http://www.gov.scot/Topics/Economy/digital/digitaleconomy> (visited 23/02/16)

⁴⁹ *Scotland's Digital Future - Supporting the Transition to a World-leading Digital Economy* (Tuesday, May 7, 2013, ISBN: 9781782564577)

*creating a whole new group of customers whose preference is to access and receive information and services on the move.*⁵⁰

Digital technological advances allow people to do things themselves but also to collaborate in new ways. In its application to archives, the digital strategy presents an opportunity for archivists to rethink how they make their collections accessible online – does current presentation enable users to find information themselves in the way that they wish to? Does it allow users to collaborate and assist each other? Will new users be able to discover and user collections?

Archives and public value

The cultural sector as a whole has had to reassess how it demonstrates its value in the light of central government decision making: whereas in the past the sector has had to demonstrate social or economic impact, it is now required to identify the benefits it offers through policy appraisal and evaluation.⁵¹ Evaluation in this context is as set out in the *Green Book* and focuses on the economic valuation of services. In its conclusion, the DCMS report on ‘Measuring the Value of Culture’ finds the separation of the *intrinsic* and *institutional* value of culture to be unhelpful as there are currently no methods to prescribe what and how to measure them.⁵²

For archivists this means that, for the time being, local authority and central government funders will remain focussed on the numbers of users in the search room, visiting the website or using online digital resources as justification for the cost of resourcing these services. Users of course can and should include teachers and their pupils, emphasising how important it is that archivists reach out to those who would like to use collections as well as to attract non-users.

The lack of a purpose or motivation was identified by MLA in the Taking Part survey as the main reason why non-users did not visit archives. The survey also found the lowest attendance rates were amongst adults from an Asian background and adults with no qualifications.⁵³ The MLA briefing pointed to the following approaches which have proven to raise demand for and participation in cultural activities:

*Re-interpreting and re-positioning cultural services, outreach (tapping into the demand for local activities), **education**, using cultural ambassadors and involving representatives of target groups, consultation and community engagement, tapping into existing social networks, manipulation of content (reflecting the interests of particular groups, **using content which engages children**) and of context (taking culture out of its traditional setting or bringing social activities into the cultural space), and making the cultural offering a social activity of space.*⁵⁴ (My emphases)

Working with teachers to enable the use of archives in the classroom and selecting content to support the curriculum are activities which not only meet the requirements of teachers, as outlined by respondents to the survey, but also support the wider context of outreach. As Victor Gray has argued, archivists need to prioritise outreach, whether to meet the needs of the employer, the

⁵⁰ <http://www.gov.scot/Topics/Economy/digital/digitalservices> (visited 23/02/16)

⁵¹ O'Brien, Dave *Measuring the value of culture: a report to the Department for Culture Media and Sport* (Dec 2010)

⁵² Ibid

⁵³ Mc Nabola, Aibhe *Increasing Attendance and Participation* (MLA Research Briefing 4, December 2008)

⁵⁴ Ibid p 2

academic researcher or the general public. Outreach is 'as essential to the spirit of an archive as brass paper-clips may be to its physical well-being.'⁵⁵ Whilst archive services are funded by taxpayers, local or national, wider outreach to individuals, schools, communities and societies is an essential response to local stakeholders and demonstrates the value of archive collections. As Indhu Rubasingham, Artistic Director at Tricycle Theatre, has said "If you don't engage with the taxpayers, why should they fund you?"⁵⁶

Outreach to multiple socioeconomic groups and ethnicities will also enable archives and other heritage providers to combat their reputation for preserving the heritage of 'dead white men', as demonstrated by the recent development of city museums,⁵⁷ which have redefined themselves to create a 'bonding heritage' that makes room for all citizens, regardless of their origins. They also promote an audience-centred focus 'where the public shifts from *visitors* to *participants*'⁵⁸ and allows space for the public to 'explore and reinforce their own individual identities through museum content, and making room for memories and emotions as well'.⁵⁹

Responding to contemporary society is an essential ingredient in developing and attracting a new audience, whether specifically teachers and pupils or in the local community. Whilst the 2011 census identified relatively small numbers of ethnic minority communities in Scotland, the lack of opportunity to be in contact other cultures can contribute to ignorance and distrust. Moreover, the interpretation of archives, museum and gallery collections can enable communities to recognise the existence of social, ethnic and faith groups which have always existed in Britain and have reason and right to be here.⁶⁰

Audience development for archives

Users of archives fall into two broad categories:

1. Those who have a purpose or motivation to engage with archives:

- The expert researcher, typically an academic historian, who has developed a knowledge and understanding of archives, their provenance and management and is able to work largely unaided in the search room. The number of academics using archives is going steadily down.
- The novice researcher – just starting out on his or her learning journey and therefore requiring substantial interaction with the archivist to find and use appropriate sources, in the search room or online.

⁵⁵ Gray, Victor "Who's that Knocking on Our Door?': Archives, Outreach and Community" in *Journal of the Society of Archivists* Vol. 29, No. 1 (April 2008) p 2

⁵⁶ Quoted in a talk by Sir Peter Bazalgette on *Arts Council and the Creative Case for Diversity* (8 December 2014)

⁵⁷ Tisdale, Rainey "City Museums and Urban Learning" in *Journal of Museum Education* Vol. 38, No. 1 (March 2013) pp 3-8

⁵⁸ Ibid p 4

⁵⁹ Ibid p 5

⁶⁰ Black Environment Network *Multi-cultural Interpretation and Access to Heritage* at <http://www.blackenvironmentnetwork.org.uk> (visited 23/02/16)

- The user, who is seeking specific information and is not particularly interested in the context of provenance of the documents themselves, so long as they reveal the specific details required. These users will engage with collections physically or online but are likely to prefer instant access online. Teachers fall into this category: Curriculum for Excellence and National Qualifications encourage them to engage with archives, but their lack of personal knowledge or experience means that they are unsure where to start.
- Those who are participating in a heritage project which includes using archives to find out specific information and to develop the skills outlined in the project plan. These users may not continue to use archives once the project with which they are involved ends as their purpose is directly related to the specific project. On the other hand, the knowledge and skills they have developed during the project may lead them to find another purpose.

2. Those who do not have a purpose or motivation

- Non-users who are aware of archives and their potential use, but have (so far) not had a reason to use them.
- Non-users who are unaware of the existence of archives and their potential value.

The traditional academic audience for archives is declining. In the last 30 years the empty seats in the search rooms vacated by the academic researchers have been filled by genealogists – but the number of these too is beginning to wane as more archival material is made available online. Genealogists still comprised the largest group of researchers in the recent PSQC survey, but their number had fallen from 56% of users in 2012 to 49% in 2014.

This fall in the number of genealogists is demonstrated by the number of visitors using ScotlandsPeople, the genealogical service managed by National Records of Scotland in the Scotlands People Centre in Edinburgh and online at www.scotlandsppeople.gov.uk. The number of visitors to the Scotlands People Centre has decreased from 25,000 in 2011-12 to just over 17,000 in 2014-15, a reduction of 30%. Online use of the service has also decreased, although only by 3.5%. This decrease is a logical consequence of users who have discovered and used the resources currently available which they have the skills to find and understand. These visitors will not return to the service until new, accessible material is published.

The PSQC statistics provide limited evidence on visitors' experience, although the 2014 survey did establish that a high proportion had done some initial research online before travelling. Potentially users will require assistance from the archivist to navigate the catalogue and discover the information that they are seeking. Respondents to the survey clearly expressed a need for support in finding suitable material for use with their classes. The traditional archival focus on provenance and context is unlikely to provide the best access to these users - few survey respondents chose to use archival catalogues to find material to use with their classes, preferring to access images or information ready for immediate download. In fact, survey respondents were unlikely to visit a search room at all.

The growth in the amount of archival material available online should have transformed access to archives. The potential audience for archival material is online, and archivists have been responding to this new audience for a number of years, with various record series and digital images published on a number of websites. To date, however, archival material has been presented online in much the same way as it was presented in the search room, starting with the catalogues. Free text retrieval, whilst making it possible to search archival catalogues online, has not delivered the holy grail of access for all to find whatever was wanted that was expected. To use archive catalogues, whether paper or online, requires the user to have at least a limited understanding of archival arrangement – record series, provenance and how they relate to each other. And whereas in the search room the archivist is on hand to provide assistance and guidance, there is an absence of support online. No wonder then that respondents to the survey were not looking for online catalogues.

Moreover an entry in a catalogue, whilst informative, does not necessarily provide the actual information sought by the user, rather it provides a signpost to where that information can be found – which may well be a parchment document which can only be viewed in a search room or by ordering a digital image. Will this answer the research needs of the 21st century, including teachers and pupils?

David Nicholas has investigated the research and reading styles of those who are ‘digital natives’,⁶¹ and has identified their heavy dependence on their mobile devices, which has implications for the way that libraries and archives (and governments, society and culture) provide information. Research happens on the move and rarely in libraries or archives; information is consumed like fast-food – through continual ‘snacking’; reading is chosen from shopping lists of links, with readers moving quickly between them, discarding and rejecting constantly; internet searches use an average of 2.2 words, contributing to the need to continuously reject information; users multitask all the time (whether they can or not). As Nicholas writes: ‘...in information seeking and reading terms, the horizontal has replaced the vertical, deep reading is ‘out’ and fast viewing is ‘in’.’⁶²

So, ‘digital native’ users expect to discover information in new ways, using new technologies – and it follows therefore, that archivists and other primary source providers also need to find new ways of encouraging and enabling access to their collections online. Nicholas highlights the potential benefits for libraries and other information providers if they take advantage of this situation. To take full advantage, however, information providers have to make their records available where their users are, accepting that ‘their monopoly of provision is over’.⁶³

In a world where, as Nicholas highlights, users trust their mobile devices more than other providers of information including libraries, archivists need to exploit this technology.

Chowcat has identified online use as pervasive across all categories of users and age ranges and not just for ‘digital natives’.⁶⁴ He emphasises the need to provide ‘seamless access across services,

⁶¹ Nicholas, David ‘The Google generation, the mobile phone and the ‘library’ of the future: Implications for society, governments and libraries’ in A. Noorhidawati, et al. (Eds): *ICOLIS 2014*, Kuala Lumpur: DLIS, FCSIT, 2014: pp 1-8

⁶² Ibid, p 3

⁶³ Ibid, p 4

⁶⁴ Chowcat, Dr Ian, *Spotlight on the Digital. Recent trends and research in scholarly discovery behaviour* (Jisc, September 2015)

multiple locations and different devices⁶⁵ and to evaluate services to identify what is done well in comparison with other services like Google Scholar. Chowcat identifies a number of emerging trends in discovery: the development of specialised apps rather than websites and the challenge of the omnipresent mobile device; rapidly changing online trends and behaviour; the early signs that the next generation of students entering university between 2020 and 2025 use touch and gesture to navigate devices and appear to have a preference for the visual and personalised services, as well as potential lessons to be learned from e-book piracy - an example of user-curated communities of interest.

Whereas recent studies into making archives available online have assumed an audience with a prior purpose or motivation and the ability to understand traditional archival processes, perhaps the biggest challenge for archivists is to present archives online in a different/innovative way. This might allow users to stumble across archives from a 2.2 word internet search, enabling users to browse archives as you might browse in a museum, gallery or library. The opportunity to browse may lead to the personal interaction and experience which Holden describes as the *intrinsic* value.

Graham Black, who has researched the visitor experience in museums over a number of years, believes that museums (and, I would argue, archives) need to establish long-term relationships with users, which commence when a visitor first attends an exhibition or drops in to browse a collection (or finds a useful archival source) and is then developed through ongoing events and activities and by inviting user-generated contributions. Black describes user-generated contributions as ‘the democratisation of history’, enabling ‘those previously silenced, spoken for or marginalised, to reclaim ownership of their own, and their communities’, pasts’.⁶⁶

Respondents to the survey showed a clear preference for recommended websites and resources and many returned to websites that they had already found. Teachers are likely to revisit a website where they have successfully discovered archival resources and to recommend it to colleagues. They may be open to sharing how they have used the material they found with their pupils – generating additional content which enhances the archival collections. There have been a number of recent initiatives to add value to collections by gathering user knowledge, for example, Zooniverse⁶⁷ and Art Detective.⁶⁸

There are also issues to be resolved where local authority firewalls prevent access to certain websites in school when young people can access anything and everything via their mobiles outside school. Rather than blocking access to information, teachers have to ensure that their pupils are learning to become critically aware. The amount of information available to pupils means they have to learn to discriminate; this skill needs to be taught. In many respects the traditional skills required for research – analysing, evaluating and selecting data – are the skills required by those searching online. In the absence of taught skills, young people are developing their own processes for dealing

⁶⁵ Ibid, Executive Summary p.4

⁶⁶ Black, Graham *Transforming visitor experience across museums and heritage sites, museum organisation and evaluation* (REF 2014 Impact case study REF3b)

⁶⁷ ‘The Zooniverse provides opportunities for people around the world to contribute to real discoveries in fields ranging from astronomy to zoology. Welcome to the largest online platform for collaborative volunteer research.’ <https://www.zooniverse.org/> (visited 23/02/16)

⁶⁸ ‘Art Detective is an online community that helps art collections find out more about their artworks.’ <http://artuk.org/participate/become-an-art-detective> (visited 23/02/16)

with data online, developing triangulation techniques, for example, evidence that is confirmed in at least one other source, ideally two or three.

Research into museums education has highlighted the value students place on interactive experiences – for example, object handling and digital interactives, but also that 15% of pupils would never visit a museum or other cultural site except with their school.⁶⁹ School trips, organised by informed and motivated teachers thus provide a key opportunity to develop a new and potentially lifelong interest and engagement. The same potential to encourage lifelong skills and interest in archives is available for archivists to exploit.

Moreover the audience, particularly the audience of teachers consulted in this survey, were unwilling or unable to distinguish between archives and other forms of primary source material. Potentially the professional specialisms (museum curators, art historians, librarians, archivists) may be making access to primary source material more difficult for the very audience which we want to attract by stressing differences which, in the eyes of the users, are irrelevant. No one specialism can tell the whole story alone – the historic building tells a leaner story without its pictures and furnishings, and the archives provide details of the people who lived there, what they did, how they lived, the good and the bad. The focus, particularly for digital resources, has to be on telling the story – the whole story, using all the available evidence. Archive material can be used to enhance a visit to an historic house, providing the personal stories of the inhabitants of a building and thus bringing it to life in a more engaging way. An example is ‘Harry’s Story’, created by the National Trust at Stourhead, where a tour of the house follows the passage of Harry’s life (and death), exemplifying the personal commitment by, and realities facing, a family to their ancestral home.⁷⁰ ‘Heroines & Harridans’ at Castle Howard illustrates the significance of ‘these remarkable women’ in shaping the future of this particular stately home, and celebrates their stories.⁷¹ These properties are houses, containing amazing pictures and artefacts, but the personal stories of those who lived and died in them are filled out and made real by the inclusion of archive material.

The use of online resources also needs to be evaluated: there has to be a method of demonstrating that resources are being used or re-used, providing some demonstrable public benefit. Whilst the Scottish government is supporting digital initiatives, the public money invested in them has to be justifiable. The number of visits to a website is likely to be of no more value in assessing the public benefit of a resource than counting the number of people entering a museum: it is not the visit that counts but the experience of the visitor. There are online resources which are being evaluated – for example, the Oxford Dictionary of National Biography collects statistics of its use across the wider cultural sector – counting the number of organisations which link to its site, collecting direct feedback from across the world and tracking its use in particular projects like National Poetry Day.⁷²

⁶⁹ Hale, Rebecca ‘Ensuring cultural trips have the desired impact on learning’ in *GEM Journal* No.36

⁷⁰ <https://www.nationaltrust.org.uk/stourhead/features/harrys-story> (visited 23/02/16)

⁷¹ <http://www.castlehoward.co.uk/house-and-grounds/private-views-talks-and-walks.html> (visited 23/02/16)

⁷² University of Oxford, Research Excellence Framework 2014, Impact Study: The Oxford Dictionary of National Biography.

Recommendations

This survey of the discovery and use of archives, although based on a small segment of the potential audience, has highlighted a number of issues faced by the unskilled and new user in his or her efforts to discover and access information. Archivists need to address these issues to ensure that their services deliver the public value expected by stakeholders and funders.

1. More evidence-based research is needed

There is little evidence-based research into users of archives. Whereas museums have been focussed on identifying and analysing their visitors for a number of years, data on archive users has primarily been collected for quantitative purposes only. If archivists are serious about their survival and the development of their services to deliver public and intrinsic value, then there has to be more statistical analysis of users, what they do, how and why. The comments provided by teachers on their experience of using archives with their students, the potential value of assistance from an archivist or learning officer, and the willingness to pay for such an experience shows how much those who have experienced such opportunities value them. Archivists need to find ways to measure this value, to ensure that every young person is enabled to fully engage with their heritage and given the opportunity to learn from it. This requires on-going evidence-based research.

2. Archivists need to rethink how they provide access to archive collections.

Teachers, as a segment of potential users of archives, who are looking for information immediately available online, understandable and clearly authoritative, demonstrate a new type of user, whose needs overlap with those of the new generation of 'digital natives'. These users have specific purpose but few of the traditional skills associated with archive users. Archivists need to be aware of and take appropriate action to enable these users to discover the information they need.

As has been mentioned above, the 'digital native' audience searches for and engages with information in new ways. If this is the potential audience for archives and other heritage collections, the archivists are going to have to provide resources not just digitally, but in a form which enables the user to both discover the information and to be able to judge that it is reliable and authoritative so that it is not instantly discarded. This will require substantial investment in digital resources, taking research by those such as Nicholas and Chowcat seriously and changing the way archives are presented to ensure that we have the chance of reaching young people. The big step is accepting that using digital technology is the way to engage with the 'digital native' audience, having accepted that there are many examples of innovative ways in which digital is used to enhance 'real' experiences as well as to create online alternatives. One example is the Tate Sensorium which has used smell to create 'a more personal, visceral reaction, which feeds into the act of interpreting the artwork.'⁷³

Snacking on fast-food (Nicholas' analogy) is about instant gratification – rather than painstakingly learning the ins and outs of archival catalogues and arrangement, users are looking for instant information, through video for example. Videos benefit those who learn visually as

⁷³ Pursey, *Tom Does a Francis Bacon smell like bacon? Lessons from the Tate Sensorium*
<http://www.theguardian.com/culture-professionals-network/2016/jan/15/all>, (accessed 29-01-16)

well as those who may struggle with literacy, and they provide innovative formats to use when sharing archive sources.

Access also requires promotion: if users don't know what's out there, then they cannot access it. In order to justify public spending on the preservation of archives, archivists need to show their impact, and that requires outreach and promotion of collections and their potential uses. To demonstrate value, outreach has to be a priority in which time and resource is invested, and not an ad hoc adjunct to the service or a by-product of external funding.

3. Archivists need to alter their perspective to see archives as one of many sources of evidence, and to investigate ways of working with other heritage professionals.

The survey showed that respondents did not differentiate between archives and other primary sources of evidence. This suggests that the separation between archives, museums, galleries and heritage sites exists in the eyes of the professionals rather than the users. With the tightening financial realities facing cultural organisations, it is easy to see how each will seek to protect its specific offering, but perhaps it is by broadening the perspective on what that offering might be, that archivists can best demonstrate the value of their collections and thus preserve them.

Heritage organisations between them tell the stories of communities, places and people – their individual offerings come together to create the whole story. From the perspective of the user, all parts of the story are required and it's much easier to access them together rather than separately.

So what might this mean practically for archivists? Heritage professionals, including archivists, need to consider how they can work together to provide access, online and physically, bringing together the different types of evidence available to tell more complete stories, from different perspectives. This might include joint educational resources and learning sessions, partnerships centred on specific projects or the clever use of metadata to enable users to discover evidence from a variety of trusted sources through internet searches. Archivists need to 'revitalise the archival mission as shapers of cultural heritage' (Joyce, 1984).⁷⁴ In the 21st century this means stepping out of the archive box to engage with cultural partners and reaching out to the potential audience where it is.

⁷⁴ Joyce, William 'Archivists and Research Use' in *American Archivist* Vol.47 No.2 (Spring 1984)

Appendix 1: Use of Archives by teachers in Scotland Survey Questions

About you

1. Do you teach in a primary or secondary school? (select one of)
 - Primary
 - Secondary
 - Other (please specify)

2. Which curriculum levels and national qualifications do you teach? (Please select all that apply.)
 - Level 1
 - Level 2
 - Level 3
 - National 4
 - National 5
 - Higher
 - Advanced Higher
 - Other (please specify)

3. What subject(s) do you teach? (Free text)

4. What is your subject specialism? (Free text)

5. How many years have you been teaching? (select one of)
 - I am currently on the Teacher Induction Scheme
 - 1-5 years
 - 6-15 years
 - 16-30 years
 - More than 30 years
 - Retired teacher
 - Other (please specify)

Use of primary sources including archives

6. Which of the following institutions have you visited with your pupils to engage with primary sources? (Please select all that apply.)
 - Museum
 - Library (published books) Art gallery
 - Local built environment
 - Archives or local history centre
 - None of these
 - Other (please specify)

7. How have you used archives (historic documents, photographs, maps and plans)? (Please select all that apply.)
 - For my own research

- For researching and planning my teaching
- In class with pupils
- Visited an exhibition with pupils
- Attended a workshop or learning session with pupils
- In a project with heritage partners
- I have not used archives
- Other (please specify)

8. How have you identified the archives that you have used? (Please select all that apply.)

- Already available in school, for example in a project box
- From references mentioned in secondary sources/publications
- From references in training courses or at conferences
- From personal research in a local library or archive
- By searching the internet
- By visiting a known website
- I have not looked for archives
- Other (please specify)

Finding archives by searching online

9. Which websites, if any, have you used to find archives? (Please select all that apply.)

- Education Scotland
- National Library of Scotland
- National Records of Scotland
- Royal Commission on the Ancient and Historical Monuments of Scotland
- Scotland's People
- Scotland's Places
- Scottish Archives for Schools
- SCRAN
- I have not used any websites to find archives
- Other (please specify)

10. How did you identify the website(s) that you have used to find archives? (Please select all that apply.)

- Used the website before
- Saw it mentioned in a book or other publication
- Used a link from Internet search results
- Followed a link from another website
- Recommended by a colleague
- I have not used a website to find archives
- Other (please specify)

11. When searching for archives online, what type of information are you looking for? (Please select all that apply.)

- General information so I can plan a visit to an archive repository, eg. opening hours

- Descriptions of archive collections so I can identify which archive repository(ies) to visit
- An online catalogue which allows me to identify specific items which I want to see before I visit
- Information or images which I can download/access immediately
- 'Ready-made' resources, with lesson plans or suggested activities
- I don't search for archives online
- Other (please specify)

12. How successful, if at all, have you found searching online for archives? (select one of)

- Very successful
- Quite successful
- Neither successful nor unsuccessful
- Unsuccessful
- Very unsuccessful
- N/A

13. Please provide further comments, if any, on your experience of finding archives by searching online

Visiting an archive repository

14. How many times have you visited an archive repository to do research? (select one of)

- Never
- Once or twice
- 3 - 5 times
- 6 - 10 times
- More than 10
- N/A

15. Please list all the archive repositories, if any, that you have visited (Free text)

16. Have you and your pupils taken part in an educational workshop or learning session with an Education Officer or archivist in an archive repository? (select one of)

- Yes
- No

17. If you have answered 'yes' to Q16, please provide the name of the repository and a brief description of the workshop or learning session (Free text)

18. If you answered 'yes' to Q16, how did you hear about the workshop or learning session? (Free text)

19. If you answered 'yes' to Q16, how valuable, or not, was the workshop or learning session for your pupils' learning ? (select one of)

- Extremely valuable

- Quite valuable
- Neither valuable nor useless
- Not particularly valuable
- Of no value at all
- N/A

20. If you answered 'yes' to Q16, was the workshop or learning session delivered free of charge?
(select one of)

- Yes
- No
- Other (please specify)

21. If you answered 'yes' to Q16, would you pay a small charge per pupil for another similar workshop or learning session? (select one of and Free text)

- Yes
- No

What level of charge per pupil would you consider reasonable? (please specify)

Archives in the classroom

22. Have you and your pupils taken part in an educational workshop or learning session with an Education Officer or archivist in the classroom? (select one of)

- Yes
- No

23. If you answered 'yes' to Q22, was this workshop or learning session delivered in person or by virtual link? (select one of)

- An Education Officer or archivist visited the classroom
- An Education Officer or archivist worked with my class virtually through a video-conference, virtual classroom, Skype or other online meeting facility
- Other (please specify)

24. If you answered 'yes' to Q22, please comment on the benefit(s), if any, to your pupils' learning gained from this workshop or learning session. (Free text)

25. If you answered 'yes' to Q20, would you pay a small charge per pupil for another similar workshop or learning session? (select one of and Free text for comments)

- Yes
- No

What level of charge per pupil would you consider reasonable? (please specify)

26. What services could an archivist offer that would help you to find and use archives with your pupils? (Free text)

Monitoring

27. Are you?

- male
- female
- prefer not to say

28. How old are you?

- 18-25
- 26-40
- 41-60
- over 60
- Prefer not to say

29. Please describe your race/ethnicity

- Asian
- Black
- Mixed
- White
- Rather not say
- Other (please specify)

30. If you are a UK resident, please provide your home address post code

31. Please indicate if you have a disability or condition in any of the following areas (Please select all that apply.):

- None/not applicable
- Mobility eg. walking short distances or climbing stairs
- Hearing eg. deafness or partial sight
- Dexterity eg. using a keyboard
- Learning/understanding/concentrating
- Mental health
- Memory
- Rather not say
- Other (please specify)

32. Thank you for participating in this survey

- If you are willing to participate in a focus group, looking more closely at how archives can best be made accessible to teachers and pupils, please check this box and supply a contact email address below
- If you are willing to be interviewed to provide more in-depth responses on your experience, if any, of using archives, please check this box and provide a contact email address below.
- If you wish to be included in the dissemination of the results of this survey, please check this box and provide a contact email address below
- Please provide a contact email address

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