An Exploratory Study of the Development of Virtual Learning Environments for Adult Literacy Education.

Charlotte Holland B.Sc., H.Dip. Ed., M.Sc.

Dublin City University

School of Education Studies

Supervisor: Dr. Peter McKenna

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Appendices

Appendix K

Summaries of Interviews with the *LiteracyTools* Design Team

Agenda/ Questionnaire for the *LiteracyTools* Design Team

Q   So just first of all the background to NALA, the usage of technology in their program, do you want to talk a little bit about that.

A   Well really where it would have come from was the sense that the amount of people actually using the adult literacy service was quite low in comparison to the numbers of people who were estimated to have a literacy difficulty. So there was attention focused on other methods of providing learning opportunities.

Q   Is that pre the OECD report or post it.

A   That would have been before the OECD report, I suppose a good way to remember it is in '95, I joined NALA on that particular project, which was an EU funded, around access and participation in literacy schemes so it was concerned pre OECD time that there was an issue around people accessing literacy service, participating in basic education programs and as a result of that program we had really come to the conclusion that there was a rather homogenous approach to education provision generally and in particular then basic education and the one size fits all approach wasn't going to work. So that's why we were probably very well placed to lets say exploit IALS when it did come out, the survey was carried out in '95 but it wasn't published until '97 so the political or the policy impact didn't come until '98 in fact, so you don't actually start seeing things change until '98. So between '95 and '97 I've been working on the access and participation report which very much concluded that there was an issue around barriers for people accessing literacy services and issues around their participation or none participation. And that we needed to look at alternatives, not just in terms of delivery but just alternatives around the whole thing, different ways of doing recruitment and promotion and providing inputs and everything. So it was all about looking at

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different ways of doing things because things were done in a rather narrow kind of homogenous approach whereas we were finding that really the people who were in literacy schemes were terribly diverse in fact and it was really quite a miracle that they had ended up in literacy schemes at all,…(comment removed on request)…, they'd made it against all the odds. So the idea then was to look at alternatives, at the time when we started doing a bit of research around alternatives in terms of learning opportunities the buzz word was around using technology and in particular high tech approaches like computers in the very basic sense using computers and I had actually seen some of the early reading packages that you could get in the early '90's which were more like games for people really, you wouldn't have seen them as a comprehensive reading tool, can't even remember the names of them now but you would have seen them useful in the context of if you were in a learning centre and you were adding on to that they would have been quite useful.

Q   And would they have been used broadly.

A   I used them in youth reach at the time, they were like the old, I think there was a snakes and ladders one and it was on word perfect I think, you had to fill in the, guess the spelling…the snake got you or something like that and certainly the kids or the young people I should say in youth reach thought this was great because they hated literacy, completely and the only thing they had any kind of time for was this, computer aided learning. Now that's a lot to do with the fact that literacy wasn't particularly well taught I don't think in a youth reach context at the time anyway. So the background then was look for alternatives, everybody was into the whole high tech end of things, using computers and at the time we thought that was just way, way beyond where the literacy service was in Ireland, despite the fact that in '98, '99 we started to see increases. But we couldn't see to 2003 that we would have got another increase in 2003 so we were still coming from a historical base that was very unstable, quite vulnerable and you lived for the year, you didn't think beyond a year, you could have been back where you started. So I suppose the funding that we have now is somewhat beyond our dreams, we weren't thinking that we were going to get to this stage of the project. So in that kind of an environment we felt that the high tech options gave us a context by which to look at options using the media but that we didn't have, we knew for a fact that the scheme

didn't have base like computers, knowledge would be very, so we just thought no this is not the way to go and we went with low tech option which was radio and television but it was interesting it was the high tech developments that made us think about the low tech options if you understand me, kind of ironic really, I suppose coming at a thing at a certain place and time. So from then we began to, when we felt that we were confident with the whole distance education work that we've has so many evaluations that there did seem to be strong growing evidence that this worked, then we felt a little bit more confident to first of all invest more money into these things generally and second of all to try and win people over to trying them and using them and to see them as having a place. And really then the ICT started to come out of that in the sense that we were kind of going ok well if we now feel confident that this can work and we've proven that through a particular media and we feel that there are similarities if we move into the ICT side of things and we know that there's a growing number of schemes with computers and…as you know within the last 5 years the whole growth in the IT side of things was phenomenal, so like literally 5 years ago when nobody has anything, 5 years later everybody had everything, you were kind of going where did that come from. So that kind of meant that there was a very speeded up process whilst we were doing the TV which gave us a hell of a lot of security to try out an ICT option and version. And at the same time I suppose it made us very wary of what was happening in the high tech end of things because really it was very hard to get evaluations, these things actually worked and that was very unnerving because you were kind of going well why didn't they do an evaluation or if they did do these evaluations, the evaluations were very much feedback from practitioners saying they loved it. We were kind of going ah no here now we're interested in knowing in a lot more detail have people actually learned, have they learned on their own, did they have to have people assisting them, what did they learn, you couldn't possibly be telling us that they learned everything the same, some things surely are easier to learn on line, some things are surely not possible to learn and you really do need to have a computer there or you need to have something interactive going on. So we found it really hard to get any information like that and anything that was done was all done at the higher end of the market anyway and that really wasn't

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transferable to any great extent. So we were kind of, as I say we were always very reluctant to try and do something if we couldn't get some kind of basis that it was working but the TV gave us a sense that we could make that link over into the high tech end.

Q   Why not go down the route of producing materials on CD-ROM as opposed to on line.

A   No particular reason I suppose, for example we can produce the materials that we have for the TV program on CD ROM and that isn't, the only reason we haven't done that is because nobody has given us the money to do that, because there was a perception in certain places that why would you put them on CD ROM when you've now got them available in print format and we did make a bid to do that exact thing that you just said and we didn't get the money actually from the department because they felt that that was kind of like giving them something they already had as opposed to a new product that could be used, they wouldn't see it as a new product.

Q   I suppose my question was more, not so much about the resources that went to the TV program but you've gone down the route of developing an on line piece of software, why did you not maybe go down the route of developing a multimedia product that could be delivered on CD ROM.

NOTE: The Team Member5 clarified why she hadn't decided to design a CD-based product on review of the transcript: 'Answer was that we felt the web was in people's homes like TVs were as CDROM would have to be ordered + (sic) were likely to be utilised more by tutors instead of learners'.

A   I don't know the answer to that.

Q   You didn't really think about it maybe.

A   I don't know the answer to that now, there may have been a reason that I'm not aware of at the time but I'm not sure why we went but that's the option we went.

Q   I'm trying to remember as well, I think maybe it had to do with the numbers, you wanted to try and reach out to broader audience, do you remember.

A   It could have been.

Q   And the fact the independent learner, you mightn't necessarily know who they were.[1]

A   I would imagine maybe that might have been it but I genuinely can't tell you and there mightn't be any particular big reason why we didn't do one over another and maybe we looked at things that we felt that the interactive sites that we saw were more attractive at the time than the CD ROM's that we saw at the time, perhaps they weren't as attractive or we just didn't like the idea of those.

Q   It just came back to me when I was thinking about the questions to ask you, I think I remember you at the time talking about you adapted a piece of soft ware didn't you for prison literacy.

A   Yeah we did.

Q   That would have been on CD-ROM.

A   That was on CD ROM, I think we had a sense that that was very much like material and that they're flat in that respect, whereas we were always trying to look at something that could be, I suppose we were always geared towards the independent learner so I'm sure…that was probably one of the things that we felt that independent learners were more likely and better able to access something that was interactive than they would a piece of software where they just go in and put it in their CD ROM. I think we had a sense that that was less likely to happen and that there would have to be maybe too many steps before they'd actually do that. And we saw, I'm trying to think of the one, the…reading disc which was the one we adapted to the prison context and that was always geared towards people in training centres, people in literacy schemes, it was never envisaged that anyone other than people already in a training environment with a tutor would be using this stuff whereas we were always interested in going the other way of trying to reach people who didn't necessarily have a tutor or more particularly weren't people in a training centre or a literacy scheme or wherever they might be, so I would imagine that was the sense of it.

Q   Just your own role, to talk about the literacy tools web site, your own role in relation to.

A   I suppose my role is very much, are you asking me who do I report to.

Q   Or do you.

A   That's right, we would have an elected executive board of NALA who are elected from the members, it's a membership organisation, they're elected at

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the AGM and they come on the board, so I would report to a board which has a chair person and to make that a more robust system... [sentence removed on request of Team Member5]... , we've tried to bring in things like for example to make it a more transparent organisation to the general public and to the members and not just a kind of a 14 member board, we'd have a strategic plan which set out the actions we were going to take, which went through a very broad consultative process with our members in advance of being finalised.

Q   And that strategic plan would include all these ICT initiatives that are ongoing.

A   It did yes, so that would have been a public draft of here's what we're expecting to meet the needs that you've given us over the years and people would have signed off on that and that is our public document. So we would then as a staff report on a monthly basis on progress against that plan to the board.

Q   Very regular isn't it.

A   Oh yeah, we've a year action play which goes to the board in advance of each year, they get a detailed breakdown of how we're going to achieve the years objective in the strategic plan, they'd be quite broad and then they would get a monthly account of how we have done that. So for want of a better phase they have the reality and the projected picture on which they can monitor us against. So we've put in a much more robust system as a result, because we felt that was a good thing to do as opposed to our board being figureheads if you want to put it that way.

Q   Everybody has a part in it or can play a part.

A   Yeah.

Q   Who reports to you in terms of this project obviously, is there a hierarchy of control, this is just of interest to me now.

A   The project would have been run by Team Member2, so Team Member2 would report to me and when Team Member2 took maternity leave we had organised it in such a way that Team Member1 would come in and that there would be a period when Team Member2 wasn't there, so if Team Member2 had been there I wouldn't have been dealing with Team Member1, except where I was needed to give an input or there was something that Team Member2 didn't know, one way or the other and it just so happened then

because Team Member2 went on Maternity leave that I took over responsibility for the project.

Q   Ok so it would have been Team Member2 normally.

A   Yes, it wouldn't have been me, the only reason I was there to the extent that I was there, limited as that was, was because Team Member2 was on maternity leave, so the arrangement was that Team Member1 made contact if she needed a meeting and if she didn't need a meeting she just gave an update on how far was she was progressing, against her objectives which were very clearly stated anyway.

Q   And then the involvement of the other members of the team, that's all through Team Member2 so.

A   Yeah.

Q   The team is set up, ostensibly its her project.

A   Yeah

Q   Ok that's grand, what would you say would have been the main challenges in your, as you said limited participation in the project, what would you have seen as the main challenges in designing this web site.

A   I don't know whether its true to say and I don't know whether I've missed some of the communication or misunderstood some of the communication, for me one of the issues was around the accessibility of the site and I was very concerned when I became aware that the site really wasn't very accessible and that kind of triggered a whole load of other things with me in the sense that I was actually involved and am involved around the Information Society commission and on the commission we were discussing this whole issue of accessibility so I actually brought that back into the organisation, assuming of course that my own organisation was complying and only when I started asking questions, so I said to Team Member1 purposely go and find out what they have done to make that site compliant. And feedback at the time was really negative, that they really hadn't done anything to make it compliant and this frankly is nothing to be surprised at, its common but I kind of thought that was really bizarre and I thought about it being very bizarre in the sense that my role in a project like that is to oversee and the ensure that things are broadly adhering to our principles, right so when they don't even comply with our principles your starting to get a bit concerned because somewhere along

the line they've missed a whole piece of it. Now…talked to Team Member2 and Team Member2 was saying to me no I don't actually think it was that bad and I think the company were aware but I don't know, certainly my first instance in conversation with Team Member1 was that they weren't and they hadn't and that they have subsequently gone back and done it, so maybe it wasn't as bad as I thought it was. But certainly that perturbed me greatly and I looked in terms of the spin off from that then, I was looking at our own web site and I was saying is this thing compliant or where are we on it.

Q   …I actually ran it through a validator, it still came up with stuff, it's not fully.

A   Yeah it's not fully there.

Q   But at least you've 80% of the way with your own I think.

A   Yeah and Team Member2 would have been aware of that because Team Member2 would have been involved with the web site before…took it over but then I kind of got into this whole notion that really and truly we're employing and paying a considerable amount of money to experts to do this type of stuff and really they don't give a shite I would think about this area, accessibility rating isn't really an issue for them. They're not coming to me as a client and saying by the way we've got you the most accessible site and I found that bizarre that that wouldn't have been something that would have been interpreted through the type of organisation that we are and what we would be perceived as important to us as a client, especially when your dealing with people with literacy difficulties, so your kind of going Jesus that doesn't augur well for the future does it. So in that context that concerned me, the other things that would have come up that I found hard for me I suppose is the technical expertise, I really don't know anything about this area, so your very much at a disadvantage I felt in terms of things that you would be told, you can't do that, I'm going can you really not or are you just being told you can't or is it because they can't do it. And all of that stuff I suppose is very limiting, that your limited in terms of how much you can question or challenge the information that your getting, that your paying for yet at the same time there's always that tension with respect to all areas so its not something specific to that, like I'm not an expert in the law and we have a solicitor who advises us.

Q   My next question was that have you thought about having an independent advisor that wasn't, do you get what I'm saying.

A   Yeah and Team Member3 came in, in that context, Team Member3 was the kind of independent advisor we could trust, for want of a better phrase, who was going to tell us what he knew from where he knew it without there being a spin and I think having that and I think especially for Team Member1 having it, it was very valuable and we'd have used you in the same way, we'd have send a few questions down to you and said what do you think of this or is there something we're not getting here. And that's not always feasible to have and especially in an environment where we wouldn't be able to pay for that, its just coincidental that you have an interest and Team Member3 is married to Team Member2 and a lot of what we would do visa vie the voluntary sector goes that way, you wouldn't necessarily have the funding to have all angles covered. We would have done the same with the TV, we would find people who would have a genuine commitment and interest and we would get their, once we've gleaned that they've an interest we would ask them to give us comment.

Q   So do you think the way its been developed has worked, the idea of the prototype and now, how do you feel about that or do you think it should have been a fuller version to begin with.

A   …what's there is very simple and basic and I think that we set out to do somebody very simple and basic for a particular reason, that we recognised our own limitations I suppose. We had very little money to say the least, we had limited expertise in the area, we felt that really there hadn't been much else done in the area in this country so we didn't really want to make a big mess of something that would necessarily leave a bad taste in everybody's mouth and we felt that if we got our feedback on something small it could be an incremental build and that was how we felt. I suppose something like literacy its almost like, I would love to think it was but I think there are some parallels with medicine, you really can't actually put out something that you think might work without having some trials or something, in the sense that it actually is always perceived that if you do something in literacy that's wrong its really quite harmful for people…people wouldn't think this will harm

people whereas…would be always perceived that anything that's new could be potentially harmful to people.

Q   In the context of that you've put out initial prototype, your about to put out a fuller version, do you see a third cycle and a fourth, or do you see.

A   I think that's a natural progression for the way we work anyway, in the sense that the TV program has gone through that, in the sense that we've built and developed as we got information back in, but we took off tags like pilot, so I think we let it go to a certain extent as if we felt we had enough information from the original kind of pilot to go with it but that we've always had an evaluator in situ for the entire duration of the project each time to give us back the next round of information feedback on what worked and what didn't work. And more importantly the scope which was the thing that we didn't know, we didn't know what people could learn on the television or what they couldn't learn, now we do.

Q   How has that feedback been gathered from the TV.

A   Because we have an evaluator employed each time the TV goes out and they make contact with independent learners so we've focus groups with independent learners during the program and after the program as well as other learner feedback.

Q   And have you tried the same model with the on line.

A   Not yet that's the next thing we'll do.

Q   That's the next stage.

A   Yeah, now the next stage is subject to funding, that's the other issue, but the idea of Team Member1 was Team Member1 is an evaluator to start off with so based on its initial stages she was to get some feedback and it was to be changed and I think the plan will be really, when we go again we'll look at getting somebody on side to do another piece of evaluation. But I don't know, I'm not fully sure, we haven't really sat down I don't think and had a full conversation about how its going to be promoted, how we're going to follow it up, that hasn't been worked through in any great detail, well it hasn't been with me and maybe Team Member2 has…

Q   How did you promote the first prototype, the one that was launched in August.

A   Usually we would do things like that through the literacy services, they're all on a network with us so if we want to promote something to them which

would be our core practitioner base we would make contact with either a select group of people we want to do it or to the general. So we'd have a mail out to them probably every fortnight on something so they'd be getting drip, drip effective mail outs, they'd be coming to international literacy day, it was mentioned from the pulpit, the annual general meeting, it was mentioned and so on and so forth. So it would have been integrated into all the work that we do with practitioners, so it would have been discussed and debated and people would have been told about it and asked to try it out and stuff like that.

Q   I know you mentioned the TV program, are you thinking about doing anything, maybe blending the web site with the TV program in the next version, have you thought about that.

A   We have thought about it and I think that's the future, I was telling Team Member2 what the future, I was just telling her the future will be and she was kind of laughing saying have you told Helen that because Helen is the TV person and she was kind of going, its just very funny because people have very different perceptions of their projects I suppose. And really I think it is going to be the future. Now the problem with it is the timing in the sense that I don't think its ready yet to be linked in to something as massive as the TV program because the TV program is frigging massive, now having said that the TV program has just been, the tender has just been awarded, the company have a techy background or a techy side to them.

Q   The multimedia side to their company yeah.

A   Yeah and they would be very interested in looking at that but I would say maybe in this area we might have a very small themed ICT input in each of the programs and that we might look at where we are at December, in the final program we might link it into the thing, or we might look at just going on line or something, using a key board or.

Q   Not necessarily directly.

A   I don't think its ready yet to be honest with you but definitely by the next one, hopefully there will be a next one, we'll be looking at having them directly linked, now interestingly enough and I don't know whether you can repeat this bit, a company has approached the Taoiseach's office to make an interactive learning program on digital TV, so link the TV to a digi learn.

Q   Interactive TV.

A	Yeah a digi, they're calling it a digi learn package which would be behind the TV program and really we're thinking about.
Q	Is this now the same company.
A	No another company, that's the interesting bit.
Q	Well that's good, that you've competition now in the market.
A	Yeah well we've competition in terms of the TV to be fair but it's a very difficult area, I think it is a difficult area now maybe I'm probably a bit biased but I think it's a difficult area for people to come into because there's so much of a learning curve around the nature of the subject and the nature of the content that its not a typical learning curve that people who come into say education and technology do, I don't think that's normal, I think there's a whole other realm to it. I assume its something similar to assistive technology, that you kind of have to have some sense of the client group and where they're coming from. But even that I don't think is as fraught if you get it arse wise as this is, well we perceive it to be anyway, maybe it is.
Q	Well it can be, its quite similar, your right to pick those as equal because I think you would have very similar difficulties.
A	So in that respect if this company go down that route that might be another little step towards going on line, if you get used to…around with your remote control, I can see how your next step might be into an interactive web site.
Q	Well the idea is I think that a lot of satellite or the Sky and all that they have that at the minute.
A	They do.
Q	And they have interactive, Network 2 has interactive TV as well doesn't it.
A	I think it does but the whole kind of digital platform hasn't happened here, that's the big problem, we don't have it and it looks like this time we won't have it. But this crowd are saying in the limited context of what we have they could do something.
Q	Which is brilliant.
A	They're inclined to look and say would that be another incremental step. Now it depends on the target audience, I'm thinking all the time of the broad older person target audience with literacy difficulties as opposed to a 16-year-old, I think they're very different. So there might be a niche market where this could go into and we'd have to look at maybe getting them evaluated very

differently because I think there's going to be very different stuff coming back from them. That is the plan, to have those linked and reinforcing each other because we have got a mass audience through the TV and we even have a mass audience through the schemes on the TV in the sense that we've all bought into another learning opportunity within their scheme, much much more acceptable now that you have your literacy tutor and you might have a bit of the TV every night which they wouldn't have had that kind of contact but they would have had the tutor themselves and that's it. So even bringing in a video or bringing in the TV has helped I think to have this notion that you can have all these tremendous solutions and that maybe having a computer in or having a group of computers in isn't heresy.

Q   Just I suppose a footnote on that, what about your radio program has it gone up or down.

A   The radio is still there and its actually working at the moment, what we've done with that is we have negotiated with the community radio platform, I can't think what they're called, I think they're the community radio forum and we have a pilot project running with them where 5 local community radio stations are going to provide the product that we produced with RTE on their community radio station in conjunction with their local VEC.

Q   Oh brilliant.

A   So it will be the first time we'll have brought things back down to a local context where you have the local radio station and the local literacy schemes doing this together, so we'll still run a central helpline but we'll know exactly, if they're listening to the community radio station we're going to know exactly where they are and we're going to be able to suss out if they don't go to the literacy scheme or if they haven't mixed it up with the literacy scheme or they don't want to go to the literacy scheme, we're going to know all that because we'll have a central help line going.

Q   Its interesting there, the help line, your still supporting quite a few schemes aren't you through this centralised help line service.

A   We wouldn't support the schemes, we support individual learners…we did stop it and we had to kind of say to people now we're stopping it now for a period of time and it will be back around again because we didn't have enough people to actually make it.

Q   To man or

A   Well to make the calls viable really, so we took staff off it and we integrated the free phone line into the main…here so if calls did come through we'd still get them, the admin staff down here would be trained enough to actually go through stuff.

Q   And in terms of the…I think you veered away from on line support altogether isn't it from this particular.

A   I think so yeah, don't know why that was but I imagine it was a further complication that we didn't want to add.

Q   That it could be done without at the minute.

A   Until we got ourselves, the basics under our belt yes.

Q   The key participants, literacy learners were they involved in the developed or the prototype, now this is pre August really I'm talking about or should I ask Team Member2

A   You should ask Team Member2, I would doubt it to be honest with you but I could be wrong there, she may have talked to learners, I suppose what we would have in a very small way is that half of our board is comprised of adult literacy learners, so usually if there was a particular thing we wanted feedback on we would go up to the board, so I don't know, I can't remember whether, it didn't go to the board but the board were aware that it was being developed.

Q   In terms of the evaluation, what would constitute success for you, when would you say oh yeah that the web site was a success, what would be the criteria.

A   Well I suppose for me the original purpose was to provide a learning opportunity to people who weren't in literacy schemes so for me if its going to be a success it has a very tall order of the television to kind of compete with in the sense that we have mass viewers and very high numbers of purposeful learners. Now I don't think we're going to match those kind of numbers, I would be very happy if I felt that some of the more advanced literacy learners at that level if you want to call it that, could actually access the site, go down to the local library, could go on line and could actually practice, I think more than learn but I'm open to be shown differently there but learn/practice their skills

Q   On line.

A   On line and leave when they felt like it, quantity of numbers wouldn't be a huge issue for me, if I genuinely felt that if we could show evidence that there were people able to do that I would be very impressed. I think the mass nature of it isn't an issue for me at all because that's quite a simple thing to do afterwards, its really getting firm evidence that it actually, as we said first of all that it doesn't do any harm and turn people off learning and then second of all that it doesn't actually seem to be a useful tool for learning and I'd be trilled.

Q   I've noticed on the British, their development over there, a lot of them they've now put for example literacy accreditation if you want to think of it, on line, the national literacy test, I think its 1 and 2, do you see yourself going down that route, its almost like the car test.

A   Yeah I suppose on a personal level and I suppose the agency focus has not been on the accreditation primarily because its perceived, and it has been perceived in the past as being a very negative barrier to learners, the whole notion of then your tested and people don't like that but within the literacy circle and within the literacy sector generally accreditation is very well received by learners, they love it, there has been a little bit of protectionism, kind of going oh my learners wouldn't like to do a test, where in fact lots of learners would. So I think as long as its optional and as long as it can be creative enough that it doesn't kind of reinforce passing or failing, that it kind of gives people a sense of their strengths and they can go back and do it again maybe or they can build on their scores or whatever it is, yeah I don't see why now. And I think its something that we would support, now whether or not the accrediting bodies are up on the same ladder, I think they've got bigger issues and more important issues to deal with first before they'd get around to probably and I do think its very interesting if you look at things like the ECGL and equal skills, they just have to go ahead without the national accreditation behind them and the state of national accreditation now your talking it will be the guts of maybe 5 years before things will really start to have settled down after the whole changeover situation and new framework coming out. They're not going to be able to respond quickly enough and this stuff is quite immediate.

Q   And in terms of the literacy curriculum, it hasn't had levels as such, the English system again your entry, 1, 2, 3, level 1, do you see that system coming in here or is there a drive for any movement towards this.

A   I think there would be a strong reaction to doing it the way they've done it over there, what there would be though is there is an interest in a core curriculum and I think that there will be a core curriculum in the next couple of years when we get around to getting the money to do one, there will be one. And I think that the core curriculum will work well with the qualifications framework because there will be 2 levels below the existing foundation level, the accreditation that we have, so there'll be 2 levels with are level 1 and level 2 that don't exist at the minute. So they'll lend themselves very nicely with the core curriculum and obviously the accrediting bodies will have to, obvious FETAC will be responsible for accrediting it. So I think in that context you will have a level system and you will have a core curriculum and I think what will be different will be the means by which people are assessed, I think that's going to be different to what's done in the UK. Like there would be huge question marks over some of the tests for example that they actually do not test things that they pertain to test at all and I think it's a very difficult area to actually assess on line for example. But like most things, psychological testing for example, they can give you a sense of something, I don't think they are definitive by any stretch of the imagination, I think if they are perceived as being definitive that's where the problem comes, if they're not then there isn't a problem.

Q   You've covered everything there indirectly or otherwise, I don't know if you want to say anything else about the project.

A   No.

Q   Thank you.

Q   Do you want to just briefly talk about what your role, first of all what was your role in the project and what responsibilities did you have maybe in that role.

A   First I was filling in for…which basically meant that over a period of 6 months I was to develop the web site from where it was when Team Member2 left and basically I was given a brief for that 6 month period which was to pilot or to evaluate the current web site by inviting or getting 6 different learning centres to take part, use it and just get feedback on it, so really it was to record that feedback and to make recommendations for the next stage based on that feedback. So the slightly wider brief as well, which was to look at ITT use in general and to look at how the web site would be used as a learning tool within the ICT. Started in November of last year, now prior to me starting a mail out questionnaire had been sent to a number of centres, 140 centres or whatever just trying to establish the extent to which computers were being used, that was everything from do you have a computer, what does it do, how old is it etc, etc, so it was basically just establishing that at centre level. So that information was basically to provide the Irish context of ICT and so forth.

Q   Who did you report to.

A   Denise.

Q   And who reported to you or was it, the rest of it was like a team.

A   Yeah, we'd kind of a self standing project for want of a better word, everybody in…has their own defined goals, nobody was connected in with these project other than Team Member2.

Q   And in terms of your role, your project manager right, what would you say were the main challenges.

A   In a way its kind of hard, these might be very factual, tell me if I'm way off, its kind of funny, I think working in isolation from the organisation wasn't a

good idea and in retrospect if I'd located myself in...that would have helped, different reasons, not least possibly even trying bouncing things off people, working in isolation here in relation to it and then keep expanding your own thoughts. And I needed...at the very beginning of going into...early on, meeting people, getting an idea of their areas of interest and expertise and the capability to bounce things off. So I kind of built up some good contacts and that I could talk to but it was different than being at home and if I'd been around it I think that would have been easier for me. And I think it would have got me out of corners easier and it probably would have changed, I would have done things earlier, like I went through processes that in retrospect were all kind of learning processes, Jesus I could have cut half them out if I'd been with a team of people and looked at things kind of differently. That wasn't a great idea and I don't know really whether that was the nature of the project or the nature of me working for the first time on my own on a project and maybe the discipline that's required and that's taken a bit of time, sure I was hanging out my washing and doing other things, other things go on at home, so I think that's one of the things that I would have done. Also the difficulty as well was, not a difficulty I wouldn't say but when your handed a project over there's already a team of people in the sense that there would be web designers and Team Member3 was the support person so your given the option whether those people don't work out feel free to change but the reality is you go in and sure I don't know what's good and bad, I can't make any judgements until things start moving, at which stage your...relationship and you work within that. So that was kind of funny, that was kind of odd, and obviously it's not something necessarily for report but they were all related to each other. So that just meant you had to be more aware of things. So that's certainly one thing that I would have probably done differently, the other was I think I would have taken a sounding as well about the extent of the use of the web site, I don't know whether...really, I think...thought that people were using this, they weren't using it and again that's something in hindsight that if I'd stepped back and take a breather before I started the research I would have done things differently in relation to say the evaluation and so forth. I think...really thought that people are merrily using this, I would go out, I would record the context in which its being used, how its being used within

the learning centre, how its being used in conjunction with other methods and we would build up a good bit of information that way but the reality was it wasn't being used at all. So basically through the evaluation people were actually looking at the site for the first time, doing it in abstraction from other things, so it was like an isolated incident in their learning rather than something that they had integrated and I should have stepped back and looked at that. Even by a general e-mail mail shot to all centres, who is using it, how are you using it, instead of going with the centres that were identified on my list as probable centres, I maybe should have thought ok they're possible but lets have a look at who else is out there, so that's what I would have done differently.

Q   That's very interesting, in terms of the web site do you know it was first started, I mean the prototype...

A   It was...last year.

Q   At the official launch.

A   Well it wasn't even official, it was slid on and that's the reality and that's fair enough, it was slid on as I would say, really the number of hits, this is the statistics that I would...the number of hits to the site prior to October, there were lots of hits to the site but the number of people who logged in was 2 or 3, since the site went up in November a little bit more of a push on it, its gone up to about 40, 49 or something like that so I would imagine use was very limited. Equally the fact it was summer time and nobody is around to do anything, nobody wants to do any learning so it really would have been September before people started even looking on it, even though it was publicised in the newsletters and that sort of stuff, I don't think it's the first thing that tutors, I don't think it necessarily did what it was intended to do, I mean publicise...information oh yeah that's there but until I get something more structured or I get some training on this or I feel comfortable on computers I'm not going to go into this.

Q   Who do you think the initial target audience was.

A   I think it as mixed, I think people would admit that, I think it was a combination of tutors and learners but I think those things and its 2 things, 1 is that you can yes encased in all of that those decisions have consequences later on, I think at the time it was lets just throw this up and put this up and see how

it goes and I think that was the nature of it, it was on the hoof, lets put it up, see how it goes and we'll work from that so basically that's what I took it as, rather than a…well researched web site, I took it, threw it up, use it as a prototype and then we'll hang everything on this and that's the way I'd looked at it, as you named it, it was a pilot, it is a prototype so its from that that the proper stage or the next stage of development.

Q   And do you think there's a target audience now, I mean is it very clear.

A   Yes it's distinct and the target audience is independent adult learners. So therefore the navigation and the instruction and direction and so forth is targeted towards the learner, that doesn't mean that its targeted towards the most basic learner, the tone and the presentation of it is far more that I'm the learner, not the tutor, so it's a tutorial in its format rather than information based for tutors.

Q   And I suppose you've really answered the question there about how they were initially made aware, how did centres find out about it, I know you mentioned there in October, was it because of your evaluation, because you were going out or because.

A   I think it probably could have done, I think there would have been a newsletter and that probably… was to do with the fact that maybe on a term basis people were back in, and there was the newsletter that coincided with my starting. The other was that I would have gone to 1 or 2 tutor forums, national events, I also trained a lot for…and also because I'd be pleading with people to look at it, like saying please have a look at this site and I would be able to give them some information on it or whatever. And I had asked the training service as well to brief other trainers that the web site was up and that they would measure the sessions, I don't really know to what extent that happened.

Q   Do you know why…went into this, were you given any clear reason why…had gone down the route of on line or rational when you were setting out.

A   It would have been, the thing that just proceeded it was the fact that they had tried for funding, I don't know which happened first, they would have been involved in 2000 in a piece of research which I suppose would have been a first introduction to using CD's as a learning device but I think from that they would have found out that there was certain obstacles and barriers to using it,

they didn't know what centres were using computers, centres had computers because they got it with the budget and we have to put them in and all of that sort of stuff, there wasn't a lot of information there about the extent of use and so forth but they knew the computers were there, they knew that material would be coming available through other mediums, both CD's and on line, so I suppose it followed natural that it would seem that ITT was a tool. The whole thing about the Read Right Now series would have been huge in saying to them look as a television as an ITT sort of thing its bringing in billions and billions of people that we are not getting at centre level. So if there was ever any question that people wanted to learn, this dispelled it, the television program had such staggering figures, I think the research was that for RTE it was the biggest learning program that they'd ever had, the biggest audience for a learning program so this was clearly, well would have been indicator that there are X amount of people watching TV, there are only this amount of people going to centres, these people are keen to learn, they're self learning, they're self directing their learning, there are other ways that we can also do this, we can do it on the TV and computers are there, they may not be used as widely as they can or to their maximum potential but they're there and I suppose that was the main...

Q   Just moving on to the framework for the design, how long has it taken to design the present version or are you aware of its start date, again this preceded probably your involvement.

A   I suppose that was just ongoing, that kind of came from looking at other web sites, it came from discussions with the lads, there was a kind of like after the evaluation and we said now we've all this information lets start looking at it, from the very start we were talking about what aspects of the site could be different.

Q   I suppose what I'm saying is was there a start date for this project.

A   I'm not sure of that.

Q   I can check that, are you aware that...had guidelines, is it a whole new thing, did they have guidelines for developing web sites.

A   That's part of my job.

Q   What's your remit.

A   Yeah and part of mine would be when the guidelines for the production of materials for writers and so forth, there's none there at the minute.

Q   There's none of those that exist.

A   No.

Q   Would you say that there was a framework used in developing, was there a process, did the web developers or was it just a very organic process.

A   It as a very organic process and everybody would sort of agree with that. So what happened was things, I don't even know how the idea of 2 options came up, I don't know the principle and on line exercises came up. But say for example with the principle it was a matter of looking at what could be easily transferred from word documents on to PDF, so basically the web designers, they scanned the books and they decided what went on, they were given a number of books, they said ok you look at that and then put them on, so they went on.

Q   The web designers, do you mean the...

A   The web developers yeah.

Q   The interactive.

A   The interactive then the selection of scenes or main topics would be very consistent with...in keeping materials relevant to the learner, useful information, so they were all kind of like every day themes and so forth, ok there was hobbies and interests and various things like that which was important but there was also going to be things around health and so forth. Now that the topic areas were decided was one part but one could argue that the materials that actually came under this headings had relevance or limited relevance depending on which topics were chosen. There was also in the interactive an experimenting I think really, there was a combination of what I would call topics and stills so there was like one type called numeracy, there was another called word and they were linked with shopping for clothes or something, so that was kind of unclear. So obviously those are the sorts of things that we've now kind of tidied up.

Q   And in the overall process, this is now the design development process, what would you say were the main challenges for the team, just to pick out a few.

A   There's the 2 biggies, I think the 2 things were basically the navigation, getting around the site, I think there was a mixture of very good plain English

at times and highly complex instructions so there was a real inconsistency in what you saw and what you read and also the content was acknowledged that it was at its very early stage, was plucked and was in a test mode rather than a tutorial learning mode and in a way the content really was trying out I think the mechanisms, did that on line mechanism work rather than the other way around, so it wasn't a learning site in that sense.

Q   Very, very interesting.

A   I think one of the difficulties and I've said this to the people, I think one of the difficulties after a while in working on any web site is that as well you start from the basis that your going to work from that web site and improve it instead of saying ok that's that web site lets look at it again, and the longer you work on something on a daily basis the more you start working within the framework that's actually there. And these are again things that with experience I would have learned and also the reality is I'm one individual and…is the organisation, so there's a certain amount of, I suppose there could be more confidence in some way in my…rolling up my sleeves with the limited knowledge of the computer learning and no knowledge really of the computers and actually saying maybe we need to start again, and interestingly Team Member5 would have been happy that we pulled, she said to me do you think we should pull it, so I kind of said to her at the very early stages about whether, it's a good thing to have a web site but is it a good thing to have this particular web site up there now and I mulled over that for a while and again I think I would have pulled it, in hind sight.

Q   Ok just a separate, its along the same lines but does the web site conform to particular standards and was that a thing that.

A   No standards.

Q   So it doesn't try to conform to the WCAG or none of those standards.

A   No.

Q   Ok key participants, who are the key participants, really I suppose I just want you to list the people that were involved.

A   The workers or everybody.

Q   Everybody.

A   So there would have been myself, Team Member4, the web developers, there would have been Team Member3 my advisor, there would have been then 6

participating centres and there would have been a number of people who responded to my feedback request, tutors that I constantly went back to on line and who I've never met but do things for me and look at things for me, so in total there are 3 that I would use regularly and there are a total of 7 that would look at things as I need them to be looked at, so that's all very informal, that aspect of it. And then the main people in…that I would have dealt with and whose work seemed to be closest to the whole thing would have been Helen and Blanaid as well and both of them would be involved in the production of the materials and maybe have some grasp but not the whole thing of adult learning and so forth and just basically working on projects which was the other part, it was working on this sort of basis where you are moving things forward and that, so I would have called on them off and on.

Q   So really you were looking at maybe 3 different groups, the main group, the informal group, well sorry just on 2.

A   Well I would have considered you now to be somebody who would have as well given opinions and input and a good basic input which made me think in a particular way about things so you would have also been there.

Q   And the meetings I suppose in a formal sense then, were they held with, was there a regular meeting schedule.

A   No I would have met with Team Member5 the odd time but really she doesn't have a huge grasp on this so I was just really making sure that she was kept up to date so it was a mutually beneficial thing of me needing somebody to know because I needed somebody to bounce things off as well but it wasn't really her area so much. The other meetings I would have organised were just meetings of people with expertise at that time that I needed to link into and that I thought were better grouped together and just maybe in a focus group sort of way, or a bit more directional than that, so I would have had 2 of those.

Q   Literacy learners were they involved.

A   Only in so far as, and I wouldn't have had contact with learners, I have contact with the tutors and the tutors engaged with the learners, no learners got back to me at all on line.

Q   And the tutor learner link, was that ongoing or were tutors to help with specific periods during the projects.

A   They were asked once to do it and the feedback, again in terms of looking at it, because I think...thought people were going to be looking at it on a regular basis, number 1 that didn't happen but number 2 one of the reasons was there was nothing, no material on the site so learners actually got around that, maybe regardless of level, were able to get through an awful lot of these activities in less than an hour and I had 2 groups who actually got through it in about 5 minutes.

Q   Incredible.

A   So I think we probably over estimated the amount of interactive material that was actually on it. The PDF's or the printable exercises I'd look as something very different, they're really a hook, they're a way of getting people into it, now having said that within those there were very few exercises, maybe I'm going off the point.

Q   No.

A   There were very few exercises that I thought again were, most of the work sheets, put it like this were text based and they actually would have required in many, many cases a fairly high level of reading skills and they didn't have exercises to go with them so in a way they provided the tutor with reading a story but they would still have had to go away and actually do work sheets for accompanying exercises for the learner. Only very few of them and some did have exercises to go with them and that's what I would call complete and of great benefit was the text based, they were sort of incomplete from a learning point of view, only reading skills were involved. They also were kind of at a fairly high level they would have required good reading skills. Also some of them were very, very good and some of them were very relevant and useful information and some of them were, I think would have reflected the opinions or stereotypes and things like that, some of them just were not very impartial, there were things in it that would have reinforced negative stereotypes and so forth and reinforced traditional roles and things like that and these are things that I would just find a bit strange, whatever about printable things, people have a choice and you can locate them in a decade or in a time, with the computer they really should not be historic, well they can be historic and even if they did have all these stereotypes and so forth, that's fine provided that's used as a discussion or learning point of something like that, or a challenging

situation, they weren't great. Also there was a problem, I printed out, got them all printed out and there were formatting errors, there was inconsistencies in font, there was inconsistencies in size of scripts, there were things that didn't transfer and in the chain of from it being in paper to word document to PDF format and then put on the computer there were formatting things that were lost but at the end of the day they shouldn't have gone up without being proof read, at the end of the day the point was that at the end of the process they should be perfect. So at this stage we're pulling quite a lot of them that just basically didn't print off properly.

Q   And was there a single person responsible for that.

A   No, the person who would have been responsible in seeing it through would have been Team Member2 but there was another company here in Baldoyle who would have done the formatting and then it went back to Jen Print and I suppose just in that loop there should have been a proof reader just the stage before it was added on to the computer. Jen Print are a company that do formatting so they transfer word documents on to PDF and then the PDF's are put on by...

Q   So...doesn't do its own conversion.

A   No.

Q   And the material is all developed in word.

A   Yes but some of the stuff for example on the PDF would have been from books like Life Skills and so forth but anything that was published by...would have been sent out to Jen Print anyway so they would have had the basic word document format so it was easy enough for them to transfer. The problem with the PDF from my point of view of trying to change them was that PDF in themselves are basically, end up as being kind of images which can't be altered so where there was a word missing or there was things missing or exercises that didn't quite tally and so forth, it was like you'd to pull the bloody thing altogether so we were looking at that from the point of view of whether financially was it worth actually making...better to keep with the small number that are actually right and then have our writer guidelines for everything else that comes in after that.

Q   Right and that's the system that your presently setting up.

A   Yeah

Q   Literacy tutors, you mentioned that they were involved, again what stage were they involve in.

A   I would have contacted them in November.

Q   Was it a single stage involvement or is it ongoing with them, now you've mentioned.

A   Well 2 of them, with most of them it was a single stage involvement and again in looking back on it there were a number of centres identified, there was quite clear…around look hope you can get 2 or 3 learners to have a lot at this, I didn't give a lot of direction whatsoever to the tutors and that was kind of deliberate on my part because I just thought if they can't get around this and they have problems like…so I showed them obviously what it was and I asked the sort of questions that I was looking for and showed them how the evaluation forms looked and so forth but I asked them, really what I wanted them to do was to observe their learners because their learners would be writing something in the evaluation and I wanted them to really be frank, say yes actually people did spin around it fairly quick, people were delighted, people looked happy, whereas they were able to feedback and say well look what Joe and Mary wrote didn't actually reflect what I felt watching it, they were frustrated, they did require more help or they didn't, depending. So that's the sort of thing I said to them, I said I want you to tell me as well what you observed when the learners were looking at the site. So I left them, gave them an hour, no more, of my own time, left them to it, they agreed to come back at a certain date, it was before Christmas and by the middle of January everybody had their forms back to me. So there were a couple of things around that like things that started out as being maybe 1 tutor and 5 learners might have turned into something like 1 tutor, 1 learner, that happened in one case and in another case a tutor in one of the centres took it on individually, just to look at themselves, I got feedback from them too and I included all of this, I know for research purposes people might be horrified but I just thought any information I get is important, I don't really need to make statistics like 92% thought this, if there are 6 people it's a nonsense statistic, the majority felt or the comments were this. So I took their comments, some of the learners either because they were bored with the questionnaire or whatever didn't necessarily complete it all but again that doesn't bother me, what they did they

did and their comments are valid. So its not one of those questionnaires and I think again that this is something, its not one of those questionnaires where the conversion lets say into percentages will really give a reflection. And equally as well there are a lot of contradictions in the evaluation and things like that, so for example people will say things like it's a really boring look, the colour was awful and then when they go to do the grid of 1 to 5, did you like the look, highly agree yes, so they don't tally with the qualitative and the quantitative necessarily and I know that all the learners did this in one go, nobody came back to it over a period of time. So they don't always correspond neatly, that's obviously partly the design of the questionnaire or something but again these are the things you learn.

Q   Again you've covered a lot of what's in, the design of the content and the evaluation because its emerging from what your saying, at the minute you've talked a lot about the content, do you expect it to be updated on a regular basis on completion.

A   Yeah, actually the next stage that we're looking at now and when I say stage that there will be a total of 12 interactive exercises, work sheets that learners can do on line and the reason why its 12, that's the number I figured we needed in order to check all the cross referencing, so that's really why I'm stuck on the 12, people are saying why aren't you getting other people to write, I don't want to get people to write if I'm not quite sure that this part is going to work properly. So I would be fairly sure when we have this part ready to put up in this month that over the summer period when the site is probably at its least used, we'll have plenty of time to start building up the body of material, I mean we're not satisfied at all that there will be only that number, we hope by September that there will be quite a lot of stuff there on the interactive that people can go through, work through, move about, choose a number of different exercises etc.

Q   And just to step back from that, the instructional design guidelines obviously, this is what your creating yourself, do you expect to have them ready in advance of the summer or are you still using the same team of people to design, I suppose the question was asking was are ordinary tutors around the country going to be able to add material and if so when are the guidelines going to be available that your creating.

A   The guidelines are fairly well done at this stage for these particular ones, we'll see if it works, so I have been doing bits and pieces to them but is the question whether tutors can actually in put on line themselves into this administration system.

Q   Or via…through the centralised.

A   Yes the idea would be, now…obviously from their experience will have a very good knowledge of who out there writes what, who writes well and things like that. Now I'm sure in house they would have differences and so forth but what I went for was the 2 people that just kept being mentioned by everybody, so I've 2 people in…who agreed to do 3 worksheets each. I designed 2 sets of work sheets myself so between the 2…people and myself that's the pilot material.

Q   Ok so you are the instruction designers for this set of material.

A   Yeah, now for example one of the centres that I was involved in the pilot, I got them to do a series of work sheets as well, so one of the youth reaches they designed music work sheets so we have our 5 work sheets from them, they're in PDF format, but I talked to them yesterday about the possibility when we have the site that they would convert and edit because obviously we're not going to have 10 features of Eminen, people go through him on the site, an Eminen story with a question being interactive is perfect. So I think there's al to of material there that can be transferred. Another set of exercises that again I got writers to write for PDF initially because that was simpler, that's the traditional method, they already do it was a set on farming, so we have our bovine heard register set of worksheets as well, I don't think they're going to…go on to the other because they're just very, very big worksheets, so those were the 2. But just to go back to what you were saying, yes these were people that I had met along the way who had expertise, your woman who did the farming was a trainer…in farming, for me there must be a connection between your ability to train, you must be able to write materials as well.

Q   Absolutely.

A   So she has kind of come into that pool of writers. And the Miltown Malbay youth reach one actually worked out well as well, but I gave them good, not good guidelines, I gave them guidelines as well.

Q   What were the guidelines, what kind of things.

A   Basically say for example I gave them samples of stuff that I had done, samples of work sheets so I would have given them my worksheets, this is how I worked it out, this is a kind of format, a traditional kind of format where you have a text, you may have comprehension, scanning for meaning, scanning for detail, these sorts of, those sorts of exercises. Then you might have say pluck one thing out, it could be ING endings, it could be PLURALS, it could be ADJECTIVES, one new learning point for that exercise. So for example, lets say Nivara for example, they're going to have loads of dates so I thought ok what you pluck out there is you pluck the different ways to write dates and that becomes that, so each learning exercise is one sort of abstract thing and then other stuff is connected to the text. Then it would be just the average spelling things, then there would be a dictionary sort of thing, possibility of the dictionary thing or maybe it was a task exercise of looking up information and that was generally it, very standard format.

Q   Where did that come from, is that something that you yourself.

A   These are the sort of ways I would generally do it.

Q   So its your own best practice.

A   Yeah.

Q   The conversation really is looking at lot of the PDF side, for the on line interactive activities was the design process the same, the instruction of design or who influenced that.

A   I was going down a particular road myself around that which again this is one of the things about working with a team which would...I actually in my head had just thrown the PDF's over on to the menu thing, if this is an interactive site really this is the part so we could really only behaving a big button saying start here so why should we have all this and why not over time people get used to the fact that all the print exercises are there because we always thought that the print exercises, still do, are going to be a tutor resource, let them use them and get over there and get that. So that was my kind of idea and I thought right ok we have our themes and the themes that we were taking were very much what would have been on the site before, they were going to be information, useful information in the Irish context, that was it and again just because why not, it's the most practical thing to do, it's the most practical way to learn in terms of having stuff, in terms of whatever it is, going to the bank,

raiding a house, whatever, practical information. So anyway went in one day and met with Helen and Blanaid to show them this idea and then all of a sudden it just completely turned, when they said well look really people that's fine and dandy but really if I was going on as a self learner, the first thing I'd come in and say is I want help with my spelling, so I don't really want to trawl through…to look for spellings. So what we decided and I'll just show you here, what we decided would be, now this is how it will look on the wire frame and at the minute we're limited so we have spelling, reading and numbers and then within those I have, I'll show you my little drawing, here I have INGS, here I have PLURALS, here I have something else, so I have to take 6 or 8 different spelling things, they will shoot up when the learner looks at it, they can just hit into that.

Q   And are they PDF documents.

A   No these are interactive.

Q   Now for the interactive design, who came up with the framework for that, well I suppose the question is did the on line interactive exercise, how did it different or was the instruction design process still the same, where your saying yes you have text, you have something for them to scan through and then.

A   Yes your right there, it would still follow that kind of fairly traditional sort of thing, yes there was a contextualising, so there's a factual or a fictional piece of reading at the beginning and the guideline used that that fits on less than the screen monitor, I don't want people scrolling, that was one of the things. So I said ok I want people to, and I also want the exercise to start immediately after, so they get their first exercise on that screen, so they don't even have to click to get the idea that ah yeah now I've got this story and I don't even have to click before I can actually answer questions, my first question, so that was going to be the encouragement, to see how that works. And then after that then they would click on to each set of exercises related to that, this text would only appear again on that screen as it relates to those questions and as they go further down into their set of exercises then we might get into those ING endings, that they don't require the text to look to in order to get it, they may have a more tutorial instructional page but its not dependent on the story

shopping and clothes so we take that off. So this story will continue on each same page as long as those exercises relate to that story.

Q   And were there any technical limitations put on you in the type of exercises you could have scrolling under or whatever.

A   Well actually what we did was I suppose really looking at the types of exercises would really be similar to that CBS web site, fairly similar in that there are 7 different types of exercises, you have close exercises, you have sequencing, you have multiple choice…say for example things like odd one out, there were variations within each of those. There are say jumbled up things, I suppose that comes from the sequencing part as well, I have to go up stairs and get the list of them, I've drawn a blank on them at the minute, and true or false, very, very traditional, very similar to that web site.

Q   And was there anything that you wanted to do but you weren't able to do because of technical limitations, that the web development team said no, absolutely not.

A   The one thing, for example free writing is not possible but what I've agreed with them is ok I accept that free writing can't be corrected within the system but to allow it to happen is good, so for example if I'm on employment and I'm filling out a form, no point in always reading about Joe Bloggs in Dublin, let me have a go myself using the keyboard and ultimately at the end of the day if your last advice to the reader or to the learner there is before you move on do you want to check that, to give them a bit of something, to say ok our computer can check that but that's all your information there and you might just give them advice again, to you want to check your capitals, do you want to, that sort of. So that's the one, I would have liked free writing but that's just not possible.

Q   Is that because of the self study mode.

A   No its because everything that goes on to this site is, the answer is inbuilt.

Q   That's what I was thinking, the idea that the learner is in self study mode so the feedback has to be immediate.

A   Yeah, so that's the one thing I would really have liked because what that also would have allowed for would be opinion and views and things like that, now there is another thing about that obviously was well what do they do with that, now granted people are in a learning centre and maybe they can paint out that

page and that's becomes their discussion, or somebody will turn away from their computers and just turn around and have a chat about that but that's not going to happen to this one but there's a limited amount of free writing. And I don't want to be necessarily, I don't know whether it's a good idea necessarily to encourage a lot of free writing when at the end of the day the presumption could set in that there's nobody there to look after it. It would be ok if each free writing page for example had a click option that immediately went to a tutor in whatever place so you'd get your feedback there and then but that's not happening, its not going to happen.

Q   So is there on line support.

A   No and this again is something that is just one of the limitations at the minute in relation to what we can offer, the idea would be at the minute through the feedback button that whatever feedback mechanism it looks like at the end of the day that people could put in a query or something like that and they would get a response, not necessarily by the end of that day either, so there's a thing about saying to people if your going to take the time to write to us, it could be a day or 2 before we get back, so its very loose but it may be the only option. But after Christmas when the next series of Read Right Now comes on which I actually thought would be a brilliant opportunity to publicise the Read Right Now, would be that the support workers for Read Right Now would maybe take this on as well. Now Team Member2 obviously that's an organisational issue as well with…whether that might be an option, simple because of dual support roles, they do the TV and let them do the computer.

Q   That's interesting yeah

A   But the thing would be again just in relation to, well you seek people who have expertise or you train existing ones in, in the ICT.

Q   Was there a particular…adopted in the creation of the materials, again for example I know its interactive probably following constructive…or one of those, did you think about learner styles is this something that you've thought about when your designing your materials, people who for example learn better through auditor, hearing or was that considered.

A   It was considered but it wouldn't have been the starter point, it wouldn't have been what we said ok these are the different styles therefore blah, blah, blah, in a way its been kind of, and you probably get really angry about this but its

been there as I suppose, it might not always be named but its like saying ok we don't want exercises all done in this bloody format so its about saying ok things have to have variety and I suppose in a way writing things in terms of the guidelines and you work on the assumption that people have a knowledge and work from the adult education sort of model but also saying, stating again people learn in different ways, your exercises must have variety in terms of whether your asking people to repeat things constantly or whether your asking them to speak out, to solve. And yet on the interactive I find its limited, like say for example the range of things that we have at the minute would require say you to be able to, its like an anagram, can I work things out quickly or can I not and you either do or you don't and sometimes you build up that skill but at the same time it wouldn't be everybody's cup of tea, so you want to make sure that your not going to have everything that's jumbled words for spelling, so its that sort of stuff. But I haven't done any more than say that its necessary to have different ways of doing things.

Q   And are there any plans to add additional features that aren't evident I suppose in this.

A   I suppose anything that people suggest from say even, I suppose anything that anybody suggest from here on in we will certain consider, so if the potential is there and the capacity of the site to do something else that's great, so there would be no problems, the only problem as I say would be with the developers. So yeah, I'm just hoping that after say 4 or 5 months of this kind of stage, the pilot being up and running that there will at least be a confidence in that framework being able to carry a lot of the material through. But at the same time that there would be still kind of scope and definitely within…and I don't doubt it, openness to say oh feck it, we need to change this or this is just not really going the way we thought. Now there's a limit to how much experimentation they're going to be doing and obviously my sort of work wasn't loose as it would sometimes, can't be as articulated, there's a certain amount of thinking that's gone into why it needs to be like it is and we're just hoping that this particular one works well.

Q   Just back to the multimedia elements, what have you included, is it text and images, is there audio.

A   Text, images, audio and zoom.

Q   That's your multimedia.

A   That's our package.

Q   Ok you have conducted an evaluation, I think you've actually answered most of these, is there going to be a second evaluation process.

A   I would imagine so, I haven't been told that there is but I would imagine so.

Q   What would you have said were the main challenges in the evaluation process for you, you have talked through the difficulties but is there any major, would you do it the same way.

A   No I wouldn't, in a way I thought initially ok there's something there and I'd have said at the very beginning its important that you have something there to hang people's views on but in a way I think I would have made the obvious, what I would consider to be the obvious changes to it before evaluating. So I think in a way there was an awful lot of stuff there that didn't actually require an evaluation to say that needs to be changed and in a way I think I would have bought it to the next stage of sophistication before going on to evaluating because in a way that's really what we're at now is that next stage and I think its probably we're kind of premature. I think the use of ICT in all of that, yes we have all that background information and so forth but in a way I think there could have been more tweaking of the whole system before the evaluation. I think they were very obvious things going wrong and in a way I don't think you need 30 people to reinforce that, if they're wrong they're wrong. So it wasn't necessary that it was subjective, if there's a spelling mistake, Jesus there's a spelling mistake or if there's a navigation problem or if there's a page that opens in the wrong way, if the answers are wrong, if there's ambiguity in the answers, those are the things in retrospect I would have just said ok I don't know whether it's a good idea to go ahead with the evaluation at this stage, I probably would have reversed it.

Q   When you say reversed it.

A   Reversed it, done the basic changes on it really…would have taken longer, you could actually say ok well that sounds very simple so the decision could have been to make good within the existing framework or to actually decide well look there isn't really a lot of interactive material there to get a good feel for the site and the other part would have been to introduce a site that was well used and people liked and say ok we'd like you to spend a half a day

there…that's brilliant and then the next week throw in this one and then you will actually have learners in a far more confident position to be…I think some of our learners and again there was advantages because they had never maybe looked at a learning site before but they didn't have anything on a comparative basis. So a lot of them actually said out of fairness, this is great, but I think if they'd seen something else to compare it to, so that's something I would have done, but that's retrospective on my part because I wouldn't have known who those learners were either necessarily. And again I now am far more critical of learning sites that I see so I look at them now and Jesus, and I only got that from comparing…

Q   And just the criteria, what constitutes success for this web site, how are they going to measure whether its been successful to not.

A   Number 1 I think use of it would be an obvious one to say but I think ongoing use of it, people want to return to it, I would actually see learners who actually would have it as one of their choice sites to go to, not the choice site or anything as ambitious but just one of the ones that they actually say to their tutor can we go on to this one and that's really what I see as being good. I would also obviously, I suppose that yeah really it becomes one of the sites of choice and one of the sites that people are actively, that people see as an active site, they don't see it as a stagnant site like a CD ROM, that this is a site that changes, that moves along, that maybe in another month we go into this and there's something else there. Its like I just don't want people to get that feeling like you get when you go into a site that hasn't been updated since February 2000, I want people to feel that its an active site, that they have got, they can make changes to it, they influence it and that.

Q   Just one last question.

A   It probably would be good ultimately at the end of the day that it would be curriculum based, that there would be the option so that its not kind of what I call one shop sessions almost, ok you can have things like you can have levels and you can have people progressing through it and so forth but at the end of the day their affirmation comes from moving through that site and that's an individual, they get that affirmation from knowing I did that, but wouldn't it be great if there was somebody else acknowledging it, that they did that. And in a way that's maybe one of the things that would be really good, that people

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could actually do things on line, they could do foundation courses or things like that so that they could if they wanted have their accreditation or have that affirmation through accreditation. You see the one thing that is missing from the site no matter how well done and bells and whistles you put on it, is just is that verbal affirmation or is that some other thing.

Q   So your thinking like maybe link it to what they have in England, the national literacy, you can actually get it on line, you can set a question almost, in some way they're rewarded.

A   Yeah in some way that they're rewarded and that its acknowledged and in some way obviously it has to have a currency above and beyond the interaction for that learner, so in some way like...I was saying to Gerry like half an episode on Read Right Now towards the end because its brilliant if they had somebody sitting at the computer saying oh Mary I'm going to the library to have a look at this new web site, you've got 200,000 people watching the TV, that to me would be your best publicity and actually that's going away from it now slightly but that's just one of the ways to publish and to publicise it, I'm moving away from that thing of accreditation but I think that is, I think eventually if your to keep people into it and their own expectations of themselves and they want to be rewarded, if your rewarded in a one to one situation, if at the end of the day the tutor says Jesus that's brilliant Billy, we've done this this evening or whatever, they don't have that.

Q   Ok what aspect of the site do you know got the least number of hits, most number of hits.

A   Well this is a really awkward one because the hits to the site are measured in...so the lads in fairness to them did not necessarily as they say build up the site to record it in this way so I'm actually asking them now for information so I can't actually say so the first, you can actually say that the first one gets the most hits...and after that then, and even the length of time people stay...(end of recording).

Type: Interview with Team Member4
Date: 2003
Duration: 1 hour approx.
Participant/s: Team Member4 and the Researcher
Mode: Hand-written notes/taped
Format: Interview

Q   Just in terms of your own role and responsibilities or that of Team Member4.

A   …the stage we're at now with the…the initial pilot going back the end of 2001 maybe start of 2002, it was over quite a bit of time and when we were originally working with Team Member2 down here in Cork, at that stage it was purely ourselves and Team Member2 and Team Member3 to some degree dictated how we went along and so we kind of…lets try and make this…on line so went from that, we didn't have any, unfortunately we didn't go out and look for…guidelines.

Q   Not really, you were working in a different situation, you were obviously following a model from somewhere.

A   Yes we are, I suppose the…we would have been aware of that and seen other courses and seen those questionnaires on line and interactive…using some of the ideas from that other project where we were creating dynamic questionnaires for a marketing…originally for a shoe shop. So somebody could come in without any technical experience and build a questionnaire that was…and it would all be…the engine of it was there, essentially that's what we now have with the…a non IT person can come in and construct… interactive exercise… Our role as such is the technology side of it, we have worked with an E learning company before but not, in a more supplementary …on their system data base, we didn't really get down to the nitty gritty… separated ourselves from that. So people such as Team Member1 and Team Member2 in NALA were taking responsibility for that and of course there was all the work shops which we came along to…training…their ideas for what they think would work and then of course I suppose we ran pilot one and then Team Member1 went out and got the feedback from that back in November, December.

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Q   When you were brought on board was there a fixed period in mind to be involved or was it left open.

A   Phase one was kind of a fixed project, we tend to work, when we take on…the way we work on a project…as much as we could…it tied down very well…the nature of our work is we do fixed price…if it takes 3 weeks or 5 weeks that's our problem, so long as we meet the requirements…

Q   That's what I'm trying to come back to, so therefore in the requirement specification for this particular document, how…

A   In hindsight the first one was very, very…

Q   What kind of things would have been

A   I think we essentially just looked at getting an interactive element going, looked at having a very easy to use, simple interface. In the first one we didn't really touch on the accessibility issues, from our point of view in hindsight for whatever reason, because it was a pilot we were more focused on getting the interactive functionality going, maybe a data base, easy management going. One thing we did get side tracked on between ourselves and Team Member2 and we went down the road of trying to have a system for tutors and learners…that subsequently got…but for now that's been put on the side.

Q   Can it still be introduced…

A   Yeah the whole thing now with the new one a big target of ours was to build a solid base by which to add more.

Q   You can add on.

A   The nature of internet application what we do is, you can take the analogy of gardening, its constantly pruning and…its not like in the old days…it makes it a lot more interesting…try and catch as much as you can.

Q   How difficult was the interaction with the instruction designers, or in this case effectively literacy tutors, in terms of designing the instructional content of the site, the literacy worksheets and whatever else was going on.

A   Well I guess we…in both phase 1 and phase 2 we separated ourselves out purely to the technology side of it so that we facilitate…creators and contributors to try and come in and drop…into our structure, we would have no, we take construction of how many words you want in a link, what the words should be, the English of that.

Q   So in the interactive exercise, obviously you would have had to work with, there would have been a more...

A   What we would have done in phase 1 of the pilot we took worksheets...from workbooks and picked out the ones we knew we could make interactive reasonably easily.

Q   ...interactive effectively.

A   Yeah...

Q   And in phase 2 was there.

A   Phase 2 we just added maybe another 2 or 3 types of

Q   Questions yeah.

A   Yeah so that's going to give you a bit more flavours...extending what the site can do and the work books that can be put on but again we've defined the restrictions back to...of these 7 questions we can make 5 interactive...open ended as you can.

Q   And what about for example the multimedia element of it, for example if the question would be better put say in audio than I just the direct, has there been difficulties arising out of that or have you made clean decisions and said look its text only or text image only or.

A   There isn't, in phase 2 now we tried to tie in the voice element...Team Member3 and the student Jason were working.

Q   This is the text reader.

A   Yeah the text reader, essentially what we've done is plugged it in, essentially given the power to the user to read any text in the interactive or in the...pages, wherever they want, that's really the only multimedia, the other element was allowing the text size and the image size, the screen size to be adjusted in the browser other than that its...but there is, NALA have been looking at...in other countries where they have quite a few...sites, media based sites, we have used a tool on other projects for training people on web systems so there's opportunities going forward.

Q   (inaudible)

A   Yeah we might even do...just to show people how to use it...with the mouse...I'm not sure whether we have speech over but we have...

Q   The other thing, what have been the main challenges in working on this particular site as opposed to the other jobs you've been working on.

A   I think the main thing is its not often we would…target audience as much, most of the applications we build, even if they're for internal company use would still have a…target of people so kind of having to force ourselves to look at the end user and account for the accessibility issues up to a point…and then of course the bigger…the lay out…less clutter on the screen, not to confuse people so trying to focus people in quicker to where you want them to go. Essentially we would have been doing that anyway…we've always been keen to…good feedback before from other sites that we've done, that we've got it right most of the time. So toning it down or taking it to a better focus as such I suppose.

Q   So it's been a difficult target audience effectively.

A   …you have to remind yourself what the target audience is, not get over board on certain images, remember to have the text…always there, simpler images and so on…even this week now we're kind of at the closing stages, say about 70/80% of the stage 2 file now completed, the interactive is working, we're quite happy with the…very complex…site…where NALA even can come in and create the interactive questions themselves, which has worked out quite well and that will be a good investment for NALA…have that tool for 3 or 4 years to use and expand on.

Q   So it will be fairly easy to keep the content…

A   Oh yeah, keep adding…the main point…once you get your user base is to keep your user base coming back…have a new challenge or a new course to do, the nature of literacy is that you keep them looking at the long term goal of lifelong education.

Q   Exactly.

A   That's the key element…by the nature of how we work anyway we're always dynamically adapting to whatever project…

Q   So if someone were to come along with this kind of project again, what advice would you give to them starting out, another way I suppose of asking is there anything different that you would do…did you feel you were lacking information in any particular area.

A   I think one thing would be useful is now that we're aware of a lot more other people that's…the same type of thing world wide, would be to go out and maybe try and learn more day one…whereas we have got the…management

and the interactive right to the level that we want to go with it, the nature of web design and sites and computer user…very finicky and…whether there's 2 people in the picture or 4 people in the picture…that's why we're doing pilots, we're going through the stages, it would be nice to maybe fill out more of that initially if possible, make clear decisions…perhaps that could be more…but again at the pilot stage…part of the process we're going through…long term vision with the site, what to will do for NALA.

Q   How do you see it working, I know the long term ambition is to blend it with the TV program.

A   Yeah…

Q   How do you feel about the interactive element or I suppose a step further from just advertising on TV would be interacting with TV, how do you see that working with the current.

A   Not really sure, that whole area is pretty new and something we haven't dealt with before, in terms of the concept of how the site is managed, whether other providers are brought in to produce interactive multimedia concepts to tie in to other systems then that's what NALA could be focusing on as well, we've taken it so far…others would add their own speciality to it and so on, but hopefully it will all build up to, even the site…give that a portal…ok right now we have the PDF which…we have the interactive…link off to something different completely…

Q   The future…

A   Yeah I would imagine that will go and again like I said where we put the tutor and learner interaction on the site because we put that on the side for now because the big thing that cropped up in the pilot was the logging in and tracking would be a bit too much for.

Q   For the beginning.

A   For beginner users of the internet and

Q   It should be an option rather than.

A   Yeah…

Q   If your to look back into the systems analysis and design you have followed a particular…the evolutionary model, was that deliberate or is that something that emerges from practice.

A   It's the nature of the web and the applications.

Q   For example if you look at the BBC Skills…they effectively developed…its almost…version of the web site to begin with, how do you feel about these contrasting ways of doing it…

A   …maybe you need to do this in steps, give people the PDF aspect, give people the interaction…give people maybe some…or even look at other sites or other providers and see what they did.

Q   So really its an unknown, it's a bit of a chasm and your putting stuff out there in the hope that…

A   I think we're pretty confident from going through the workshops and going through the stages that we're hitting the market…

Q   I can see the benefits of your particular way of doing it, I'm interested in your approaches.

A   …is another factor, if…came along in the morning I'm sure whoever they went to for their work.

Q   The develop a lot of their…

A   I know they've an…internal division…they have a company in Belfast who do all their work for them…if the BBC resources were there…large effort from day one…

Q   Well it's a different scale.

A   …they're serving so many users…on line and interactive as well…how that all…

Q   How it fits in the bigger.

A   (inaudible)

Q   You've answered most of the questions, I know that its gone through a number of examination processes, the first one with Team Member1 and…what constitutes success for this web site, have you been given criteria that it will be measured by, say for example there's been a number of hits…

A   I don't think quantity is, I don't think that was…the objective is what cool things could we do with interactive, draw people in to using the web site, draw in learners…in NALA's mind maybe, at the back of their minds, one thing they feel they have identified is there's 500,000 adults in Ireland with…I think through their network of users…voluntary all over Ireland…20,000 people involved, they saw with their TV program where they got the attention of about 100,000 people so then maybe this site could be a way of reaching out to

some of them and bringing in…learning centres, proactively seeking help to learn more so I think that's one of the things, that's where that came out of…

Q …in your agreement or whatever has there been anything like that…

A Even from the pilot feedback in stage one there was some, I'm not sure if you say it…there was a lot of conflicting…between the generations…

Q Its just interesting, this is one thing I wondered whether you guys as one of the team, whether NALA actually said look we're going to measure the success of this based on something, but that hasn't, nothing specific.

A I guess we're moving towards it pretty soon now really…whatever way it goes next…stage one was what do we do to make it something interesting that will draw people in and now that we figured we can do that I guess then you'll need to look at it and say ok how much more do you need to do to get X number or are people happy that they…talked about earlier the focus on giving them a good solid base and a factual base so that things can be added depending on what works and what doesn't.

Q You put an awful lot of work into the particular platform, I know you talked about the content management system and whatever, is this going to be managed by NALA, do you hand it over, is that the way its working.

A That's the way it should go…for other companies we'll still be there holding people's hands…but it should be well within the resources of NALA and the creators or people managing to site to be able to take care of 90% of the work involved and updating it and keeping it fresh and keeping it interesting for people. I think that's one of the things we've done well in this stage…

Q Have they talked about putting it on, a CD form of it, has that ever, effectively like a multimedia product, has any of those options been discussed.

A I don't think that's technically an option with a web site day one…as I said if they're bringing in content from other providers such as…that can be CD ROM enabled our stuff wouldn't, where it is on line, what we've done so far…could put a load of PDF's…

Q It was just a query.

A …a couple of things we looked at after the workshop was NALA already had its own library of stuff…so maybe an opportunity for NALA would be to look at CD ROM providers to see if they could licence some of their material on either CD ROM or put it on line…

Q	Its I suppose an interesting question…if this web site is going to be used say within a television medium, a broadcast medium, what does that mean for you, have you handed overall rights effectively, I just wondered myself…
A	…there's good efforts being made now to get more standards applied, I know the efforts in the past for the CD interactive stuff has not worked well…
Q	Oh yeah.
A	…were a disaster but I can see where it could go…
Q	This is going to be like a digital, almost like a remote but with more actions, I just thought I'd put it out there, I've been approached by a few people about, I've been asked actually about whether I'd be interested in coming on board and I suppose my own query is is it something that you've thought about in the design of the web site.
A	…one thing that might lead to that is so long as we're meeting a certain level of accessibility…layout and…should be compliant. I mean who is to say that…with the concept management engine that we have adding to the web site, adding to the data base of…that someone could come along, be it ourselves or someone else and build a TV…that is possible yeah, I would imagine that's quite possible yeah, but again that's another layer.
Q	That's another layer on top of it yeah.
A	Another layer or another segment to the whole portal or to the whole project, so yeah…
Q	You haven't had approaches then for interactive…CD or…
A	No
Q	There is a serious drive at the minute, I know because of the amount of people that have said it to me in the past 6 months, before that it had been at the back of my head always about interactive, about moving that way.
A	But I imagine to some extent the power is very much in the hands of the TV companies as such, unlike the internet where…so the TV companies will dictate, they might even dictate the level of…if the TV companies develop technology that meets that of the client it would save us all a lot of trouble.
Q	Absolutely
A	Even within the internet you have browser…and its still an issue…one of the only guys that…ahead of the game…3 years ago when you had 50%…created

a vast weight of resources all over the world…so maybe in 3 years time the standard of design will be such that.

Q   It will go across all the media be it on line

A   It will be up to the media standard…good design…

Q   Ok you've answered everything.

A   …Team Member1 led the whole feedback…similar to what your doing yourself today…asking the right questions and getting back the right feedback…your going to get feedback and that's the danger…

Q   I'm talking about the interface between you and you client in a way, do you think that in some way communication process.

A   How well are we working with NALA.

Q   Its not about how well, its about how best could that information be gathered, effectively you gathered it my meetings I take it…

A   …the nature of our work, as a company we've had a sales focus…everything we do would always be…development…specifying requirements, we can move to a stage where we can detail the functionality and spec of a project as much as we can and that's normally…that's the way it works. It's a case of when your dealing with one person that makes (sense), where if your dealing with 3 that makes it more (difficult)…

Q   Effectively NALA was between you and your users, your deciding for a set of users that you've never met.

A   That's right, yeah there's ourselves and the client and what they want but then of course we're always aware of, as we said earlier more so at this stage, the end user.

Q   And how did you feel, in this context do you feel that.

A   I suppose the way it works even internally in Team Member4 is we're looking at something, even yesterday we were putting different…and straight away no accessibility, can't work there with that, so try something else and the same with NALA, they throw out an idea and I'm like yes it can be done but not accessibility wise. It could be done but the advantage you're getting would not suit the user…

Q   I suppose another way of putting this question is could the process have been fast tracked in any way do you think, is there anything that could have been done to help you, you looking from the outside…

A   Whether it would be correct to do it or not perhaps a workshop maybe could have involved the end user but that's.

Q   Ok, I'm not sure because of an anonymity

A   The anonymity of the subject maybe that wasn't an option but in theory having someone use a computer for the first time that might not be very pleasant for them and we'd only lose track of ourselves and start throwing technical questions at them.

Q   Ok well let me put it another way, when your dealing with other companies, the bigger international companies you deal with, do you ever get to meet their end users.

A   No.

Q   (inaudible)

A   Its up to us to advise and be there and tell the client well look ok I know you like that, the big flashy thing in the corner but its going to annoy the hell out of your users.

Q   How do you get your clients to gather the information that you need.

A   We guide them through it.

Q   Right, so that's what's missing here, so for NALA did you say to them look we need specific information, did you send them on a search or did they just tell you what they wanted based on their search.

A   We guided them, they would have known what they wanted to some degree, they were the ones who had the…and then following the guidelines…web site, this is all the other elements you need on a web page…that all falls into place between the 2 of us and then we guide from a technical standpoint, say yes it can be done or it can't be done and then as much as we can from our own experience knowing users response to things…the working community we're in we kind of say yea or nay to things.

Q   Ok, I know you mentioned…a few times and you've mentioned other…have you any comments maybe on the limitations of any of the software your using.

A   As you know its kind of a layer that creates the…data base which allows for the power…allows for the very powerful…so there's no limitations, your delivering whatever…

Q   For example you haven't used open-ended questions, if you look from the front end, why is that.

A   Well actually that would require…touched on in workshops that perhaps there might be, I think NALA do have some staff that are on call…whether we would tie them in and perhaps have them on call through e-mail or a messaging system, so that's a people NALA resource…not the technology…we could have delivered one way or another…

Q   So there's nothing that was asked for that couldn't have been done technically, your really reflecting it back to the organisation and what they could support or not support.

A   …I don't think it was the work shop…there was a supplement show where they got more computers and I just went along myself and…one of the tutors asked could the system take free text when someone types in, analyse it and determine that they're making certain spelling mistakes, certain grammar mistakes and then tell them, give them a little report saying by the way your mixing up your ING's and your messing up your…

Q   I know what you're saying…

A   That would be an interesting project in itself without the other.

Q   So you were working within the constraints, time, economic and.

A   Yeah, I suppose the site does so much, technically from my own point of view hopefully it will supplement tutors teaching people, it will give more

Q   Blended learning.

A   Blend more learning, I suppose you can get people interested in the internet so they can then go off and explore other literacy sites, the internet is open and its free for people to go where they want.

Q   Absolutely and there's lots of stuff out there.

A   There is…even in America…

Q   (recorder turned off).

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Q   If you want to just talk generally about your own role and responsibilities in relation to the project.

A   I suppose generally just going back to the very start Team Member2 updated me about the project and that she basically was the project manager form the NALA side of things and she needed a technical advisor, so I got involved in the role of technical advisor to NALA and doing a bit of project management as well with the developers on the thing.

Q   When did that start.

A   It's coming up to a year ago I'd say, I'd have to check.

Q   But approximately May 2003

A   Yeah and in conjunction with that we also started a post graduate student, its much more than a year ago, closer to 2 years, a post graduate student got involved…post graduate student working on aspects of it as well, so I supervised him and liased with the main developers as well.

Q   Is that from a technical point of view.

A   Yeah, what we're doing is kind of taking a prototype approach, the first thing we would have done is to explore 3 prototypes, experimental prototypes, seeing what's the best way of doing…accessibility and so forth, so there was a bit of that, looking at the technical side. Then the other prototype was evaluation, kind of evolutionary prototype that we piloted so that's been really the cycle of doing something, evaluating it, moving on and really just evaluating ourselves, that's just the way its going, we will probably spend a lot more time continually updating.

Q   It's an evolutionary process.

A   Completely yeah, so it could take another year or 2 before its perfected the way we want it.

Q   Why did you decide on that particular route.

A   Just basically experience of developing software, it's the only way, especially when your dealing with NALA, they wouldn't have many technical people, the users wouldn't be very proficient, so its very difficult developing software for people, you could go away and do an analysis day one and interview people, do questionnaires and try and come up with a design and implement it but quite likely you'd be off the mark, so for many projects prototyping and the evolutionary approach, I think its worked well so far, we've made a lot of changes along the way based on the feedback and Team Member1 who your familiar with was great in getting all that feedback through her students. But even just…showing Team Member2 how its working…with the developers, redesigning it and updating it, so that's the way its gone so far and that's the way it will continue I'd say for another while.

Q   In terms of the challenges, what would you say were the main challenges faced by you, I know you've mentioned 1 or 2 there about the particular users, but in the development of the site so far.

A   I suppose one of the things the delay in getting the prototype up and running, getting it out there, getting feedback, it slowed us down, that's why its taken so long, that would be one thing and I suppose again for developers the hardest thing I think is getting the requirements from users and there are so many, there are tutors, there's NALA, there's the students, all with their own idea of what they like and what they don't like, so its trying to find a balance. For example even simple things such as how you track users, how you correct, how you give feedback on line to users doing interactive stuff, that has taken a bit of time, it's not technically very hard but its just trying to understand what they want and what's the best way of doing it, what's the easiest way and presenting the content, because your dealing with learners, your dealing with adult learners, your dealing with people with literacy difficulties, its been very difficult to try and get that right.

Q   (inaudible)

A   One other thing that I found, developers are very good, they've done a lot of contact management stuff and they're young guys, very sharp and they fly off on an tangent and they would do stuff, very advanced stuff, they could do really advanced internet applications that would be for management level and then trying to get them to do a simple site for basic literacy users, it was hard,

that took a bit of effort I thought to say listen you want to just keep it simple, we don't want all these bells and whistles, you want the basic, simple, they feel like they're adding value by doing a lot more, making it flashy and making it, so dealing with them.

Q   So its been a…for them really.

A   Yeah they're whiz kids, they're young guys and they can do this and that.

-    At one stage because we were going to get…to have a look at it at a conference and only a few days before hand…they got the graphic designer to whiz it up for us, we had to go back and say…I thought that was very interesting and that really showed probably that I didn't explain it clearly enough…

Q   Jump in, you probably raising another issue, is there a lack maybe of frameworks out there for developing these type of web sites, I suppose to jump to Team Member2, you were presented with this task of developing a web site, how did you know where to start.

A   Well we very much looked to NIFL…Boston and I can't think of the name of the guy now but I found him very helpful and I have been in contact with him and we were lucky in that the schools had just come out with a site as well that they were piloting, now they had some very impressive pictures so we lucky in that we had those 2 particular sites just to look at but in general I found personally that when you are dealing with a technical company like that its very hard to translate the educational side of it into a web site. And where we fell down was I thought I could just say look at those 2 sites and you'll get it, you'll understand what I'm saying and it doesn't work like that, so we didn't really know, I suppose the great thing about the web site why we said we'd start off with a web site was people were talking about wanting resources and by resources they wanted CD's but CD's cost a lot of money or a learning curve really needs to go up with this and document the whole process which I could talk to you about and now we have it so if we were to turn around now and actually want to design a CD we wouldn't be starting from scratch, we've learned a lot.

Q   And you Team Member3, you talked about the evolutionary process, I know like classic system analysis and design, its something that would jump out at you, had you difficulty in trying to find a model to follow…

A   I think the model works well because I think no matter what we did we had to target the end users that way so that really wasn't a problem, I think it was deciding as well exactly what to put in and what to leave out, it was harder to leave stuff out than to put it in, like tracking users, get them to log on, for these types of users its really a bridge too far and that was better developing, its very easy to say do something with accessibility and again getting feedback of what people want, what kind of exercises they want, how do they want it…that was something that came out, when Christopher came out, that they wanted him and they got that in as a nice feature, giving him, doing an exercise.

-       …what I think is very interesting as well is a few months ago we were hung ho about having the site as a resource for the tutors and the learners but we had this system where a tutor could log on themselves, they could also log on and view their students work and how they were getting on and that actually got very complicated, didn't it.

-       It did yeah.

-       We've actually taken that off the site now believe it or not because I think that kind of work, it's a good feature but I think it involves training and I suppose from our point of view it brought up issues around storing people's information…

-       Yeah it was a barrier to getting on to the site and we were focusing on the lowest common denominator, a lot of people could still log on for tutor but its not, its down deep in the site, its not at the very front of it because we wanted to make sure that people got on to the site and found it as easy as possible to start doing stuff straight away, not to be side tracked or confused by logging on, using ID's, password, e-mail you tutor, so we got the lowest common denominator but more advanced users can easily click down through the levels and find all those features if they want.

-       Yeah if they want.

-       And with a tutor they can show anybody, that's one of the things that came out, the usability of it and stuff like that.

Q   What about priority, when you were first…in the first prototype, what would you have prioritised there, what were the main aspects in the first one.

A   …which was this interactive feature.

- Where they would get their scores tracked…have to log on so I think time was wasted on that.
- I think so.

Q   In hind sight.

A   Yeah, its very valid but it will come with development work, it will come with training and I really questioned this a lot if the centres are actually advanced enough to really accommodate.

- Yeah I don't think even third level students, many students don't want to have that tracking and stuff, but we were not to keen on it anyway but…the project that independent learners would be able to use it and tutors…they could use it, that was the idea but it was worth it to try…
- Yeah, another thing as well when we were designing the site, a lot of sites would say that they're interactive and for me I had to get my head around what does that word mean, I found that very confusing, we had a clear sense of what interactive was which means that you should get clear feedback straight away, when I talk about being interactive that's what I mean but I would imaging somebody going on to the site…interactive features…we have…because we thought this is great…reality…
- On tracking and stuff but the feedback we're focusing on now is that they can do an exercise and then get answers and all that kind of stuff.
- The other thing as well that we had to take into account was when we had done our questionnaire on literacy schemes and other centres to get a sense of what packages they were using and what computers they're using and how big is their memory, that was taken into account as well from a technical point of view wasn't it.
- Yeah, technically again the lowest common denominator, we're doing more stuff now and we're making sure we're using…the only difficulty then where we spent some time and looking at technology for speech enabling which is what we're doing with the post graduate student. We looked at a load of different options and we made prototypes and tested them and so on and so forth but its turned out that the easiest solution at the moment is to use the Microsoft agent. So what we'll do is we check to see if the user as the plug in…sound card and all that and if they do they'll

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get all those features if they want them, otherwise they'll just get the…that took up time.

- Its very hard though trying to, I mean we keep talking about independent learners which is why we were given the funding from…but really you have to be very clear about what your profile is and really the site isn't for people who don't know their way around web pages in general, so for example I know one feature that was mentioned was having an introduction to computers and the site and we were saying really if you don't know how to get around web sites then the site is not for you, it will never be for you, I don't think you can accommodate that kind of a learner. I mean it is a very specific type of learner who can hear about this web site and go on to it.
- With a tutor, in a centre, go in and work quickly.
- I think in reality it's the tutors are going to introduce the learners to the site.

Q   But your assuming…computer literacy is effectively what you're saying.

A   Exactly yes but we couldn't, we're designing it, we couldn't just rely on the fact that tutors are going to be introducing most people, again I have to keep reminding myself that its actually geared at the independent learner out there, just like the independent learner can watch the TV program who never contacted their local VEC, just wanted to work by themselves. But that becomes an issue for everyone in terms of support then doesn't it because again the support you have is, we don't have a free phone number for you yet, what we have is an e-mail system.

- Yeah, there was talk about that but I think the most practical way is to ideally have a free phone number.
- Free phone number yeah, there is talk about ideally that this package could be incorporated with the Read Right Now program, the people who work on the free phone number could be given training around the web page, that they're available as well as the resource.

Q   In terms of the instruction and design, when your designing the material for the web site, how difficult was that from your end Team Member3 and from the literacy tutor trying to translate that over to the technology.

A   Well what I would imagine is that that's still at a very early stage, we used material produced in packs for the Read Right Now program

- Which had its complications.
- Yeah this will probably go on evolving for a while, we need to get specific work sheet writers…
- Yeah I'll tell you what happened there, really out of ignorance I thought I could just transfer some of our existing material on to the site and some of that worked, those worksheets were going to be just printable worksheets but again when I was doing that to be honest Charlotte I was thinking along the lines of a tutor using the material, so I'll give you a good example, we have a work sheet up there which comes from the city of Limerick VEC publication and…very good worksheet, I could see how that looks very bald if you're a learner and you pull that off, it doesn't have a context, again I relied on a tutor taking that worksheet knowing what the learning outcomes would be, deciding what they would be, tweaking it and because that actually came from a pack, a VTOS pack where the tutor would work with a group. So again when I put a lot of worksheets on and even commissioning now worksheets I was very much thinking along the lines of worksheets for tutors, really while we say this site is for the independent learner I made the mistake of that's what we should be getting for the independent learner but really kind of when it came to the material its centred more on tutors. Now we're kind of paying the price for that because from the evaluation feedback was a lot of these worksheets are very good, they do kind of need…its not clear and I think that's fair, that's if you're a learner and if you print off…you mightn't be clear what exactly what you've learned…
- I think its early days, we're kind of perfecting the framework, first of all I'd say the shell that was the idea of it, the shell of the site, how people can answer questions, how they print off stuff, that's very challenging, how to print off stuff.
- Absolutely.
- So I think rather than…use…methods for them evaluating the content and develop content.

- But even how we display the content, if you go in its very much topical and that's with the lot of our packs, but in fact somebody said it would be better maybe, like if an independent learner went on to that site they're not going to go on to the site wanting to know about a day at the races, they're going to go on thinking I want to improve my sums, my spelling, so we've actually changed it around there as well, so if you press on spellings and there you'll get your list of worksheets. Now if I were to commission worksheets again I would have a different kind of criteria and I would be able to explain the whole interactive features a bit more.

Q   Yes, being a learning experience.

A   Completely, it's not the same as commissioning materials for a pack, so that's great that we have that now.

- Yeah, we got it right eventually, it was just a matter of develop, evaluate.

Q   Team Member3 you mentioned the accessibility element of it, if we focus in on that, is the new version going to conform to specific guidelines.

A   Level 2, most of those guidelines are fine, they're specifically targeted at disabilities, blind and so forth, which in an ideal world we'd have a complete format for focusing on literacy needs first and wherever possible conform to accessibility, so when we use the term like disability here in the context of accessibility, its specifically for literacy. My might have to use a situation where tables are used, they're not used for listing content, they're used functionally for particular things so we'll probably go through and find some of the recommendations, if you go to Bobby you might pick up and say...but there are probably very good reasons why we're doing that.

Q   Yeah you can justify.

A   We're aiming for level 2, with Teagasc and other government agencies have level 2 so that's going to be our aim.

- And then the same thing as well like accessibility in the context basically of providing sound accessibility...the problem is if they can't read or write...so obviously the main thing is get the text read to them where possible and they can enter in stuff...

Q   So your working presently on a screen reader or...

A   Yeah we have Microsoft agents...what we're trying to do is make it available for as many platforms, so it works fine yeah and we've done some evaluating on that as well.

Q   Just in terms of the key participants in the web site, did you talk to literacy learners before the initial prototype or where did they come in.

A   I didn't anyway.

        -   We had a sense of what a good site should look like, just based even on our review of materials, we have criteria that we sent off to tutors where they reviewed the CD's for us and web sites so we had a sense alright of what should be included, is that what your asking.

Q   No I was asking did you use literacy learners, did you talk to them with this web site in mind, did you contact them before the web site.

A   The evaluation is it.

Q   Pre evaluation though, pre prototype.

A   No we didn't.

Q   Ok and I suppose an evaluation process you did the first one, is this something that you plan to do more of.

A   Oh that would be part of it yeah, now when I say we hadn't spoken to, we had in a sense that we knew what they expected and what they liked and what they didn't like, we knew that from feedback, we didn't specifically before we started the project get people around, we said we would just get something.

        -   A prototype so we can show what do you think of this.

        -   Exactly.

        -   That was the frame of reference.

Q   Do you think that web sites were being used before, I'm talking about here in Ireland, do you think they were using...on line literacy tuition in the centres.

A   Oh no they weren't, I knew that from an actual questionnaire, in 2001 we sent around a questionnaire so that was really helpful and a guide and they weren't at all using web sites, they weren't availing of their local libraries as a resource, training was big issue and all the organisers pointed to the fact that they don't have trained tutors who can get involved. The other thing about it when people with literacy schemes talked about having computers they weren't talking about integrating literacy into computers, they were talking about showing people how to use computers. So we actually did organise as

part of the…money, we did organise a trainers course, so we trained 18 tutors to integrate literacy into their computer programs but what that course showed us as well was that we ourselves presumed there was a higher standard out there and there was a higher level of understanding around integrating literacy and ICT.

Q   So what were they using the internet for, they weren't using it at all.

A   They weren't really using it at all.

Q   Ok that was 2001.

A   Exactly and at the time I think only a few weeks ago…things have changed somewhat, it might be another survey but at the time they didn't really have…and what I found as well was that most of the…they have one computer that has access to the internet so it would have been hard anyway, its not that they had a room of computers that were networked…(interruption, general conversation being conducted, Team Member3 leaves).

-    …done with that it's very hard, if learners aren't familiar with web sites its very hard.

Q   Yeah…

A   Exactly, like you asked me what are my views on soccer and I'm not familiar with soccer so that's why we said listen we'll put it up there, obviously its going to need a lot of tweaking but just to get something up there and we've actually learned this ourselves in the last 2 years that reviewing material is a skill itself. I remember for example when I, for the journal because I used to work as PR officer in NALA, we would send people materials and ask them to, for the resource and ask them to review materials and I was saying to Team Member5 really it wasn't good enough to just rely on tutors coming up with their own headings because they tended not to. And some of the reviews that you would get you really wouldn't be too sure whether or not you'd buy the package or not. So this was where I found the NIFL site so helpful in Boston and while we piggy backed on their criteria so now we actually have 12 ways in which you can review any CD or any web site.

Q   Do you have a copy of that, could you maybe e-mail.

A   I can of course, that actually is up on the web site anyway under materials.

Q   On the NALA main site.

A   Exactly yeah, but just in case it isn't let me know anyway, so that's very useful to us and it means that people, obviously any time we evaluate people we always say to them as well that learners have to be involved, that wasn't always the case, when CD's were reviewed it tended to be tutors, obviously using their own judgement as to whether they'd use it or not but its interesting the way when we included obviously learners in our evaluation you do get different kinds of feedback but just looking down through these, you understand the questionnaire that we sent out and we got a lot of response, I thought that was very, very helpful for guiding because especially when people approach NALA about certain packages or certain ICT ideas, sometimes they're coming with European money and they're looking for partners, it means that you can, its another way of evaluating some of those projects. So for example some of them we would say really we're not ready for that kind of work at the minute, now like I say things probably have moved on in the last year, I think there's more money going into schemes but training is still a huge issue. So this web site really for it to develop more I think training is going to be the issue with learners but more importantly with tutors. I mean for tutors to use this in a supportive environment, they need tutors who embrace the site and that's the new big area now I think in ICT, but I think they embrace it.

Q   And how do you think you'll be able to get them.

A   Well really how we're going to get them is on the training calendar, NALA have a training calendar, there is where you'll put a training course because they are crying out for this training, they are crying out for materials, it was the first time we had developed software so this is another area that the agency maybe have to, as part of an internal debate really, try to decide is this the way NALA should go. Its been very time consuming, its been very expensive, its been very, very useful now in that if the company came to us now we would be very clear about what works and what doesn't work and what should be in it. So definitely we would feel a bit more confident giving guidance, up until now we wouldn't really and we've been relying on the software that's coming in to the agency. But I suppose what the agency have to decide now really is this the way we want to go producing our own software, maybe being an advisory group to people out there who are producing more, where this web

site I think is very useful is literacy schemes are interested in building up their own materials and I think very soon literacy schemes are going to be interested in producing their own web site and that's where they're going to come and say do you have a good code of practice.

Q And is that something that your actively doing, are you setting up guideline as you go now.

A We are.

Q Say for instruction and materials, the design of the materials…

A Exactly yeah

Q That's all new for you.

A And that's all been documented, that's why we said we would actually pay for an evaluator in Team Member1 to come in and document the actual process because again there isn't a whole lot of research in Ireland, all that information is very necessary. So the evaluator report which Team Member1 will have that finished in a few weeks time if you want to have a look at it, that just documents what's happening at the minute in ICT and literacy so its giving a context, where this web site came from and the evaluation, you will find that very useful really. Really her evaluation paper answers a lot of the

Q The questions.

A Completely, if your going to stand over it, if your going to be the body that's advising groups producing literacy materials or if your going to be a campaigning body encouraging other groups to incorporate literacy into their ICT then you need this documented work.

Q Absolutely.

A It's a bit like levels, its ok to say make it level 2, if you have it written down what exactly should be in a level 2 worksheet then it comes down to tutors, the feeling the tutors have which is all very valid but more and more we're having to document this sort of information.

Q So does that mean that you've adopted levels for the literacy.

A No, at the minute all the materials up on the site are for people who are foundation level.

Q So you've assumed.

A Yeah, now people are looking for more levels on the site.

Q Really.

A   Yeah, we knew that before we went out there and what people are looking for as well and should get in time is a curriculum so that they would start off at a certain level and they would be able to...

Q   What about accreditation then.

A   That hasn't been an issue at all and that doesn't really surprise me to be honest, I didn't expect that they'd be looking for that. I think it will be very interesting once it goes live say in September to see what feedback we'll get from the tutors as against the learners. For example we have features on the site such as links because I think that can be a big issue and all those links have been reviewed and have been recommended by NALA members and I think that's very important because as you know yourself when you start surfing on the web looking for information, nobody is going to tell you what a good standard and what's bad and what's not great practice, so all these links have been reviewed, so that's one feature which I'd love to get feedback from tutors, Team Member1 didn't get feedback on that. The second feature was the actual reviews themselves, now I think it would be interesting maybe developing those...(end of side A)...links or reviews as well but I think really tutors are the key to this web site. So for example you might look on the site as oh its not great that you have to send e-mail for feedback or that you have to use a password to actually track your progress but obviously if you're a tutor and you introduce a site to a learner a long the lines of your going to learn but you must have a password, the responsibility that goes with that, your going to use this password again maybe in your banking machine, do you see how it depends on how you...

Q   But if your targeting an independent learner do you mean someone who is going to a centre.

A   No the independent learners that we target are people who might necessarily never go to their local VEC.

Q   And how do you intend to reach them then, in the initial launch last September, it wasn't initially for independent learners, it was for a bit of both was it.

A   It never been launched you see.

Q   Oh is this the new version.

A   The new version, we'll be launching that this September and we'll be launching it to the literacy scheme, to youth reach, rehab and get feedback from that and it will be in January 2004 that well be launching it to the general public and we'll wait until then because hopefully at that stage we'll have more support. At the minute if you had a query, your sending an e-mail into Team Member4 who send it to me, its not like learn direct where they presume your going to be using their material based in a learning session... But again this is all part of NALA's move to accommodate all the different types of learners and even people from a disability point of view, people who never go to their local... So being realistic an independent learner who can use this site as a resource is somebody who knows their way around the computer, who has a printer at home, that's the other thing.

Q   For the printable worksheets.

A   Exactly or who can go down to their local library and avail of their local printer there. So it's not for people who, it's not for learners who have not been introduced to the computer, so just to be clear about that.

Q   What do you think is different about what your going to launch in the end of August or September, how is that different from what was launched the year before.

A   We didn't launch anything last year.

Q   The literacy 2 web site.

A   No, we mentioned it in the newsletter, but we didn't promote it at all because we knew it was just too raw, really that it needed a lot of work and that's been the great thing about evaluation, it has thrown up a lot of practical issues in it, even something simple which I thought made perfect sense, you don't go on to a site like this to find out about going shopping, I could see how a person is going to go on looking for the 3 R's, it has to be a very practical site like that, advice like that, so it hasn't been, the literacy schemes wouldn't be, they'd be aware that NALA are working on a site but it hasn't be publicised at all, whereas this September it will be ready.

Q   Yeah the full version.

A   Exactly.

Q   And then you can always the following January to promote it via the TV.

A   This is it.

Q   Is that being recorded now.

A   That's being recorded now but it would be easy enough at the very end of a program to put in.

Q   To advertise it.

A   Exactly or here's the other thing, you could towards the end of the TV project then start promoting it on radio maybe, we do know the radio and TV are the best ways to advertise, its just that in September we actually still wouldn't have any support for people who again don't want to go to their literacy scheme, or even if they did want to go to their literacy scheme we haven't discussed with literacy organisers can you accommodate people on their queries, your talking about training up tutors and organisers, making them familiar with the site, the exercises on the site.

Q   So is that why you haven't put on on line support.

A   Exactly, that's why.

Q   That's why you haven't

A   We haven't been able to offer anything.

Q   That would require commitment is it from the literacy centres around the country.

A   Exactly yeah.

Q   Does NALA have any enforcing role.

A   No.

Q   They're all independent.

A   All independent and the TV programs, they do put a lot of pressure on the literacy schemes, probably good pressure, it's a great thing. But we were saying January we could use the same tutors who worked with the free phone telephone line, we could train those men and women in our web site, that would be brilliant. We have a free phone number, we might employ somebody maybe who would work 2 hours every day to clear the backlog of queries. That will have to take a bit of research on my side as well, how do other groups including the BBC, how do they handle the on line support.

Q   The on line, I think its through the basic skills agency, I think man the phones for them, something like that, I'll have to read back through, I don't think it was learn direct, I think it was the basic skills agency offered their services as a preliminary sort of...

A   It would be brilliant if we had learning centres here.

Q   Maybe this is another thing that will emerge out of it.

A   Completely and we've been very clear on that because literacy schemes the rooms aren't getting any bigger, that's what they've been saying to us so for example your probably familiar with that…working backwards for the other information which I found very helpful as well was the information society commission that, the CRITE survey, they got Trinity to do it where they employed Trinity to look at how the education sector in other countries were using, were incorporating ICT and they were talking about actually having computers in each room as against having a separate computer room, now I found that very, very handy as well, looking at best practice.

Q   Elsewhere.

A   Yeah

Q   Probably in the on line environment the problem is that there isn't a lot of, everybody is practising at the same time, when I first started on this research, I think it was '99 when I actually initially signed up to do it, there weren't that many people involved in on line interactive literacy, they all had web sites and its really only in the last year.

A   …for tutors…

Q   Yeah well they were possibly resource web sites, what NALA might have had up initially, sort of a window on an organisation rather than somewhere where learning could take place, whereas in the last year I think your seeing an awful lot more and this is the problem, everybody assumes that if your…they're all learning about it because there is no practice elsewhere, I think that's really the reality now is that its only emerging and that's sort of where I want to try and fill a gap there and to try and highlight what is being done and what is being learned about it, so that's where I'm coming in in this.

A   Actually…equal skills, I must actually get a copy myself.

Q   (recorder turned off).

Meeting with the LiteracyTools Design Team members

Location: various

Date: Team Member1: 8th May 2003 at 11am
                              Team Member2: 14th May 2003 at 12noon
                              Team Member 3: 14th May 2003 at 12noon
                              Team Member4: 28th April 2003 at 1p.m.

Type: Interview

Topic: Discussion about the development of the *LiteracyTools* website

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Agenda

- Role & responsibilities

- Background to the website

- Framework for design & development

- Participants

- Choice of content

- Implementation

- Evaluation

See questionnaire overleaf

Questionnaire

(This was used by the researcher to guide the interview, where possible)

Section 1: Background

1. When was this website first launched?

2. Was this a solo initiative or a joint initiative with outside agencies?

     Solo initiative []   Joint initiative []

   If Joint initiative, please elaborate on partners:

3. Who was the *initial* target audience for this website?

Tutors of literacy and numeracy	[]
Independent Learners	[]
Learners on Basic skills Programmes in centres	[]
Learners in the workplace	[]
Other, please specify:	

4. Has this target audience changed?

              Yes []   No []

   If Yes, please elaborate:

5. How were literacy tutors and learners *initially* made aware of the presence of this website?

6. Why did your organisation decide to launch this particular website?

Section 2: Framework of Design & Development

7. How long did it take to develop the present version of website?

    Years [ ] Months [ ]

8. Was a *prototype* of the website launched initially or was the website *fully developed* before being launched?

    Prototype []   Fully Developed []   Other []

    If Other, please elaborate:

9. Does your organisation have their own framework for designing and developing online learning environments/ websites?

    Yes []   No []

    If Yes, please outline the main components of this framework:

10. What framework was used in developing this literacy website?

    Own Framework as outlined above []   Other Framework []   None []

    If Other Framework, please outline:

11. What were the main challenges in the design and development process?

12. Does this website conform to particular standards (eg. WW3C Web Content Accessibility Guidelines WCAG 1.0)?

    Yes []   No []

    If Yes, please elaborate:

Section 3: Participants

13. Who were the key participants in the design and development of this website?

14. How regularly were meetings held with the key participants during the design and development process?

    Daily []   Weekly []   Monthly []   Other, please elaborate:

15. Were literacy learners involved in the design & development process?

                        Yes []   No []

    If Yes,
    (a) How was feedback from the literacy learner gathered?

                        Meetings []   Online []   Survey []   Other []

                        If Other, please elaborate:

    (b) When was the feedback from the literacy learner gathered?

                        At the Start of the project   []
                        During Design & Development   []
                        After Launching this website   []
                        Ongoing throughout each phase of project   []
                        Other   []

                        If Other, please elaborate:

16. Were literacy tutors involved in the design & development process?

                        Yes []   No []

    If Yes,
    (a) How was feedback from the literacy tutor gathered?

                        Meetings []   Online []   Survey []   Other []

                        If Other, please elaborate:

    (b) When was feedback from the literacy tutor gathered?

                        At the Start of the project   []
                        During Design & Development   []
                        After Launching this website   []
                        Ongoing throughout each phase of project   []
                        Other   []

                        If Other, please elaborate:

Section 4: Content

17. How often is the content updated on this website?

    Daily []   Weekly []   Monthly []   Annually []

18. What factors influence the choice of content for this website?

19. What factors influence the instructional design of the online materials and activities?

20. What have been the main challenges in the design of the online materials and activities for literacy learners?

21. What challenges have been identified in providing **online** support for the literacy learner & tutor?

22. Are there plans to add any additional features or activities to this website?

Section 5: Implementation

23. Is there a limit on the number of users that can interact with this website concurrently?

    Yes []   No []

    If Yes, please elaborate:

24. Approximately how many 'hits' a day are recorded on this website?

25. What aspect of the website has received the *most* number of hits?

26. What aspect of the website has received the *least* number of hits?

27. When will this website be evaluated?

28. What criteria will be used to determine the 'success' of this website?

Any other comments:

Thank you very much for your cooperation in completing this questionnaire.

Meeting with the Team Member5

Location: Dublin

Date: May 2003

Type: Interview

Topic: Discussion about the development of the *LiteracyTools* website

----

Agenda

- NALA on ICT integration: Past and Future

- Role & responsibilities

- Background to the website

- Framework for design & development

- Participants

- Choice of content

- Implementation

- Evaluation

- Any further comments

NALA on ICT integration

1. What is NALA's view on the use of ICT in literacy programmes?

2. Does NALA have a policy on the integration of ICT in literacy programmes?

    Yes   []   No   []
    If yes, please elaborate:

3. In your opinion, what have been the key influences in ICT integration in literacy programmes in Ireland?

4. Has NALA been involved in the development of software for use in literacy programmes in the past?

    Yes   []   No   []
    If yes,
    (a) What was the project?
    (b) Who was the target audience?
    (c) Who advised NALA in the development process?
    (d) How was this software integrated?
    (e) How successful was the project?

5. In your opinion, has any prior experience in software development for Irish literacy programmes impacted on current software development practice?

    Yes   []   No   []

    If yes, please elaborate:

Appendix L

LiteracyTools website
Writing Guidelines for *LiteracyTools*

Literacy Tools Website Meeting

10th January 2003
10.30 –12.30

The purpose of the meeting is to get ideas and suggestions on developing the design and interactive functions of the site. The people at the meeting have expertise in either the technical side, in adult education, or both. The aim is to ensure that the technical aspects of the site are appropriate to the intended users.

Attending:

1. Overview of the site
   - the background
   - the pilot
   - the feedback to date

2. Using the web site
   Feedback from the group on the site
   Suggestions and ideas on the development

Look forward to seeing you

Appendix 2
Writing Guidelines for Literacytools

Writing content for an interactive educational website is different to writing worksheets for text books, for the following reasons:

▶▶ Interactive sites are designed to suit certain interactions, such as form filling, booking forms, question/answers. The system is designed to accept inputs in a particular format.

▶▶ In Literacytools the range of question formats is pre-determined. The writer can choose between the formats and use as many as they choose within each worksheet.

▶▶ The writer has to design questions which have unambiguous answers as the answers are built into the programme and no variation is accepted.

▶▶ Free writing cannot be corrected and therefore is rarely used in Literacytools

▶▶ Ideally the information has to fit on the screen page without having to scroll

▶▶ Information or text essential to answering questions, has to be carried to each new page

▶▶ The learner does not have a hard copy record of completed work. In this stage of Literacytools an abridged version of completed exercises can be printed out.

The guidelines assume that writers are working with a knowledge of, and commitment to the principles of adult learning. Therefore the content must be:

▶▶ Appropriate – for an adult at the agreed level.

▶▶ Relevant – the context should be located in what is familiar for the learner.

▶▶ Accurate – each writer is responsible for ensuring that the information is accurate and up to date. The source of information should be given and/or the relevant contact details if appropriate.

▶▶ Free of bias/opinion – the content should be impartial. The writer can put forward different points of views and the learner can give their opinion in the exercises. The content should avoid stereotyping and where possible challenge perceptions. This can be done by simply reversing taken for granted roles- the boss can be a she and fathers help with the homework.

▶▶ Challenging – exercises and activities should have an element of discovery where the learner has to work things out. This can be done by posing questions in a tutorial style where the learner stops and thinks about something before progressing.

▶▶ Writers need to balance the need for examples with self-discovery

- ▸▸ New learning – worksheets should be building on existing learning by combining new learning with elements of revision of old learning. Writers should look at other worksheets with related learning and build on them.
- ▸▸ Encouraging – the writing style should be tutorial and not directive. Directions like "try this", "have a go", "your turn", "look in your dictionary" are good examples of this.
- ▸▸ Information text should be as brief as possible and ideally fit into less than 2/3 of the screen page. This is to ensure that the first exercise to fit on the first page.

Use of Plain English

NALA has produced a booklet Writing and Design Tips which would probe useful to anyone designing a website.

As with any information aimed at the public the writing style must be clear and in plain English. The sentences must be concise and long sentences avoided. When writing for the on line worksheets, writers must remember that only one page is visible at one time and therefore the necessary information must be on the relevant page. The text will be copied on to each relevant exercise page to avoid the user having to click back and forth.

Active verbs
Use active rather than passive verbs.

Be personal
Refer to the reader as you.

Try and keep sentences short.
20 words per sentence can be used as a guide.

Use everyday words
This really important when you are giving instructions on a website. Be consistent with terms: for example on a learning website worksheets should always be called worksheets and not exercises.

Spellings
Check that the spelling conforms to the English and not American standards. If writing an Irish word, spell accurately.

Abbreviations
Abbreviations should be avoided except when they are the learning point.

Accurate Names
When writing organisational names ensure that the name is correct; e.g. Dublin City Council and not Dublin Corporation. This is particularly important when writing exercises which require the learner to find information in the phone directory or similar.

Questions

1. What are the aims of this web-site?

2. In what way do you expect this site to be used?
    a. By whom: Literacy Tutors or Literacy students or both
    b. Model: Content and Support/ Wrap-around/ Integrated

3. What content is to be used?
    a. What are the key areas of the literacy curriculum that will be covered?
    b. Is the curriculum/ content divided into levels or stages of difficulty?

4. How will the material be presented on-screen?
    a. What types of learning styles will be addressed?
        i. Multiple Intelligences
        ii. Independent Learning
        iii. Collaborative Learning/ online communities of learners
    b. Have varied contexts been presented, cultural, gender, race etc?
    c. Is there flexibility in the manner in which the students can move through the content? Rate of delivery/ Level of difficulty?
    d. Can the student return to the last section accessed easily?
    e. How is the content assessed? Are these appropriate to the learning styles?
    f. How is the student motivation maintained?
    g. How is the students self-esteem or self-confidence progressed?
    h. What types of interactivity are appropriate within the contexts above?
    i. How is the feedback processed?
        i. Progress Logs
        ii. Available to student/ tutor?
    j. How accessible is the content – language level, intuitive / consistent design/ navigation etc..?
    k. Is there support documentation available on-line or off-line?
    l. Are there 'fun elements' incorporated as part of the learning experiences?

5. How is help/support supplied/ maintained for the literacy student?
    a. Online support – real-time chat-rooms etc
    b. Off-line – Phone/ email/ Postal
    c. On-site at Literacy Centre – Tutor etc

6. How easy is it to add/ delete material on the web-site?
    a. Is it expected that worksheets etc will be added over the period of the project or beyond?
    b. Who will overview this process?
    c. How will quality of material be maintained?

7. How robust is the system overall?
    a. Can it deal easily with 500, 5000 or 50000?
    b. What are the requirements of the user system that will maximise usage?
    c. Does the web-site launch quickly?
    d. Is technical support available to students/ tutors?

8. How will the effectiveness of the web-site be evaluated?
    a. What constitutes 'success' in terms of this overall endeavour?
    b. When and how will the evaluation process take place?
    c. How will the results of the evaluation be fed back into the prototype?

4

NALA LiteracyTools Pilot Mode Screenshots

Homepage of LiteracyTools Pilot Mode website

LiteracyTools Pilot Mode Online Exercises

LiteracyTools Pilot Mode Interactive Exercises

LiteracyTools Pilot Mode Print Exercises Step 1

NALA
Literacy Tools

This Website is in Pilot Mode and not intended for general use

An Aisíneacht Náisiúnta Litearthachta do Aosaigh

- Website Feedback
- About This Site
- Literacy Links
- Book Reviews
- Search

Print Off Exercises

You can print off the exercises or read on-line.

To view the exercises you need Adobe PDF Reader
To download your free file, click here .

To start, click on one of the topics below

Employment	Family	Health Issues
Hobbies & Interests	Irish Identity	Memories Of School
Occupations	On The Road	Self Esteem
Travellers Worksheets		

Click To Go Home

LiteracyTools Pilot Mode Print Exercises Step 2

NALA
Literacy Tools

Click to Go Home

An Aisíneacht Náisiúnta Litearthachta do Aosaigh

Log in | Contact Us | Links | Reviews | About Site | Search

Print Exercises

STEP 2:

You are now choosing from the "Employment" Category.

Select an Exercise from the list below:

Employment Category
(1) **Application Form**   About
(2) **Applying For A Job**   About
(3) **Looking For A Job**   About
(4) **Preparing CV**   About
(5) **Writing A Letter**   About

LiteracyTools Pilot Mode Print Exercise Step 3

NALA
Literacy Tools

Click to Go Home

An Aisíneacht Náisiúnta Litearthachta do Aosaigh

Log in | Contact Us | Links | Reviews | About Site | Search

Print Exercise

STEP 3:

You can print this exercise by clicking the "View Exercise" button below and then clicking on the "Print" icon when the Exercise has loaded.

If you wish to download this Exercise: ?

Right click here, and choose "Save Target As..."

<< Back   View Exercise

NALA
Literacy Tools

This Website is in Pilot Mode and not intended for general use

An Aisíneacht Náisiúnta Litearachta do Aosaigh

Pilot Website Feedback

Click To Go Home

Your Name:

Your Email:

Your Feedback:

Pilot Website News

Update
Tuesday 01/04/2003

We are planning to have a speech button so learners can listen to words being spoken. We are going to test it in a number of centres in the Cork area after Easter. If your centre would like to take part, or hear more about what is involved, please contact me through the feedback button on the site.

Regards
Janet

Dear Learners and Tutors
Friday 28/02/2003

Thank you for your comments to date. There is still plenty of time to contact us with your views.

View All News Items >>

Send Your Website Feedback

LiteracyTools Pilot Mode Online Feedback Sheet

National Adult Literacy Agency

NALA
Literacy Tools
Pilot Website

Click to Go Home

An Aisíneacht Náisiúnta Litearachta do Aosaigh

Login Area

Username:

Password:

Forgot your password? Click Here!

Why Would I Log In?

Logging in students enables them to track their progress and get a history of previously attempted tests and Worksheets
It also enables Tutors who are assigned to particular students to view progress and make recommendations or advise students on aspects of the Worksheets.

Students Sign Up For Tracking

Click The Button On The Right To Sign Up For Progress Tracking

Sign Up for Tracking

Sign Up As A Tutor

You can signup as a Tutor from this section.
Signing up as a tutor will allow you to sign up students and track those students progress as they attempt the Interactive Exercises.

You will get a breakdown of all your students results and a view of the number of times they attempted a particular Interactive Test.

This section is made for Tutors whose students may want to work in a class room.

LiteracyTools Pilot Mode User Tracking System

NALA
Literacy Tools
Pilot Website

Click to Go Home

An Aisíneacht Naisiúnta Litearachta do Aosaigh

Log In | Contact Us | Links | Reviews | About Site | Search

Book Reviews

- Developing Family Literacy
- Self Access Series
- Improve your Writing
- Developing Facilitation Skills
- Working for Change
- Foundation Spelling "Guidelines"
- The Jobsearch Reading Disc
- The Oxford Essential Guide
- Unscrambling Spelling

Most of the material reviewed is available from the NALA Resource Room. Due to space limitations we have to limit our

CRITERIA FOR REVIEWING LITERACY SOFTWARE

Time involved - reviews should take approximately 7-8 hours work

Please give a general description of package outlining

- purpose of package do and
- if appropriate information about producers

Explain curriculum area or areas it covers ex grammar spelling

Who is the intended audience- what level of student or tutor.

Does it use only one type of activity such as multiple choice ?

Are displays easy to read?

Does the use of graphics and sounds enhance the

LiteracyTools Pilot Mode Book Review Section

NALA Literacytools Pilot

Student Feedback Sheet

Name_____

Visit Number_____

Your First Visit –
It's really important to know what your first impressions were,
for example what did you think about the colour, the size of the
letters, the information, the directions on where to go next.............

OPENING PAGE	YOUR OPINION	YOUR SUGGESTION
Overall impression		
I liked		
Confusing		
I got frustrated		
It would be better if		

NALA Literacytools Pilot
Student Feedback Sheet

Name_____

Visit Number_____

As you look at and do the exercises, we'd like to know what you thought of the story/text and the exercises.

Name of exercise _____	YOUR OPINION	ANY SUGGESTIONS
Overall impression		
I liked		
I enjoyed		
I learned		
I got frustrated		
Confusing		
It would be better if		

NALA Literacytools Pilot
Student Feedback Sheet

Name_____

Centre_____

Thank you for looking through the exercises and giving your opinion. The final set of questions are intended to get your overall impression of the web site so that I can build up a picture of how many people agree or disagree with each statement. The first 10 statements relate to "the look", or the technical aspects of the site and the rest are about the exercises.

	Questions	Agree strongly	Agree	Not sure	Disagree	Disagree strongly
	THE SITE					
1	liked the colour					
2	liked the look					
3	liked the graphics					
4	explained things well					
5	kept my attention					
6	easy to follow					
7	got to where I wanted to go fast					
8	the sound was good					
9	found the directions easy to follow					
10	would not have continued if I had the choice					

12.

	OVERALL - EXERCISES	
1	liked the range of topics	
2	there was plenty to choose from	
3	layout of the topics was clear	
4	it was clear what you had to do	
5	like the way it corrected answers	
6	wanted more help when I got stuck	
7	wanted to continue	
8	it was enjoyable	
9	it was more enjoyable than doing the exercises on paper	
10	felt that I was progressing	
11	found it frustrating	
12	helped me use my computer skills	
13	prefer to improve my literacy using the computer	
14	it is important that the tutor is there to help	
15	it was as good as or better than other programmes I've used	
16	would use it again	
17	would use it on my own	

Name_____

Centre_____

Name_____

Centre_____

Tutors Feedback

In relation to observing and helping your students please comment on

Overall impression of the site as a learning tool
How difficult /easy was it to use
What did learners require most help with?
Would your learners have chosen to use this site if they had a choice?
What sites do your learners enjoy using?
Prioritise what you feel are the greatest weaknesses in the site 1. 2 3 4 5
Prioritise what you feel are the strengths of the site 1 2 3 4 5

Cont.

(14)

NALA Literacytools Pilot
Tutor Feedback Sheet

Name_____

Centre_____

AS A LEARNING TOOL

	Questions	Agree strongly	Agree	Not sure	Disagree	Disag stron;
	THE SITE					
1	clear opening page					
2	overall easy to understand					
3	explained things well					
4	easy to follow					
5	good design					
6	adult orientated					
	EXERCISES					
1	overall topics were relevant to learner					
2	layout of the topics was clear					
3	it was clear what you had to do					
4	like the way it corrected answers					
5	students required more help than they did when using another e-learning tool for the first time					
6	good variety of activities to suit different learning styles					
7	had to encourage learners to continue					
8	learners enjoyed it					
9	exercises were challenging					
10	learners found it frustrating					
11	I found it frustrating					
12	helped learners use their computer skills					
13	it encouraged when learner got stuck					
14	it rewarded achievement					
15	would use it again					

15

NALA Literacytools Pilot
Tutor Feedback Sheet

Name_____

Centre_____

AS A LEARNING TOOL

	Questions	Agree strongly	Agree	Not sure	Disagree	Disagree strongly
	THE SITE					
1	clear opening page					
2	overall easy to understand					
3	explained things well					
4	easy to follow					
5	good design					
6	adult orientated					
	EXERCISES					
1	overall topics were relevant to learner					
2	layout of the topics was clear					
3	it was clear what you had to do					
4	like the way it corrected answers					
5	students required more help than they did when using another e-learning tool for the first time					
6	good variety of activities to suit different learning styles					
7	had to encourage learners to continue					
8	learners enjoyed it					

9	exercises were challenging		
10	learners found it frustrating		
11	I found it frustrating		
12	helped learners use their computer skills		
13	it encouraged when learner got stuck		
14	it rewarded achievement		
15	would use it again		

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Appendix M

Pilot End-User Survey 2004 Cover Letter/ Questionnaires

13th April 2004

Dear Literacy Co-ordinator,

I am currently engaged in post-graduate research investigating the use of technology in adult literacy education at Dublin City University.   My area of research involves looking at the development and integration of online learning environments (such as NALA's *Literacytools* website) in adult literacy programmes.

Please find enclosed two types of questionnaires; *Tutor Feedback* is for the tutors of literacy programmes in your centre, *Learner Feedback* is for adult literacy students.   I would be extremely grateful if you could ask your literacy tutors and at least 5 adult literacy students to fill out these questionnaires. Please find enclosed stamped addressed envelopes for each participant. The anonymity of all participants in this survey is guaranteed. I would like to analyse the results of this survey as soon as possible, and would appreciate if the completed questionnaires could be returned to me by the 5th May 2004.

In the coming weeks, I'm also hoping to return to those literacy centres that I visited in the initial phase of this research in 2001, to explore changes in how technology is being used in adult literacy education. If you are currently integrating technology in your literacy programmes and are willing to be interviewed for this research, please phone me on 01-7008243/ 01-4623842 or email me on charlotte.holland@dcu.ie so that I can arrange a date and time for us to meet at your workplace.

Thank you for your cooperation with this research study.

Yours sincerely,

Charlotte Holland
School of Education Studies, DCU

Any other comments?

....

....

....

....

....

....

....

....

....

Thank you for completing the questions. The information that you have supplied is confidential. Please return the information to me in the stamped addressed envelope provided before May 5th 2004.

If you are willing to meet with me for 10-15 minutes to talk some more about your thoughts on literacy websites, please phone 01-4623842 or 01-7008243 and leave your first-name and your phone number. I will organise to meet with you in private at a time and place that you choose.

Kind Regards
Charlotte Holland

Charlotte Holland
6 Carbally Way,
Westbrook Lawns,
Citywest Road,
D24

Phone: 01-4623842/ 01-7008243
Email: charlotte.holland@dcu.ie

Tutor Feedback

I would like to get your opinion on the following two learning websites:

- **BBC Skillswise website**
- **NALA Literacytools website**

Please complete Section A, Section B and Section C

BBC Skillswise website

This website can be found by typing in the following address into your Internet browser:

http://www.bbc.co.uk/skillswise/

NALA Literacytools website

This website can be found by typing in the following address into your Internet browser:

http://www.literacytools.ie/

Section A: Feedback on BBC Skillswise Website

http://www.bbc.co.uk/skillswise/

A1. What did you think of the first page (homepage) ?

Skillswise homepage (Put an X in one box on each line)	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Letter size made it difficult to read the words					
Colour scheme used was good					
Easy to know where to go					
Words used were easy-to-understand					
Didn't like the pictures					
Clear direction was given					
Too many choices offered on first page					

A2. How would you integrate this website into your literacy teaching?

....

....

A3. What was your favourite part of the Skillswise website?

....

A4. What would you like to see added to the Skillswise website?

....

....

A5. What would you like to see removed from this website?

....

....

C5: Prioritise the main barriers to using the Internet in adult literacy programmes at your workplace? [1=most important ...5= least important]

1. ....
2. ....
3. ....
4. ....
5. ....

C6: What do you think should be included on an adult literacy website that is designed for use in the classroom?

....
....
....
....
....

C7: What are your feelings on using literacy websites in your literacy programmes?

....
....
....
....
....

C8: What resources or sites on the Internet do you think would be useful to your literacy students?

....
....
....
....
....
....

C1: How often have you used the Internet in the past?

- [] Never
- [] 1-2 hours per month
- [] 1-2 hours per week
- [] 1-2 hours per day
- [] Other.....................................

C2: Where do you usually access the Internet:

- [] At Home?
- [] At work?
- [] At adult learning centre?
- [] Other....................................

C3: Please indicate by ticking the box if you have used either of the following websites before:

BBC Skillswise
- [] Never used before today
- [] Have used it in the past

NALA Literacytools website
- [] Never used before today
- [] Have used it in the past

C4: I use the Internet to: (please tick box/boxes)

- [] Keep in touch with colleagues by email
- [] Keep in touch with students by email
- [] Source materials using WWW
- [] Teach literacy using online tutorials
- [] Publish information on web-pages
- [] Other...................................
  ....

A6. How would you prefer to see your students use the Skillswise website: (please tick box)
- [] On their own at home
- [] With the help of a tutor in a learning centre
- [] With another student in a learning centre
- [] Other ....

A7. Write down any problems you have with the exercises on the Skillswise website.

....
....
....
....
....

A8. List three weaknesses of the Skillswise website?

1. ....
2. ....
3. ....

A9. Would you recommend the Skillswise website to your students? Yes [] No []

Please explain your answer......................

....
....
....
....

Section B:Feedback on NALA LiteracytoolsWebsite

http://www.literacytools.ie/

B1. What did you think of the first page (homepage) ?

Literacytools Homepage (tick in appropriate box on each line)	Strongly Agree	Agree	Un-Sure	Dis-agree	Strongly Disagree
Letter size made it difficult to read the words					
Colour scheme used was good					
Easy to know where to go					
Words used were easy-to-understand					
Didn't like the pictures					
Clear direction was given					
Too many choices offered on first page					

B2. How would you integrate this website into your literacy teaching?

....

....

B3. What was your favourite part of the Literacytools website?

....

....

B4. What would you like to see added to the Literacytools website?

....

B5. What would you like to see removed from this website?

....

Section B:Feedback on NALA LiteracytoolsWebsite

http://www.literacytools.ie/

B6. How would you prefer to see your students use the Literacytools website: (please tick box)

    [] On their own at home
    [] With the help of a tutor in a learning centre
    [] With another student in a learning centre
    [] Other ....

B7. Write down any problems you have with the exercises on the Literacytools website.

....
....
....
....
....

B8. List three weaknesses of the Literacytools website?

1. ....
2. ....
3. ....

B9. Would you recommend the Literacytools website to your students? Yes [] No []

    Please explain your answer.....................

....
....
....
....

Thank you for completing the questions. The information that you have supplied is confidential. Please return the information to me in the stamped addressed envelope provided before May 5th 2004.

If you are willing to meet with me for 10-15 minutes to talk some more about your thoughts on literacy websites, please phone 01-4623842 and leave your first-name and your phone number. I will organise to meet with you in private at a time and place that you choose.

Kind Regards

Charlotte Holland

Charlotte Holland
6 Corbally Way,
Westbrook Lawns,
Citywest Road,
D24

Phone: 01-4623842
Email: charlotte.holland@dcu.ie

Learner Feedback

I would like to get your opinion on the following two learning websites:

- **BBC Skillswise website**
- **NALA Literacytools website**

Please complete Section A, Section B and Section C

BBC Skillswise website

This website can be found by typing in the following address into your Internet browser:

> **http://www.bbc.co.uk/skillswise/**

NALA Literacytools website

This website can be found by typing in the following address into your Internet browser:

> http://www.literacytools.ie/

Section A: Feedback on BBC Skillswise Website

http://www.bbc.co.uk/skillswise/

A1. What did you think of the first page (homepage) ?

Skillswise Homepage (Put an X in one box on each line)	Strongly Agree	Agree	Un-sure	Dis-agree	Strongly Disagree
Letter size made it diffi-cult to read the words					
Colour scheme used was good					
Easy to know where to go					
Words used were easy-to-understand					
Didn't like the pictures					
Clear direction was given					
Too many choices offered on first page					

A2. What did you click on first? Why did you choose this?

....
....
....

A3. What was your favourite part of the Skillswise website?

....

A4. What would you like to see added to the Skillswise website?

....
....

A5. What would you like to see removed from this website?

....
....

Section C: Before you finish, please answer the questions below: (Tick box)

C1: How often have you used the Internet in the past?

- [] Never
- [] 1-2 hours per month
- [] 1-2 hours per week
- [] 1-2 hours per day
- [] Other.....................................

C2: Where do you usually access the Internet:

- [] At Home?
- [] At work?
- [] At adult learning centre?
- [] Other.....................................

C3: Please indicate by ticking the box if you have used either of the following websites before:

BBC Skillswise
- [] Never used before today
- [] Have used it in the past

NALA Literacytools website
- [] Never used before today
- [] Have used it in the past

C4: Name one website that you have used in the past that you really liked. Write down what you liked about that website?

....
....
....

C5: What age-group are you? (please tick box)
- [] 16-24
- [] 25-35
- [] 36-54

Write any other comments you have here on NALA Literacytools website.

....

....

....

....

....

....

....

Write any other comments you have here on BBC Skillswise website.

....

....

....

....

....

....

....

A6. Where would you prefer to use the Skillswise website: (please tick box)

[] On my own at home
[] With the help of a tutor in a learning centre
[] With another student in a learning centre
[] Other ....

A7. Write down any problems you had doing exercises on the Skillswise website.

....
....
....
....
....

A8. Give three reasons why you think the Skillswise website is useful for literacy learners.

1. ....
2. ....
3. ....

A9. Would you use this website again? Yes [] No []
       Please explain your answer.....................

....
....

[Any other comments... more space on page 6]

SectionB: Feedback on NALA Literacytools Website

http://www.literacytools.ie/

B1. What did you think of the first page (homepage) ?

Literacytools Homepage (Put an X in one box on each line)	Strongly Agree	Agree	Not sure	Dis-agree	Strongly Disagree
Letter size made it difficult to read the words					
Colour scheme used was good					
Easy to know where to go					
Words used were easy-to-understand					
Didn't like the pictures					
Clear direction was given					
Too many choices offered on first page					

B2. What did you click on first? Why did you choose this?
....
....
....

B3. What was your favourite part of the Literacytools website? ....
....
....

B4. What would you like to see added to this website?
....
....

B5. What would you like to see removed from the Literacytools website?
....

SectionB: Feedback on NALA Literacytools Website

http://www.literacytools.ie/

B6. Where would you prefer to use the Literacytools website: (please tick box)

[] On my own at home
[] With the help of a tutor in a learning centre
[] With another student in a learning centre
[] Other ....

B7. Write down any problems you had doing exercises on the Literacytools website.

....
....
....
....
....

B8. Give three reasons why you think the Literacytools website is useful for literacy learners.

1. ....
2. ....
3. ....

B9. Would you use this website again? Yes [] No []
         Please explain your answer.....................

....
....

[Any other comments... more space on page 6]

Appendix N

End-User Survey 2004 Cover Letter/ Questionnaire

28th April 2004

Dear Literacy Co-ordinator,

I am currently engaged in post-graduate research investigating the use of technology in adult literacy education at Dublin City University. My area of research involves looking at the development and integration of online learning environments (such as NALA's *Literacytools* website) in adult literacy programmes.

Please find enclosed two types of questionnaires; *Tutor Feedback* is for the tutors of literacy programmes in your centre, *Learner Feedback* is for adult literacy students. I would be extremely grateful if you could ask your literacy tutors and at least 5 adult literacy students to fill out these questionnaires. Please find enclosed stamped addressed envelopes for each participant. The anonymity of all participants in this survey is guaranteed. I would like to analyse the results of this survey as soon as possible, and would appreciate if the completed questionnaires could be returned to me by the 15th May 2004.

In the coming weeks, I'm also hoping to return to those literacy centres that I visited in the initial phase of this research in 2001, to explore changes in how technology is being used in adult literacy education. If you are currently integrating technology in your literacy programmes and are willing to be interviewed for this research, please phone me on 01-7008243/ 01-4623842 or email me on charlotte.holland@dcu.ie so that I can arrange a date and time for us to meet at your workplace.

Thank you for your cooperation with this research study.

Yours sincerely,

Charlotte Holland
School of Education Studies, DCU

(1)

Any other comments?

....
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....
....

Thank you for completing the questions. The information that you have supplied is confidential. Please return the information to me in the stamped addressed envelope provided before May 15th 2004.

If you are willing to meet with me for 10-15 minutes to talk some more about your thoughts on literacy websites, please phone 01-4623842 or 01-7008243 and leave your first-name and your phone number. I will organise to meet with you in private at a time and place that you choose.

Kind Regards
Charlotte Holland

Charlotte Holland
6 Corbally Way,
Westbrook Lawns,
Citywest Road,
D24

Phone: 01-4623842/ 01-7008243
Email: charlotte.holland@dcu.ie

Tutor Feedback

I would like to get your opinion on the following two learning websites:

- **BBC Skillswise website**

- **NALA Literacytools website**

Please complete Section A, Section B and Section C

BBC Skillswise website

This website can be found by typing in the following address into your Internet browser:

http://www.bbc.co.uk/skillswise/

NALA Literacytools website

This website can be found by typing in the following address into your Internet browser:

http://www.literacytools.ie/

Section A: Feedback on BBC Skillswise Website

http://www.bbc.co.uk/skillswise/

A1. What did you think of the first page (homepage) ?

Skillswise Homepage (what are you able to do on-line)	Strongly Agree	Agree	Un-sure	Dis-agree	Strongly Disagree
Letter size was good					
Colour scheme used was good					
Easy to know where to go					
Words used were easy-to-understand					
Liked the pictures used					
Clear direction was given					
Too many choices given on first page					

A2. How would you integrate this website into your literacy teaching?

....
....

A3. What was your favourite part of the Skillswise website?

....

A4. What would you like to see added to the Skillswise website?

....
....

A5. What would you like to see removed from this website?

....
....

C5: Prioritise the main barriers to using the Internet in adult literacy programmes at your workplace? [1=biggest obstacle ...5= smallest obstacle

1. ....

2. ....

3. ....

4. ....

5. ....

C6: What do you think should be included on an adult literacy website that is designed for use in the classroom?

....

....

....

....

....

C7: What is your opinion on the use of literacy websites in your literacy programmes?

....

....

....

....

....

C8: What resources or sites on the Internet do you think would be useful to your literacy students?

....

....

....

....

....

....

C1: How often have you used the Internet in the past?

- ☐ Never
- ☐ 1-2 hours per month
- ☐ 1-2 hours per week
- ☐ 1-2 hours per day
- ☐ Other.....................................

C2: Where do you usually access the Internet:

- ☐ At Home?
- ☐ At work?
- ☐ At adult learning centre?
- ☐ Other.....................................

C3: Please indicate by ticking the box if you have used either of the following websites before:

BBC Skillswise
- ☐ Never used before today
- ☐ Have used it in the past

NALA Literacytools website
- ☐ Never used before today
- ☐ Have used it in the past

C4: I use the Internet to: (please tick box/boxes)

- ☐ **Keep in touch with colleagues by email**
- ☐ **Keep in touch with students by email**
- ☐ **Source materials using WWW**
- ☐ **Teach literacy using online tutorials**
- ☐ **Publish information on web-pages**
- ☐ **Other...................................**
- **..**

A6. How would you prefer to see your students use the Skillswise website: (please tick box)

    [] On their own at home
    [] With the help of a tutor in a learning centre
    [] With another student in a learning centre
    [] Other ....

A7. Write down any problems you have with the exercises on the Skillswise website.

....
....
....
....
....

A8. List three weaknesses of the Skillswise website?

1. ....
2. ....
3. ....

A9. Would you recommend the Skillswise website to your students? Yes [] No []

    Please explain your answer.....................

....
....
....
....

Section B:Feedback on NALA LiteracytoolsWebsite

http://www.literacytools.ie/

B1. What did you think of the first page (homepage) ?

Literacytools Homepage (Please X in one box on each line)	Strongly Agree	Agree	Un-sure	Dis-agree	Strongly Disagree
Letter size was good					
Colour scheme used was good					
Easy to know where to go					
Words used were easy-to-understand					
Liked the pictures used					
Clear direction was given					
Too many choices offered on first page					

B2. How would you integrate this website into your literacy teaching?
....
....

B3. What was your favourite part of the Literacytools website?
....
....

B4. What would you like to see added to the Literacytools website?
....

B5. What would you like to see removed from this website?
....

B6. How would you prefer to see your students use the Literacytools website: (please tick box)

    [] On their own at home
    [] With the help of a tutor in a learning centre
    [] With another student in a learning centre
    [] Other ....

B7. Write down any problems you have with the exercises on the Literacytools website.

....
....
....
....
....

B8. List three weaknesses of the Literacytools website?

1. ....
2. ....
3. ....

B9. Would you recommend the Literacytools website to your students? Yes [] No []

    Please explain your answer......................

....
....
....
....

Thank you for completing the questions. The information that you have supplied is confidential. Please return the information to me in the stamped addressed envelope provided before May 15th 2004.

If you are willing to meet with me for 10-15 minutes to talk some more about your thoughts on literacy websites, please phone 01-4623842 and leave your first-name and your phone number. I will organise to meet with you in private at a time and place that you choose.

Kind Regards

Charlotte Holland

Charlotte Holland
6 Corbally Way,
Westbrook Lawns,
Citywest Road,
D24

Phone: 01-4623842
Email: charlotte.holland@dcu.ie

Learner Feedback

I would like to get your opinion on the following two learning websites:

- **BBC Skillswise website**
- **NALA Literacytools website**

Please complete Section A, Section B and Section C

BBC Skillswise website

This website can be found by typing in the following address into your Internet browser:

http://www.bbc.co.uk/skillswise/

NALA Literacytools website

This website can be found by typing in the following address into your Internet browser:

http://www.literacytools.ie/

Section A: Feedback on BBC Skillswise Website

http://www.bbc.co.uk/skillswise/

A1. What did you think of the first page (homepage) ?

Skillswise Homepage (Put an X in one box on each line)	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Letter size was good					
Colour scheme used was good					
Easy to know where to go					
Words used were easy-to-understand					
I liked the pictures used					
Clear direction was given					
Too many choices offered on first page					

A2. What did you click on first?
[] 'Words' Option
[] 'Numbers' Option
[] 'Your Stories' Option
[] Other, please explain ....

A3. What was your favourite part of the Skillswise website?
....

A4. What would you like to see added to the Skillswise website?
....
....

A5. What would you like to see removed from this website?
....

Section C: Before you finish, please answer the questions below: (Tick box)

C1: How often have you used the Internet in the past?

- [] Never
- [] 1-2 hours per month
- [] 1-2 hours per week
- [] 1-2 hours per day
- [] Other.....................................

C2: Where do you usually access the Internet:

- [] At Home?
- [] At work?
- [] At adult learning centre?
- [] Other.....................................

C3: Please indicate by ticking the box if you have used either of the following websites before:

BBC Skillswise   [] Never used before today
                [] Have used it in the past

NALA Literacytools website   [] Never used before today
                                        [] Have used it in the past

C4: Name one website that you have used in the past that you really liked. Write down what you liked about that website?

....
....
....

C5: What age-group are you? (please tick box)

- [] 16-24
- [] 25-35
- [] 36-54

Write any other comments you have here on NALA Literacytools website.

....
....
....
....
....
....
....

Write any other comments you have here on BBC Skillswise website.

....
....
....
....
....
....
....

A6. Where would you prefer to use the Skillswise website: (please tick box)

    [] On my own at home
    [] With the help of a tutor in a learning centre
    [] With another student in a learning centre
    [] Other ....
......................................,

A7. Write down any problems you had doing exercises on the Skillswise website.

....
....
....

A8. Give three reasons why you think the Skillswise website is useful for literacy learners.

1. ....
2. ....
3. ....

A9. I would like to see: (Tick the box)

    [] More reading exercises on this website
    [] More spelling exercises on this website
    [] Stories from other literacy learners on this website
    [] Other, please explain...................................
....

A10. Would you use this website again? Yes [] No []
    Please explain your answer.....................
....

[Any other comments... more space on page 6]

SectionB: Feedback on NALA Literacytools Website

http://www.literacytools.ie/

B1. What did you think of the first page (homepage) ?

Literacytools Homepage (Put an X in one box on each line)	Strongly Agree	Agree	Un-sure	Dis-agree	Strongly Disagree
Letter size was good					
Colour scheme used was good					
Easy to know where to go					
Words used were easy-to-understand					
I liked the pictures used					
Clear direction was given					
Too many choices offered on first page					

B2. What did you click on first?
       [] 'Printable Exercises' Option
       [] 'Online Exercises' Option
       [] Other, please explain.............................

B3. What was your favourite part of the Literacytools website?
....
....
....

B4. What would you like to see added to this website?
....
....

B5. What would you like to see removed from the Literacytools website? ....
....

SectionB: Feedback on NALA Literacytools Website

http://www.literacytools.ie/

B6. Where would you prefer to use the Literacytools website: (please tick box)

[] On my own at home
[] With the help of a tutor in a learning centre
[] With another student in a learning centre

B7. Write down any problems you had doing exercises on the Literacytools website.

....
....
....

B8. Give three reasons why you think the Literacytools website is useful for literacy learners.

1. ....
2. ....
3. ....

B9. I would like to see: (Tick the box)
[] More reading exercises on this website
[] More spelling exercises on this website
[] Stories from other literacy learners on this website
[] Other, please explain....................................

....

B10. Would you use this website again? Yes [] No []
Please explain your answer....................

....
....

Thank you for completing the questions. The information that you have supplied is confidential. Please return the information to me in the stamped addressed envelope provided before May 15th 2004.

If you are willing to meet with me for 10-15 minutes to talk some more about your thoughts on literacy websites, please phone 01-4623842 and leave your first-name and your phone number. I will organise to meet with you in private at a time and place that you choose.

Kind Regards

Charlotte Holland

Charlotte Holland
6 Corbally Way,
Westbrook Lawns,
Citywest Road,
D24

Phone: 01-4623842
Email: charlotte.holland@dcu.ie

Learner Feedback

I would like to get your opinion on the following two learning websites:

- BBC Skillswise website

- NALA Literacytools website

Please complete Section A, Section B and Section C

BBC Skillswise website

This website can be found by typing in the following address into your Internet browser:

http://www.bbc.co.uk/skillswise/

NALA Literacytools website

This website can be found by typing in the following address into your Internet browser:

http://www.literacytools.ie/

Section A: Feedback on BBC Skillswise Website

http://www.bbc.co.uk/skillswise/

A1. What did you think of the first page (homepage) ?

Skillswise homepage (Put a X in one box on each line)	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Letter size was good	✓				
Colour scheme used was good		✓			
Easy to know where to go	✓				
Words used were easy-to-understand	✓				
I liked the pictures used	✓				
Clear direction was given	✓			✓	
Too many choices offered on first page					

A2. What did you click on first?

[✓] 'Words' Option

[] 'Numbers' Option

[] 'Your Stories' Option

[] Other, please explain ....

A3. What was your favourite part of the Skillswise website?

.....QUIZZES...

A4. What would you like to see added to the Skillswise website?

Puzzles using pictures where you
have to find catch phase

A5. What would you like to see removed from this website?

Some of the "in the news" items were boring

Section C: Before you finish, please answer the questions below: (Tick box)

C1: How often have you used the Internet in the past?

- [ ] Never
- [x] 1-2 hours per month
- [ ] 1-2 hours per week
- [ ] 1-2 hours per day
- [ ] Other.....................................

C2: Where do you usually access the Internet:

- [ ] At Home?
- [ ] At work?
- [x] At adult learning centre?
- [ ] Other.....................................

C3: Please indicate by ticking the box if you have used either of the following websites before:

BBC Skillswise
- [x] Never used before today
- [ ] Have used it in the past

NALA Literacytools website
- [x] Never used before today
- [ ] Have used it in the past

C4: Name one website that you have used in the past that you really liked. Write down what you liked about that website?

The travel department showed pictures of countries and holiday information

C5: What age-group are you? (please tick box)

- [ ] 16-24
- [ ] 25-35
- [x] 36-54

Write any other comments you have here on NALA Literacytools website.

It was excellent. It was laid out well, Easy to follow and fun to use

Write any other comments you have here on BBC Skillswise website.

It was not interesting to me. I would prefer the Nala website
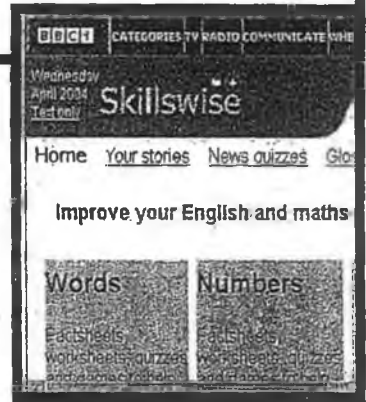
A6. Where would you prefer to use the Skillswise website: (please tick box)

[] On my own at home

[✓] With the help of a tutor in a learning centre

[] With another student in a learning centre

[] Other ....
....,

A7. Write down any problems you had doing exercises on the Skillswise website.

..No..... problems.....................................
....
....

A8. Give three reasons why you think the Skillswise website is useful for literacy learners.

1. Good Choice of Subjects...................
2. Good Layout and presentation.......
3. Easy to use..............................

A9. I would like to see: (Tick the box)

[✓] More reading exercises on this website

[] More spelling exercises on this website

[] Stories from other literacy learners on this website

[] Other, please explain..................................
....

A10. Would you use this website again? Yes [] No [✓]

Please explain your answer.....................

I haven't found anything that i am interested in

[Any other comments... more space on page 6]

SectionB: Feedback on NALA Literacytools Website

http://www.literacytools.ie/

B1. What did you think of the first page (homepage) ?

Literacytools Homepage (Put an X in one box on each line)	Strongly Agree	Agree	Un-sure	Dis-agree	Strongly Disagree
Letter size was good	✓				
Colour scheme used was good		✓			
Easy to know where to go	✓				
Words used were easy-to-understand	✓				
I liked the pictures used	✓				
Clear direction was given	✓				
Too many choices offered on first page					✓

B2. What did you click on first?

[] 'Printable Exercises' Option
[✓] 'Online Exercises' Option
[] Other, please explain...............................

B3. What was your favourite part of the Literacytools website?

.....Games...

....

....

B4. What would you like to see added to this website?

more...exercises...particularly.....................
...in.....computers...

B5. What would you like to see removed from the Literacytools website? nothing..

SectionB: Feedback on NALA Literacytools Website

http://www.literacytools.ie/

B6. Where would you prefer to use the Literacytools website: (please tick box)

[] On my own at home
[✓] With the help of a tutor in a learning centre
[] With another student in a learning centre

B7. Write down any problems you had doing exercises on the Literacytools website.

......NONE...
....
....

B8. Give three reasons why you think the Literacytools website is useful for literacy learners.

1. more Choice..............................
2. Fun - a lot of games..................
3. Easy to use and very interesting....

B9. I would like to see: (Tick the box)

[] More reading exercises on this website
[] More spelling exercises on this website
[✓] Stories from other literacy learners on this website
[] Other, please explain....................................

....

B10. Would you use this website again? Yes [✓] No []

Please explain your answer......................

It was enjoyable...............................

....

28th April 2004

Dear Literacy Co-ordinator,

I am currently engaged in post-graduate research investigating the use of technology in adult literacy education at Dublin City University. My area of research involves looking at the development and integration of online learning environments (such as NALA's *Literacytools* website) in adult literacy programmes.

Please find enclosed two types of questionnaires; *Tutor Feedback* is for the tutors of literacy programmes in your centre, *Learner Feedback* is for adult literacy students. I would be extremely grateful if you could ask your literacy tutors and at least 5 adult literacy students to fill out these questionnaires. Please find enclosed stamped addressed envelopes for each participant. The anonymity of all participants in this survey is guaranteed. I would like to analyse the results of this survey as soon as possible, and would appreciate if the completed questionnaires could be returned to me by the 15th May 2004.

In the coming weeks, I'm also hoping to return to those literacy centres that I visited in the initial phase of this research in 2001, to explore changes in how technology is being used in adult literacy education. If you are currently integrating technology in your literacy programmes and are willing to be interviewed for this research, please phone me on 01-7008243/ 01-4623842 or email me on charlotte.holland@dcu.ie so that I can arrange a date and time for us to meet at your workplace.

Thank you for your cooperation with this research study.

Yours sincerely,

Charlotte Holland
School of Education Studies, DCU

28th April 2004

Dear Literacy Co-ordinator,

I am currently engaged in post-graduate research investigating the use of technology in adult literacy education at Dublin City University. My area of research involves looking at the development and integration of online learning environments (such as NALA's *Literacytools* website) in adult literacy programmes.

Please find enclosed two types of questionnaires; *Tutor Feedback* is for the tutors of literacy programmes in your centre, *Learner Feedback* is for adult literacy students.   I would be extremely grateful if you could ask your literacy tutors and at least 5 adult literacy students to fill out these questionnaires. Please find enclosed stamped addressed envelopes for each participant. The anonymity of all participants in this survey is guaranteed. I would like to analyse the results of this survey as soon as possible, and would appreciate if the completed questionnaires could be returned to me by the 15th May 2004.

In the coming weeks, I'm also hoping to return to those literacy centres that I visited in the initial phase of this research in 2001, to explore changes in how technology is being used in adult literacy education. If you are currently integrating technology in your literacy programmes and are willing to be interviewed for this research, please phone me on 01-7008243/ 01-4623842 or email me on charlotte.holland@dcu.ie so that I can arrange a date and time for us to meet at your workplace.

Thank you for your cooperation with this research study.

Yours sincerely,

Charlotte Holland

Charlotte Holland
School of Education Studies, DCU

Sorry we are not in a position to help you in this research, as we do not have access to the internet in our centre, as yet.

Yours sincerely,

(15)

Ina Keating

Mitchelstown Adult Learning

Dear Ms. Holland,

I regret that I cannot help you with your research as I have no internet access.

However I wish you every success

yours

Rachel Fitzgerald

28th April 2

Dear Litera

I am currently engaged in post-graduate research investigating the use of technology in adult literacy education at Dublin City University. My area of research involves looking at the development and integration of online learning environments (such as NALA's *Literacytools* website) in adult literacy programmes.

Please find enclosed two types of questionnaires; *Tutor Feedback* is for the tutors of literacy programmes in your centre, *Learner Feedback* is for adult literacy students. I would be extremely grateful if you could ask your literacy tutors and at least 5 adult literacy students to fill out these questionnaires. Please find enclosed stamped addressed envelopes for each participant. The anonymity of all participants in this survey is guaranteed. I would like to analyse the results of this survey as soon as possible, and would appreciate if the completed questionnaires could be returned to me by the 15th May 2004.

In the coming weeks, I'm also hoping to return to those literacy centres that I visited in the initial phase of this research in 2001, to explore changes in how technology is being used in adult literacy education. If you are currently integrating technology in your literacy programmes and are willing to be interviewed for this research, please phone me on 01-7008243/ 01-4623842 or email me on charlotte.holland@dcu.ie so that I can arrange a date and time for us to meet at your workplace.

Thank you for your cooperation with this research study.

Yours sincerely,

Charlotte Holland
Charlotte Holland
School of Education Studies, DCU

16

Appendix O

Summary of End-User Feedback in 2004

Student feedback from survey in May 2004

12 students replied to public survey. Their feedback has been summarised below, alongside the information that was gathered from the pilot survey. There were 17 'Learner Feedback' forms returned from the Pilot study. In total the feedback represents opinion of 29 students.

NOTE: The information from the Pilot study is in green; in the cases where the question or statement was phrased differently in the pilot study, the old phrasing has been also been added in green.

Section A: Feedback on BBC Skillswise Website

A1. What did you think of the first page (homepage) ?

Skillswise Homepage(Put an X in one box on each line)	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	Not filled in
Letter size was good	11111	1111111				
Letter size made it difficult to read the words (pilot version of Cell above)	111	1	11	111111	111	11
Colour scheme used was good	11111	111111 111111	11111	1111111		1
Easy to know where to go	11111111	111111 111111 111	11	11		11
Words used were easy-to-understand	11111111	111111 111111 111	11			1111
I liked the pictures used	11	1111111	11	1		
Didn't like the pictures (pilot version of cell above)	111		111	111111	11	111
Clear direction was given	1111111	111111 111111	111	1111	1	111
Too many choices offered on first page	111	111111 111	11	1111111 1111	11	111

A2. What did you click on first?

- ☐ 'Words' Option 11111111
- ☐ 'Numbers' Option 1
- ☐ 'Your Stories' Option 111
- ☐ Other, please explain ....

- I first clicked on numbers because I find that I struggle with my maths and I wanted to find out how to use numbers.
- Text – to see what came up
- Text – look at text
- Text- to see what was on screen

- Glossary, it just caught my eye
- Letter size made it difficult, words used were easy to understand
- Text
- Not filled 111
- I clicked on the maths section of Skillswise
- Reading people's stories- I choose this because I like to read
- What is Skillwise- to know about Skillwise
- Your Stories – I was attracted by the name
- MATHS BECAUSE IM SEEKING EMPLOYMENT BASED ON MESAUREMENTS
- I click on grammar first because I need to improve in my grammar
- I went on the Tutors. I wanted to know what training/ education and newsletter they have

A3. What was your favourite part of the Skillswise website?

- Quiz on putting sentences together
- Quiz 11111
- Learning spellings
- Games 11
- Spelling Silent Invaders game
- Skillswise Glossary
- Your stories
- Numbers
- The words because it gives you information about joining words together and how to communicate by listening, speaking etc

- Worksheets 111
- Don't know
- Spelling 11
- Not filled 11
- Doing the game
- I like where they allow people to put in their stories for people to read
- Teaching inspirations
- Numbers page
- Mesaures, shapes and space
- Words
- My favourite part was the spotlight

A4. What would you like to see added to the Skillswise website

- Don't know enough about the site to say
- Don't know
- Not filled 111111111
- No comment 1
- No
- More games
- More graphics and sound
- More graphics
- More animation and sound
- It's all right what's on it
- Puzzles using pictures where you have to find catch-phrase
- Different languages

- Nothing 11
- None 1
- I have no idea 1
- Irish language website
- They have a section on Maths and English, maybe a few new sections
- Game
- Science page
- How you measure all shapes not just rectangles
- I would like to see more things about education on the tutor website

A5. What would you like to see removed from this website?

- Nothing at present 111
- Nothing 111111
- No
- The sound on the game
- Not filled 1111
- No comment 1
- Less black/ white on Homepage
- Less black/ white writing
- Too much writing
- I don't know
- Some of the "in the news" items were boring

- Dash line 1
- None 1
- No, I would not
- Nothing, I found it all very good
- Not sure
- Nothing, it's a good website
- I don't think there is anything that should be removed
- Nothing
- I would like to see nothing removed from this website

A6. Where would you prefer to use the Skillswise website: (please tick box)

[1,1,1,1 1 1 1] On my own at home

[1,1,1,1„1,1, 1, 1 1 1 1 1 1 1 1 1 1] With the help of a tutor in a learning centre

[1 1 1 1 1 1] With another student in a learning centre

[] Other: In prison, where you have to do it; nowhere 'no whare' 1

                 Unspecified Other 1

                 Not filled 1

A7. Write down any problems you had doing exercises on the Skillswise website.

- Could not understand it
- Took a bit of time to get the hang of doing the exercises
- Initial problem when starting off
- Didn't like it
- I had no problems 11
- No comment 11
- Not filled 11111
- Too much writing
- .Nothing
- Dash line 1
- None 111
- None that I can recall 1
-
- Just beginning to learn
- No Problem 11
- Just getting to know how to do the games
- I didn't really have any problems. I think that might have been because it gives you an example and it can help people learn how to do things
- Grammar, Spelling, Reading
- N/A 1
- I had no problems
- I had no problems with this website

A8. Give three reasons why you think the Skillswise website is useful for literacy learners.

- Help with spelling, help with sentence construction and good for understanding words
- Clear instructions, easy to use and good worksheet
- Comprehensive and covers basics we;;
- Good for spelling, reading and good fun
- Good worksheets in maths and gave answer sheets and can do it on your own
- Good choice of subjects, good layout and presentation and easy to use
- It has numeracy, punctuation and courses available to everyone
- Not filled 1111
- It can improve people's grammar, it can improve people's vocabulary, It can improve people's maths skills
- Reading, spelling and writing
- Reading, spelling and writing
- Reading, writing and spelling
- It is easy to learn, it helps you with spelling and general good
- It's very helpful
- Reading, writing information, spelling
- Could use it on my own
- Takes time to get used to it
- Because it improves their grammer, gives them an opportunity to learn. They can do it and learn from other people.
- It gives useful grammar, It helps with spelling and reading, it helps with writing and listening
- Improving them for reading and writing, to know how to calculator, spelling
- Revision, Homework, Learning
- Very straight forward, easy to use, learning to listen is a quality everyone needs
- To improve my grammar, to improve in maths, to improve in spelling
- You can know what training they are doing, you can go on games and learn about the lost world

3

A9. I would like to see: (Tick the box) This question wasn't on the pilot survey.

[111] More reading exercises on this website
[111] More spelling exercises on this website
[11111] Stories from other literacy learners on this website
[] Other: More graphics 1,
                          More spelling games 1,
                          Don't know yet 1

A10. Would you use this website again?

Yes [1111111111111111111111111]
No [111]
Not filled [1]

Please explain your answer

- Yes, I found it easy to use and helpful
- Yes, I enjoyed using it
- Yes, It is good fun
- Yes, but didn't elaborate 1111111
- Yes, I would use this website again but it would be too expensive at home
- No, I haven't found anything I'm interested in
- No, Hard to follow 11
- Yes, because it can help people who are finding it hard with words and numbers to improve their skills
- Yes, to learn more on different subjects
- Yes, it is helpful, more subjects
- Yes, to learn more about different things
- Yes, I would like to use the website again for lots of reasons
- Yes, very educational and informative
- Yes, this website is very helpful and gives you a great understanding towards literacy.
- Yes, I would use this in the future if I had to work on something like my spelling or maths
- Yes, is a very good website for to learn more about reading and writing
- Yes, if I needed help with homework
- Yes, to explore it further
- Yes, to help to improve my English
- I would like to go on this tutor website Because you can go on games and learn from the game

Any other comments on BBC Skillswise website.

- It was not interesting to me, I would prefer the NALA website
- Not filled 111111111111
- This one was a bit boring
- No good, did not enjoy it – boring
- Very enjoyable – plenty of pictures, could associate with soap
- Not good – did not enjoy it – boring
- I found the website very helpful as it had a good choice of subjects to choose from like reading, writing & spelling and if I could afford to stay online a bit longer I would.
- Prefer the Literacytools website, more information
- Preferr listerancy skills
- I prefer the skillswise website-Very informative
- I try it again
- As relayed to tutor, I enjoyed using this very much. I felt I didn't have enough time as I do not use the Internet normally. It was easy.
- My comments on using this website is that you get the opportunity to learn more in the maths, English area and this improves your grammer, It's an interesting and challenging website to use.
- I think it is good that this website lets people show their work to others

- It was irritating to open so many windows to get to the subject you want
- None
- On BBC Skillswise website I leraning about the words like grammar, spelling, reading and listening, also the numbers like the factsheets, worksheets and measures, shapes and decimals. I also learning about newsletter sign-up

SectionB: Feedback on NALA Literacytools Website

B1. What did you think of the first page (homepage) ?

Literacytools Homepage(Put an X in one box on each line)	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	Not filled in
Letter size was good	111111	11111				
Letter size made it difficult to read the words (pilot version of cell above)	1	1		111111	11111	1111
Colour scheme used was good	1111111 1111	111111 111	11	11	1	111
Easy to know where to go	1111111 1111	111111 1111		11	1	1111
Words used were easy-to-understand	1111111 111	111111 111111		1		11111
I liked the pictures used	1111111 1	1	1	1		
Didn't like the pictures (pilot version of cell above)		1	11	1111111	1	111111
Clear direction was given	1111111 111111	111111	1	1		11111
Too many choices offered on first page	1111	111	1	1111111 11111	11	111111

B2. What did you click on first?

[11] 'Printable Exercises' Option
[11111111] 'Online Exercises' Option
[] Other, please explain

- Sound 1
- I clicked on games first because I like playing games with words.
- Online Exercises list – good variety
- Online Exercises – better variety
- Online Exercises – to see what would come up – there was a better variety.
- Letter size made it difficult-words used were easy to understand
- I agree with everything
- Not filled 1111
- Writing (Relayed to Tutor – I didn't know what I was doing)
- I clicked on the New Users button
- ▪

- Online exercises –Exercise by Skill – Numeracy – Exercise 1 – I choose this because I wanted to see if they give clear instructions on what to do
- Online exercises I want to do the exercise
- Games - Sounded interesting
- Numeracy exercise, because I have an interest in maths
- I clicked on New Users first because this is my first time
- I clicked on Literacy Tool Because I wanted to know about the site and what it was it to learn

B3. What was your favourite part of the Literacytools website?

6

- Printable exercises
- Doing worksheet
- Games 11
- Exercises online
- All the online exercises and know straight away whether they are right or not
- A message from MaryMcAleese
- Games – Hangman, Word Search
- Online exercises and know if answer was right
- Not filled 1111111
- The games was my favourite part.
- Spelling skills- very interesting, soaps waste of time
-

- Spelling skills-very interestit, soaps not good, waste time
- Spelling skills interesting, Soap a waste of time
- Don't know
- My favourite part was the different Exercises that's on it
- I thought it was good that you have to check your answers and it tells you if they are correct
- Apply for job
- Games section
- The test given
- Turn on speech
- My favourite part was learned about offline exercises and online exercises

B4. What would you like to see added to this website?

- Need more time to make decision
- No comment 11
- Not filled 1111111111
- No 1
- Nothing 111
- More soaps and quizzes
- More about jobs
- More exercises particularly in computing
- History
-

- History, Geography, American football
- Art
- Don't Know 1
- Typing skills website
- Maybe they could add examples
- Harder games
- Harder questions
- I would like to see childrens games that they could play on this website

B5. What would you like to see removed from the Literacytools website?

- No comment 111
- No 1
- Nothing 111111111
- Not filled 1111111
- Soaps 111
- Don't know 1

- Dash 1
- Nothing, it's a good website
- Nothing should be removed
- I would not like to see nothing move from this website

B6. Where would you prefer to use the Literacytools website: (please tick box)

[11111111] On my own at home
[1,1,1,1,1,1,1,1,11111111] With the help of a tutor in a learning centre
[1, 1,1,1111111] With another student in a learning centre
[] Other, please explain...   In School 1
                              Not filled 11

B7. Write down any problems you had doing exercises on the Literacytools website.

7

- No problems 111111111
- No comment 1
- Not filled 111111
- No 1
- Online exercise on the soaps -- I found it difficult to highlight and Drag the words
- Didn't do any exercises as I had difficulty getting sound
- Dash 11
- Don't like soap quiz
-
-

- Soaps
- I had none
- Just learning the rules of the games, and which one to play because there is a couple of games to choose from
- There was a question on measurements and they didn't have any clues to what the answers might be
- Job, saving for holiday
- I have no problem 1

B8. Give three reasons why you think the Literacytools website is useful for literacy learners.
- Good help with reading and spelling
- Fun-not work; good learning; got results fast
- Reading, spelling and numeracy
- Clear and easy to use
- Clear instruction, good exercises and printable exercises
- Because I could associate with the carictors
- Fun, not like classroom and good for results
- More choice, fun – a lot of games, easy to use and interesting
- More games which are fun, easy to follow, more helpful
- Because it will help people with words, It will help people with reading and writing, it will help with people's maths
- Spelling, reading and quiz
- Reading, spelling, quiz
- Spelling, readings, quiz
- I did not have any problems
- It was very interesting, I really enjoyed it, I found it easy to learn
- Educational
- Not filled 111
- Because there is exercises for students, many games to choose from, there is also tutor resources
- It is helpful, The questions are made for adults, It promotes reading
- To learn more about interview, saving for holiday, hobby
- Fun, learning, non-school
- Easy to use, very educational
- To improve in number, to improve in spelling, to improve in grammar
- Offline exercises: if you have a printer you can print off exercises. Online you try exercises choosing from a number of topics

B9. I would like to see: (Tick the box) (this question not on pilot survey)

[11] More reading exercises on this website

[11] More spelling exercises on this website

[11111] Stories from other literacy learners on this website

[1] Other, More info on jobs
- No comment 111

B10. Would you use this website again?

Yes [111111111111111111111111]
No [11]
Not Filled [111]

Please explain your answer
- No, because too slow
- Yes, because it was enjoyable 11
- Yes, it was good fun and easier to follow
- Yes, Didn't elaborate 111111
- Yes, because it will help people to learn more and gain people's confident
- Yes, informative and interesting
- Yes, very interesting
- Yes, I find it informative
- Yes, it was new to me and I found it great
- Yes, it's helpful when doing different exercises and games, it's fun to use
- Yes, If I wanted to pick up new skills I would use this website, or even to enhance the ones I have
- Yes, is very good websites
- No, not useful to me
- Yes, it would be beneficial
- Yes, to improve my English
- Yes, I would like to use this topics again learn about literacytools

Any other comments on NALA Literacytools website.
- It was excellent – it was laid out well-easy to follow and fun to use
- Not filled 1111111111111111
- The website was very good from the start and made learning really fun
- To much writing but nuff pictures, no fun
- Very good from start and made learning fun
- This one (NALA) was more exciting
- I cannot comment on NALA website as I did not stay on it long enough as it took to long to download the sound to my ... engine- The fact that I'm on social welfare limits my time online.
- Preferr listarancy skills
- I'll be using it in future
- I hasn't enough time to use the NALA site
- My comments on this website is that it's a helpful rescource to use and easy to learn and you can do the website with a tutor or a student, it's an excellent website to use.
- I think it is good that it say if you get the questions right and if you don't you get to try again
- None
- Literacytools website you can learn more about the online and offline exercises and also learn about the site and other learning sites on the literacytools website

Section C: General information on Internet usage/ access

C1: How often have you used the Internet in the past?

[] Never 111111111
[] 1-2 hours per month 111111
[] 1-2 hours per week 1111111
[] 1-2 hours per day 11
[] Other...   Everyday 11
                  About 4 Hours everyday 1
                  Not Filled 1

C2: Where do you usually access the Internet:

[] At Home? 111111
[] At work? 1111
[] At adult learning centre? +1, 1, +1, 1,1,1,111111
[] Other,   none 1,
                 at training centre 1
                 Unspecified other 1
                 At school 1
                 Not Filled 1111

C3: Please indicate by ticking the box if you have used either of the following websites before:

BBC Skillswise	NALA Literacytools website
[1111111111111111111111111]	[1111111111111111111111111]
Never used before today	Never used before today
[] Have used It in the past	[11] Have used It in the past
ticked both 1	Ticked both 11
Not Filled 111	Not Filled 1

C4: Name one website that you have used in the past that you really liked. Write down what you liked about that website?

- Not filled 11111111111
- Never used the website before
- No comment 1
- Google, it's a search engine, I can find anything I want on it
- Travel Department showed pictures of countries and holiday information
- Irish History – I visited Dublin centre and a lot of old building in Dublin
- Lonely planet – It's about travelling
- Google
- I would like everything about the website

- Google 11
- The website I have used is a childcare website. I liked this website because it helped me with my childcare.
- I like the childcare websites because it helped me in my childcare
- www.google.ie the image of place, people
- yahoo . search anything
- www.cnn.com
- wedding website I like the dressing

C5: What age-group are you? (please tick box)

[11111111111] 16-24
[11111] 25-35
[111] 36-54
[111111111] 55 and over
Not filled 11

Summary of Tutor Feedback From Survey May 2004 & Pilot

Nine replies from Tutors in postal survey, based on postmarks→tutors from Dublin, Kilkenny, Cavan, Limerick and two from untraceable areas. There were 4 'Tutor Feedback' forms returned from the Pilot study. In total the feedback represents opinion of 13 tutors.
NOTE: The information from the Pilot study is in green; in the cases where the question or statement was phrased differently in the pilot study, the old phrasing has been also been added in green.

Feedback on the BBC Skills wise website

A1. What did you think of the first page (homepage) ?

Skillswise Homepage(Put an X in one box on each line)	Strongly Agree	Agree	Unsure	Disagree	StronglyDisagree	Not filled
Letter size was good	1, 1	1, 1, 1, 1, 1				11
Letter size made it difficult to read(pilot version of cell above)			1		111	
Colour scheme used was good	1, 1, 1, 11	1, 1, 1, 11		11		1
Easy to know where to go	1,1, 1, 111	1, 1, 1,1			1	11
Words used were easy-to-understand	1, 1, 1, 111	1, 1,1	1	1		11
Liked the pictures used	1, 1, 1	1, 1, 1	1			11
Didn't like the pictures (pilot version of cell above)			11	1	1	
Clear direction was given	1, 1, 111	1, 1, 1, 11		1		11
Too many choices given on first page	1,1			1, 1, 1, 1, 1, 1,1,1,	1	11

A2. How would you integrate this website into your literacy teaching?

- Using games, use of lesson plan and printable exercises
- As a follow-up to classwork, after we have introduced the topic/ subject
- Pick and choose what is applicable to a particular student
- Print off materials
- Using spellings with students and maths
- Use after the student is clear about concepts,
-

- Not filled, 1, 1
- By printing the worksheets
- I wouldn't
- Students could use it for a short block of time every day as variation from other work
- Good tool for easy access to teaching materials – student would need tutor to explain it all

A8. List three weaknesses of the Skillswise website?

- A lot of words on the first page, the literacy level needed is fairly high, very little topics covered that would entice the learner to look further e.g. holidays, computers etc
- None
- As tutor, can only print one page at a time on quiz etc
- Not enough pictures, Too much writing, Need to know how to use the Internet
- Not filled, 1, 1, 1
- Too advanced for some students to use, students would need the help of a tutor to access information, suits tutors rather than students
- Not enough printable material, too big-(website)
- Dash 1
- It's a bit dull in colour, Some aspects are very slow to use. Its not child friendly
- Too fussy,.... Not enough visual cues

A9. Would you recommend the Skillswise website to your students?

Yes [1, 1, 1, 1, 1, 1,1,1]
No [11]
Not sure 1
Not filled 1,1

Please explain your answer

- Yes, very good exercises and worksheets. Fun, Educational games.
- No, The website was in my opinion quite complicated, the first page may put students off.
- Yes, It is easy to access and easy to follow
- Yes, Once programme worked through together, Not necessarily to try the site cold as a student
- Not sure,.. if a student cannot read then they cannot get off the homepage
- Ilt is an easy-to-follow website. It is very clear and the exercises were enjoyed by my basic skills students.
- I would recommend the website to my best students as I believe they would enjoy it and also it would consolidate what they have already learned. However they would need to be supervised.
- No, I think learners would need a very good level of computer literacy
- Yes, but didn't elaborate
- Yes, It's a good extra resource.
- Yes, but as a resource with a tutor or friend. This is not a simple site to use.

- Lesson plans, ideas, exercises
- The numbers section – the activities using fractions and percentages
- The numeracy section
- Teaching inspiration for tutors
- Maths section
- Choice of quiz, game or worksheet having used factsheet
-

- The quizzes were very good and also enjoyed the tutors section
- Not filled, 1
- IT Lesson plans/ A-Z content
- Sport
- Maths
- Colours/ icons on exercises pages, colours improved as you used the site

A4. What would you like to see added to the Skillswise website?

- More activities using diagrams (Like the factions activities)
- Cannot think of anything
- More graphics
- Vocabulary section is very limited
- Not filled 1, 1, 1
-

- No Comment 1
- More worksheets
- Dash 1
- Better Games
- More space for all this information – More visual cues

A5. What would you like to see removed from this website?

- Change sound effect for games
- The news stories – as they were not recent
- Some of the writing (there's too much of it)
- Nothing 1, 1,1
-

- Not filled 1, 11
- No Comment 1
- Dash 1
- All these words! Too many to see – cuts out the student,

A6. How would you prefer to see your students use the Skillswise website: (please tick box)

- [] On their own at home 1, 1,1,1
- [] With the help of a tutor in a learning centre 1, 1, 1, 1, 1, 1, 1,1,1,1,1
- [] With another student in a learning centre 1, 1, 1,1,1
- [] Other ....All would be good 1,

....

A7. Write down any problems you have with the exercises on the Skillswise website.

- I found the exercises complicated and rather boring. In my opinion, they would not encourage students.
- Not applicable
- When asked to click on worksheet link, it may be helpful to add exact language i.e. (Example 3 in Green)
- Students with low reading skills found it difficult to know where to go
- Not filled, 1, 1, 1
-
-

- The website would only suit a student with a good level of English, It would be too advanced for a student with poor literacy levels.
- Too much information, not enough practical exercises
- Dash 1
- Very slow to upload games
- Too much information eg. Your Stories. This should be a list – Bigger spacing at end of each sentence. Strong on colours.

13.

Feedback on the NALA Literacy Tools website

B1. What did you think of the first page (homepage) ?

Literacytools Homepage(Put an X in one box on each line)	Strongly Agree	Agree	Unsure	Disagree	StronglyDis agree	Not filled
Letter size was good	1, 1, 1, 1, 1	1, 1, 1, 1				
Letter size made it difficult to read words (pilot version of cell above)		1			111	
Colour scheme used was good	1,1, 1, 1, 1, 1, 1	1, 1, 1,1,1			1	
Easy to know where to go	1, 1, 1,1, 11	1, 1,1,1,1		1		1
Words used were easy-to-understand	1, 1, 1, 1, 1,1,1	1, 1, 1,1		1		1
Liked the pictures used	1, 1	1, 1, 1, 1, 1, 1		1		
Didn't like the pictures (pilot version of cell above)	1		11	1		
Clear direction was given	1, 1, 1, 1, 1,1,1	1, 1, 1,1,1		1		
Too many choices offered on first page	1			1, 1, 1, 1, 1, 1, 1,1,1	1,1,1	

B2. How would you integrate this website into your literacy teaching?

- Online exercises, Tutor resources
- With a class that are learning how to use the Internet and getting familiar with the computer
- I would give it for more advanced students
- Many of the worksheets can be used for Communications work
- Could use it as a computer class – would help to get away from worksheets – help to vary the class
- Print off work, possibly use to explain common information
- Printing off worksheets and using online for grammar exercises
- I would use it as an aid and as something different for my students
- Use after the students is clear on concepts
- Printing worksheets
- I would not.
- As an addition to Communications & Work Experience
- Using the exercises for variety

B3. What was your favourite part of the Literacytools website?

- Online exercises
- The front page had people on it
- Spelling area
- The Health Section
- Using other links, especially ARKS
- Games
- Online exercises
-
- I think the reading pieces were good and the students also liked them.
- Print exercises, games section and numeracy skills
- Online exercise on computer speak
- Dash 1
- Site tour
- I like the NALA Space Girl icon

B4. What would you like to see added to the Literacytools website?

- More tutor resources
- More topics along the line of what's already there
- Couldn't access numeracy
- More worksheets, games etc
- More options on category – only one available spellings
- More pictures – clearer i.e. picture for games electronic 'toy', games don't
-
- reflect this image. Also one choice per page
- More skills worksheets
- Better tutor resources and information for tutors
- Nothing
- More printable worksheets
- Dash 1
- Maths
- More visual cues

B5. What would you like to see removed from this website?

- Words, less on each page
- Nothing 1, 1, 1,1
- Not filled 1, 1, 1
- No comment 1
-
- Those sections that don't work
- Dash 1
- White Page at the beginning
- The long learning time

B6. How would you prefer to see your students use the Literacytools website: (please tick box)

[1, 1,1,1] On their own at home
[1, 1, 1, 1, 1, 1, 1, 1,1,1] With the help of a tutor in a learning centre
[1, 1, 1, 1,1,1] With another student in a learning centre
[] Other .... All of the Above 1
          Some help to get started, then on their own 1

B7. Write down any problems you have with the exercises on the Literacytools website.

- During the spelling exercises, we had trouble using the mouse to drag the words
- No problems but would like it to be more extensive
- No comment 1
- Not filled 1
- When I went into Skills section, I could not access spellings, No numeracy – which was what I needed
- Crosswords – words too obscure and WordSearches good – however mixed caps & Lower case, Like fact you can get help

- No exercises for complete beginners who cannot read or recognise the ???? list
- Needed Adobe Acrobat to get printable exercises
- Any exercise which requires click and drag doesn't work. This could ruin a students confidence.
- Must have Adobe Reader to print exercises
- Dash 1
- Couldn't use the back button to go back at times
- I found 'bugs' in it – hard to make some parts of it work. More colour in exercise page.

15.

B8. List three weaknesses of the Literacytools website?

- Click and Drag exercises, too advanced for some students to use, It's a tutor's resource rather than a students resource.
- Crosswords a bit difficult, a limited selection of reading material, poor selection of numeracy material
- Not enough worksheets, not enough exercises for beginners reading, need more skills exercises
- Too much 'info print' at beginning, too many choices – confusing, not enough pictures to represent text
- Numeracy – I could not find
- Not filled
- Not enough worksheets and no numeracy
- I would like to see more information on the topics already there
- Limited exercises
- Small site
- Dash 1
- Sound was poor, Not great content variety
- Takes too long to learn, Some buttons didn't work eg. Next 9.en maths, more variety needed

B9. Would you recommend the Literacytools website to your students?
Yes [1,1, 1, 1, 1, 1, 1 ,1,1,1, 1]
No [1, 1]

Please explain your answer
- Yes, achievable exercises and games
- Yes, I found this website a lot better, there was a lot more topics covered and the games made learning fun
- Yes, it is easy to access and easy to follow
- Yes, it makes a nice change from writing on paper or can be printed out if preferred
- Yes, most people with some literacy skills would find this interesting to use – relates to everyday situations.
- No, Not without first going over site together particularly for a student new to website and using Internet.
- Yes, It is a very good way of learning, it encourages the student to have fun using the computer
- Yes, It is the only Irish site that I've come across and it's quite easy to follow
- No, This is an excellent resource for tutors and covers the different levels well, However I think it is too difficult for some students to use on their own.
- Yes, it is easy to use and is Irish based
- Yes, but didn't elaborate
- Yes, can be interesting
- Yes, I like the site. It would be useful to many students and hasn't got a childish feel ti it, exercises need to be changed frequently…

Feedback on Tutor Overview of Internet Usage etc

C1: How often have you used the Internet in the past?

       [] Never
       [1,] 1-2 hours per month
       [1, 1,1] 1-2 hours per week
       [1, 1, 1, 1, 1, 1,1,1] 1-2 hours per day
       Other   Used to work for ISP 1

C2: Where do you usually access the Internet:

       [1, 1, 1, 1, 1, 1, 1,1,1,1] At Home?
       [1, 1, 1, 1, 1] At work?
       [1,1, 1, 1 , 1,1] At adult learning centre?
       [] Other   At college 11

C3: Please indicate by ticking the box if you have used either of the following websites before:

       BBC Skillswise
[] Never used before today 1, 1, 1, 1, 1, 1,1,1,1,1

[] Have used it in the past 1, 1

       NALA Literacytools website
[] Never used before today 1,1,1,1

[] Have used it in the past 1, 1, 1, 1, 1, 1, 1, 1,1

C4: I use the Internet to: (please tick box/boxes)

[] Keep in touch with colleagues by email [1, 1, 1, 1, 1, 1, 1, 1,1,1,1]

[] Keep in touch with students by email [1]

[] Source materials using WWW [1, 1, 1, 1, 1, 1, 1, 1, 1,1,1,1,1]

[] Teach literacy using online tutorials [1, 1]

[] Publish information on web-pages [1]

[] Other   Shopping – Research 1, 1
                       Book Holidays 1
                       Club Membership Contact 1

C5: Prioritise the main barriers to using the Internet in adult literacy programmes at your workplace? [1=biggest obstacle …5= smallest obstacle

Not filled 1,
Dash 1

1.

- Internet connection is not available in many places of work
- No computer in students home
- Access
- Literacy problems
- No Internet available

-

- We do not have access to the Internet at work. I use it at home
- The amount of websites can be intimidating
- Time
- Facilities
- Takes time to source information
- Slow machines

2.

- Time during tuition hours
- Older adults afraid of computers
- How to find what you are looking for
-

- Student distraction
- Wastes time
- Too many words

3.

- Student level
- Spelling or reading instructions
- How to get back to the beginning again
-

- Interest
- Breakdowns
- Machines in bad repair/ old

4.

- Knowledge of appropriate site
- Needs to be simplified website
-

- Time
- Computer Literacy
- Stored work/ deleted/ not stored correctly

5.

- Number of Computers
- Students dislike of computers
- Printer sometimes doesn't work!

C6: What do you think should be included on an adult literacy website that is designed for use in the classroom?

- Enough information to hold the students attention, but avoid distraction by games etc
- The games around spellings, reading, maths etc are very useful tools. They encourage learning by using fun.
- Don't know
- Material covering a wide range of hobbies and interests
- Simplified worksheets and tips for tutors
- Plenty of picture representation, less written words, less choices per page,
-
- practice around form filling, Cv preparation etc
- Worksheets on the ???? list and worksheets on shopping
- Suitable and up-to-date reading material, Good class numeracy worksheets
- No comment 1,
- More IT related Exercises
- Dash 1
- Colour- Interesting Colour & more visual images. Feedback.
- Not filled 1

C7: What is your opinion on the use of literacy websites in your literacy programmes?

- Very difficult to keep a class together, depending on students computer skills. Could be diverting attention from the main literacy problems.
- I would use any sites within my class when my students are ready. My students have had good fun accessing these websites is I would use them again.
- They are o.k. for advanced students but basic one-to-one students would need a tutor with them
- I would like to use them if possible, but it's not
- Can be good for certain people
- Useful for tutors to print off in part games.
- I am just beginning to use them and some of them with good graphics I'll use again.
-
- It gives students a chance to work on their own and the stronger ones can go on while the weaker ones can catch up in their own time
- If the facilities are available, it is an excellent means of consolidating learning
- May work in a 'drop-in' situation – students & tutors dipping into this medium
- Dash 1
- I think it is a great opportunity for everyone.
- I feel they could be a great addition to the tutor and to the student provided all access is easy (eg. Shorter URL) as it is easy to be put off.

C8: What resources or sites on the Internet do you think would be useful to your literacy students?

- NALA literacytools website
- www.onestopenglish.com
- Many thousands – something to suit everyone's situation, interest
- Worksheets
- Games – encouraging mouse control & Independent usage
- Google, using Images and NALA literacytools
- Literacy tools and BBC Skillswise
- At present, I have only had opportunities to use print exercises from this (NALA) website. I found them good and my students enjoyed them.
- Not filled 11
- Literacytools.ie
- Literacy sites are good. Sites about foreign countries. Sites giving information on books.
- Foundation FETAC modules. Centres and tutors. Youthreach centres. Citizen information. Government services. Health related issues

19.

Any other comments?

- I found the NALA website was much better than the BBC. It's approach was in my opinion more suited to adult learners and it brought in the idea of using games to learn.
- The Internet is a wonderful source of resource material for both tutors, students – indeed anyone who wants to learn anything
- There is very little worksheets for complete beginners, especially students who have problems with the ??? List
- No comment, 1, 1
- Not Filled, 1, 1, 1, 1,1,1
- I think that all literacy sites should use as much visual impact as possible. Also humour should be used to lighten atmosphere and encourage people to share their enjoyment if they are working in groups. Cartoon images & humour like those in the newspapers seem to appeal to a wide audience. (Satire)
- A bit confusing to be given two websites especially if you were not used to then. It's not esay to find the BBC site. Good tutor ideas and worksheets but could be easier and clearer to help students use it at home and alone.

20.

Appendix P

Statistical Data from Log Files in Period 1 [9th Sept –28th December 2002]

Appendix P

Statistical Data from Log Files in Period 1 [9th Sept –28th December 2002]

Report for LiteracyTools.ie: General Statistics

Powered by WebLog Expert

Time range: 1/21/2002 13:41:44 - 12/28/2002 22:45:04

Generated on Thu Jan 09, 2003 - 15:38:40

Summary

Summary

Hits	
Total Hits	176,366
Average Hits per Day	515
Average Hits per Visitor	34.79
Cached Requests	60,606
Failed Requests	27,739
Page Views	
Total Page Views	34,372
Average Page Views per Day	100
Average Page Views per Visitor	6.78
Visitors	
Total Visitors	5,070
Average Visitors per Day	14
Total Unique IPs	3,026
Bandwidth	
Total Bandwidth	654.97 MB
Average Bandwidth per Day	1.92 MB
Average Bandwidth per Hit	3.80 KB
Average Bandwidth per Visitor	132.29 KB

Contents

- General Statistics
- Activity Statistics
    - Daily
    - By Hour of Day
- Access Statistics
- Visitors
- Referrers
- Browsers
- Errors

Report for LiteracyTools.ie: Activity Statistics

Time range: 1/21/2002 13:41:44 - 12/28/2002 22:45:04   Generated on Thu Jan 09, 2003 - 15:38:40

Daily

Daily Visitors
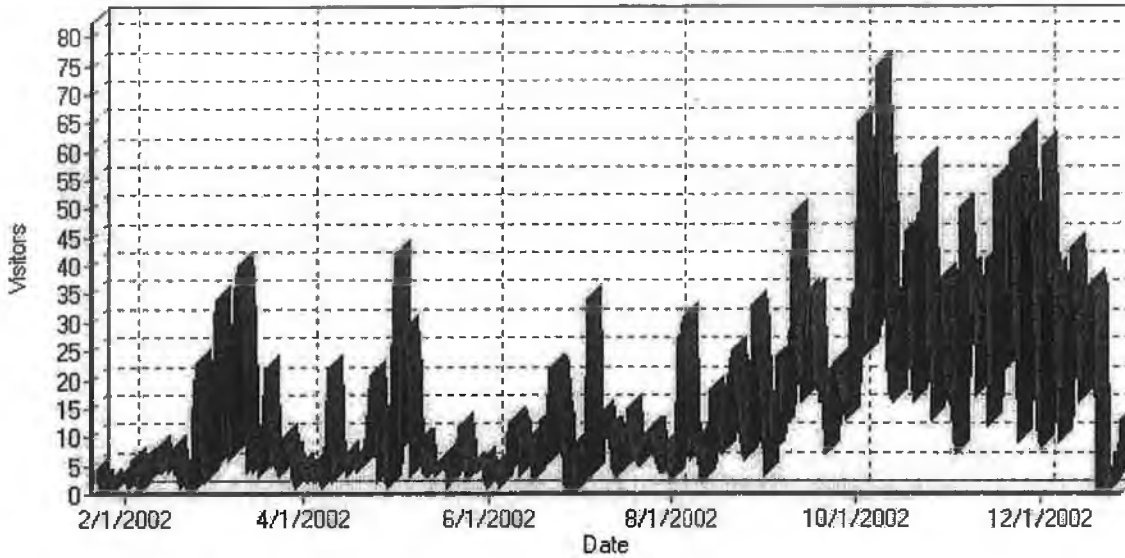
Daily Activity

Date	Hits	Page Views	Visitors	Average Visit Length	Bandwidth (KB)
Sat 11/9/2002	236	32	35	25	791
Sun 11/10/2002	505	149	17	05:55	3,667
Mon 11/11/2002	2,316	871	27	07:31	6,192
Tue 11/12/2002	1,373	273	30	05:45	6,044
Wed 11/13/2002	1,826	422	41	02:58	8,016
Thu 11/14/2002	737	153	12	06:28	3,574
Fri 11/15/2002	576	92	22	01:28	2,252
Sat 11/16/2002	606	138	55	09:05	4,050
Sun 11/17/2002	1,863	490	33	09	1,286
Mon 11/18/2002	3,541	870	51	08:02	19,895
Tue 11/19/2002	1,893	424	49	03:42	8,075
Wed 11/20/2002	937	203	22	04:35	5,482
Thu 11/21/2002	1,312	424	60	02:49	8,506
Fri 11/22/2002	1,402	147	27	04:16	4,300
Sat 11/23/2002	427	93	24	03:20	1,765
Sun 11/24/2002	427	104	9	05:48	2,429
Mon 11/25/2002	1,781	517	63	04:33	10,852
Tue 11/26/2002	2,233	645	46	06:39	11,413
Wed 11/27/2002	2,123	503	49	03:33	9,394
Thu 11/28/2002	1,490	564	49	06:10	6,631
Fri 11/29/2002	800	127	21	04:45	6,395
Sat 11/30/2002	216	59	12	01:48	1,685
Sun 12/1/2002	207	44	8	02:01	917
Mon 12/2/2002	2,134	1,026	61	06:48	9,893
Tue 12/3/2002	1,821	331	33	08:44	6,384
Wed 12/4/2002	5,013	1,688	36	11:51	15,449
Thu 12/5/2002	1,908	291	39	10:53	9,253

file://C:\Documents and □□Settings\Administrator\Desktop\Lo...\Activity_Statistics.ht   10/01/2005

Fri 12/6/2002	843	109	23	08:30	3,886
Sat 12/7/2002	207	95	9	02:17	602
Sun 12/8/2002	386	88	13	02:28	1,468
Mon 12/9/2002	2,564	694	36	08:29	7,344
Tue 12/10/2002	1,415	334	27	06:19	5,614
Wed 12/11/2002	1,893	425	43	09:18	5,795
Thu 12/12/2002	1,651	291	38	05:11	7,555
Fri 12/13/2002	786	247	24	08:09	3,578
Sat 12/14/2002	279	79	16	03:31	1,176
Sun 12/15/2002	427	78	20	01:48	1,646
Mon 12/16/2002	1,420	305	28	09:55	3,717
Tue 12/17/2002	807	188	23	04:39	3,104
Wed 12/18/2002	1,379	292	37	05:07	3,688
Thu 12/19/2002	976	253	34	02:02	2,599
Fri 12/20/2002	-	-	-	-	-
Sat 12/21/2002	78	1	1	02:36	20
Sun 12/22/2002	3	2	3	00	9
Mon 12/23/2002	-	-	-	-	-
Tue 12/24/2002	1	1	1	00	0
Wed 12/25/2002	3	3	2	02	19
Thu 12/26/2002	176	0	7	07:05	103
Fri 12/27/2002	51	0	5	01	30
Sat 12/28/2002	202	1	13	02:23	119
Total	**176,366**	**34,372**	**5,070**	**04:58**	**670,693**

(50 days)

By Hour of Day

Activity by Hour of Day
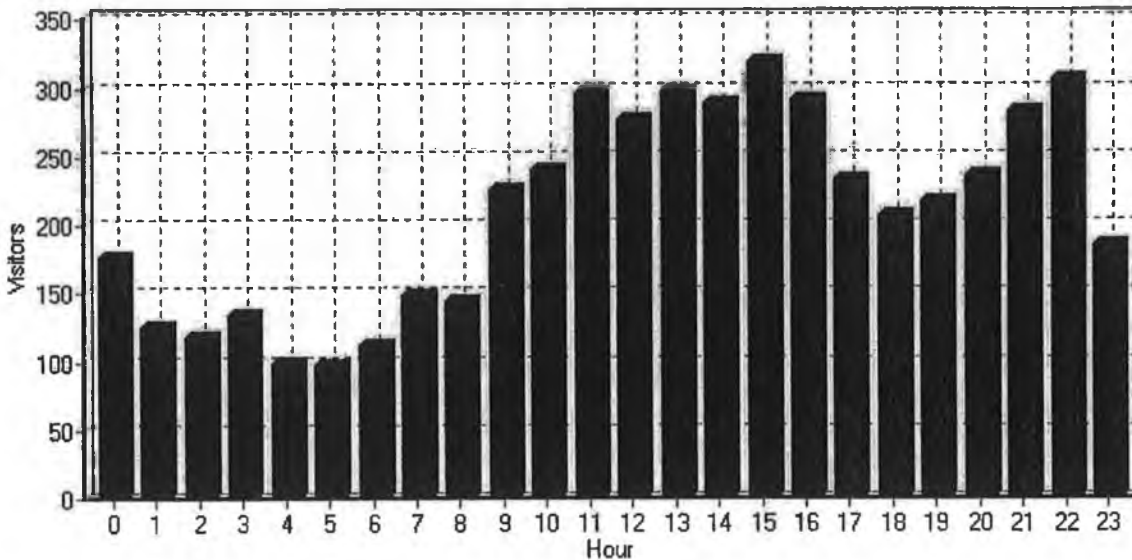
Activity by Hour of Day

(4)

Hour	Hits	Visitors	Bandwidth (KB)
00:00 - 00:59	2,588	177	8,172
01:00 - 01:59	2,252	125	6,494
02:00 - 02:59	1,827	119	4,414
03:00 - 03:59	1,176	135	1,781
04:00 - 04:59	1,217	99	3,137
05:00 - 05:59	1,233 *least popular*	98	1,423
06:00 - 06:59	2,239	112	5,671
07:00 - 07:59	3,193	149	6,461
08:00 - 08:59	5,409	145	14,115
09:00 - 09:59	11,091	227	41,649
10:00 - 10:59	10,998	241	37,894
11:00 - 11:59	13,995	297	50,390
12:00 - 12:59	10,157	277	40,803
13:00 - 13:59	14,079	298	58,846
14:00 - 14:59	15,219	289	60,033
15:00 - 15:59	13,916 *most popular*	320	52,557
16:00 - 16:59	10,127	292	41,993
17:00 - 17:59	7,608	233	29,694
18:00 - 18:59	9,281	208	36,006
19:00 - 19:59	7,752	218	31,858
20:00 - 20:59	9,248	236	38,837
21:00 - 21:59	8,281	284	41,472
22:00 - 22:59	8,638	306	39,202
23:00 - 23:59	4,842	185	17,781

(5)

Contents

⑥

Report for LiteracyTools.ie: Access Statistics

Time range: 1/21/2002 13:41:44 - 12/28/2002 22:45:04

Generated on Thu Jan 09, 2003 - 15:38:40

Pages

Daily Page Access

Legend:
- /
- /pages/pge_prepPDF.cfm
- /dcquiz/question.cfm
- /dcquiz/scoring.cfm
- /dcquiz/viewAnswer.cfm
- /dcquiz/popAnswers.cfm
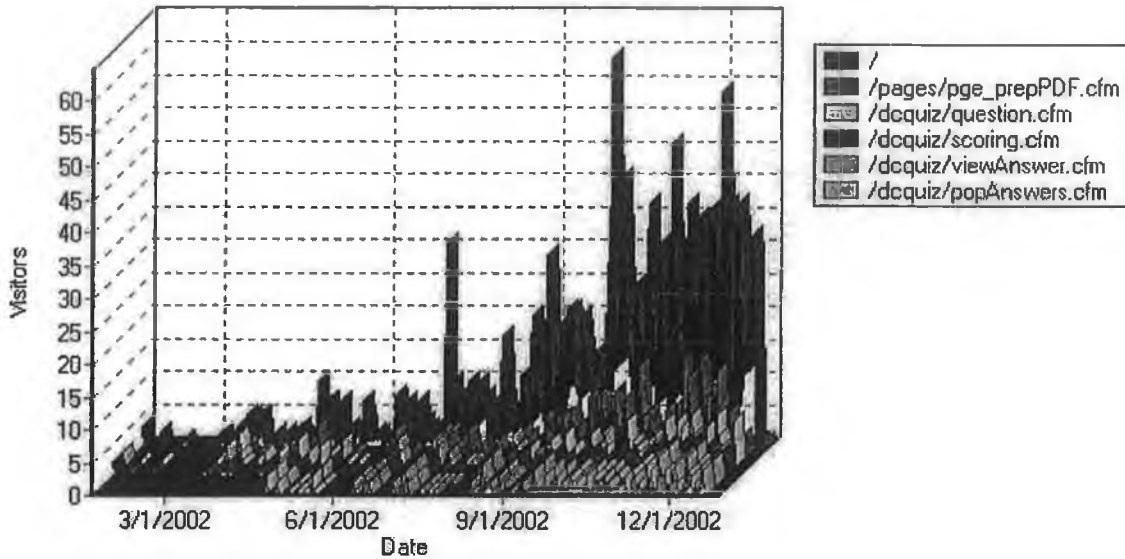
Most Popular Pages

Most Popular Pages
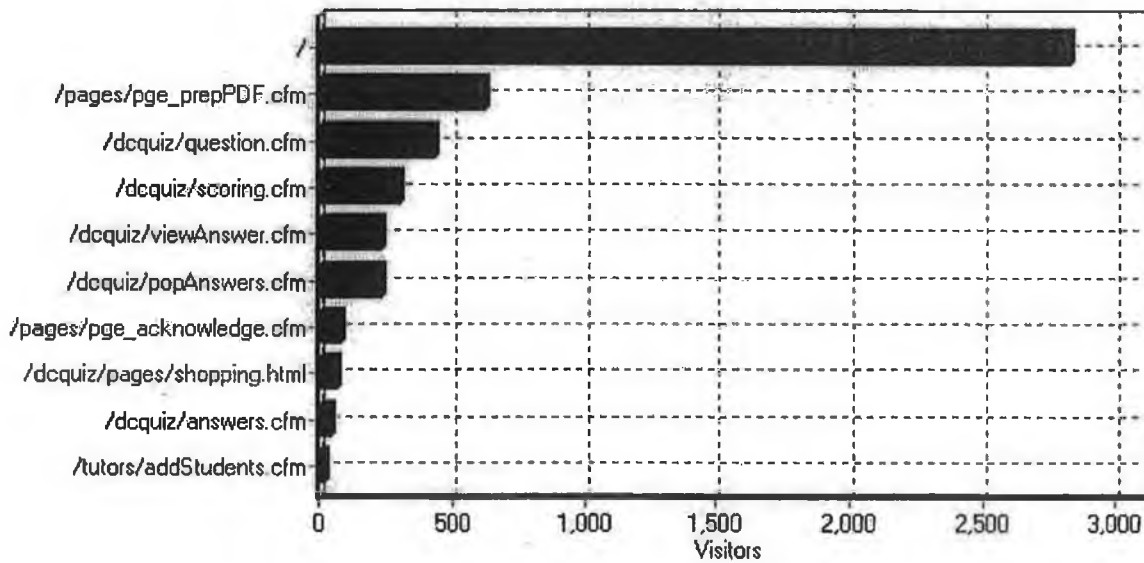
	Page	Hits	Incomplete Requests	Visitors	Bandwidth (KB)
1	http://www.literacytools.ie/	19,666	0	2,824	197,622
2	http://www.literacytools.ie/ pages/pge_prepPDF.cfm	2,008	0	625	3,496
3	http://www.literacytools.ie/ dcquiz/question.cfm	4,902	0	431	22,757
4	http://www.literacytools.ie/ dcquiz/scoring.cfm	3,841	0	305	1,571
5	http://www.literacytools.ie/ dcquiz/vlewAnswer.cfm	889	0	238	541
6	http://www.literacytools.ie/ dcquiz/popAnswers.cfm	1,272	0	238	5,305
7	http://www.literacytools.ie/ pages/pge_acknowledge.cfm	150	0	83	281
8	http://www.literacytools.ie/ dcquiz/pages/shopping.html	132	0	65	198
9	http://www.literacytools.ie/ dcquiz/answers.cfm	131	0	44	699
10	http://www.literacytools.ie/ tutors/addStudents.cfm	63	0	19	217
11	http://www.literacytools.ie/ tutors/getStudentList.cfm	42	0	19	53
12	http://www.literacytools.ie/ tutors/viewStudents.cfm	40	0	19	90
13	http://www.literacytools.ie/ tutors/loadStudent.cfm	71	0	19	111
14	http://www.literacytools.ie/ pages/fyp.cfm	47	0	13	53
15	http://www.literacytools.ie/ tutors/getStudentListModify.cfm	10	0	7	16
16	http://www.literacytools.ie/ tutors/editStudent.cfm	18	0	7	22
17	http://www.literacytools.ie/ tutors/modifyStudents.cfm	10	0	7	23
18	http://www.literacytools.ie/ index.html	11	0	6	12
19	http://www.literacytools.ie/ css/	6	0	5	2
20	http://www.literacytools.ie/ pages/pge_prepPrint.cfm	10	0	4	96
21	http://www.literacytools.ie/ dsm/	14	0	3	163
22	http://www.literacytools.ie/ literacytoolspilot/	68	0	3	499
23	http://www.literacytools.ie/ siteadmin/dcCom/components/ dcOutlookSidebarV1/navFrames.cfm	8	0	3	6
24	http://www.literacytools.ie/ siteadmin/dcCom/components/ dcDBeditorV2/toolbar.cfm	3	0	3	8
25	http://www.literacytools.ie/ siteadmin/dcCom/components/ dcOutlookSidebarV1/tabHeader.cfm	11	0	3	5
26	http://www.literacytools.ie/ siteadmin/dcCom/components/ dcOutlookSidebarV1/tabContent.cfm	10	0	3	5
27	http://www.literacytools.ie/ siteadmin/dcCom/components/ dcDBeditorV2/mainframe.cfm	3	0	3	1
28	http://www.literacytools.ie/ siteadmin/dcCom/components/ dcDBeditorV2/chooseRecord.cfm	4	0	3	10
29	http://www.literacytools.ie/ siteadmin/	25	0	3	28
30	http://www.literacytools.ie/ siteadmin/dcCom/components/ dcDBeditorV2/js_editRecord_dyn.cfm	4	0	3	17
31	http://www.literacytools.ie/ siteadmin/dcCom/components/ dcDBeditorV2/editRecord.cfm	8	0	3	33
32	http://www.literacytools.ie/ pages/wkbkProgress.cfm	5	0	2	27
33	http://www.literacytools.ie/ images/	4	0	2	19
34	http://www.literacytools.ie/ siteadmin/dcCom/components/ dcDBeditorV2/update.cfm	5	0	2	3
35	http://www.literacytools.ie/ scripts/index.html	4	0	2	1
36	http://www.literacytools.ie/ admins/	4	0	2	3
37	http://www.literacytools.ie/ admins/getLinkList.cfm	2	0	2	11
38	http://www.literacytools.ie/ cfdocs/exampleapp/publish/ admin/addcontent.cfm	1	0	1	0

39	http://www.literacytools.ie/ cfdocs/exampleapp/publish/ admin/application.cfm1/ cfdocs/exampleapp/email/ application.cfm	1	0		1	0
40	http://www.literacytools.ie/ cfdocs/expelval/openfile.cfm	1	0		1	0
41	http://www.literacytools.ie/ cfdocs/expelval/exprcalc.cfm	1	0		1	0
42	http://www.literacytools.ie/ cfdocs/expelval/displayopenedfile.cfm	1	0		1	0
43	http://www.literacytools.ie/ cfdocs/exampleapp/email/ getfile.cfm	3	0		1	2
44	http://www.literacytools.le/ admins/loadReviews.cfm	1	0		1	0
45	http://www.literacytools.ie/ admins/loadTutor.cfm	1	0		1	0
46	http://www.literacytools.ie/ tutors/wkbkProgress.cfm	3	0		1	10
47	http://www.literacytools.ie/ admins/addLink.cfm	3	0		1	2
48	http://www.literacytools.ie/ stats/stats_current/Default.htm	2	0		1	0
49	http://www.literacytools.le/ stats/	2	0		1	4
50	http://www.literacytools.ie/ cfdocs/cfmlsyntaxcheck.cfm	2	0		1	1

Files

Most Downloaded Files
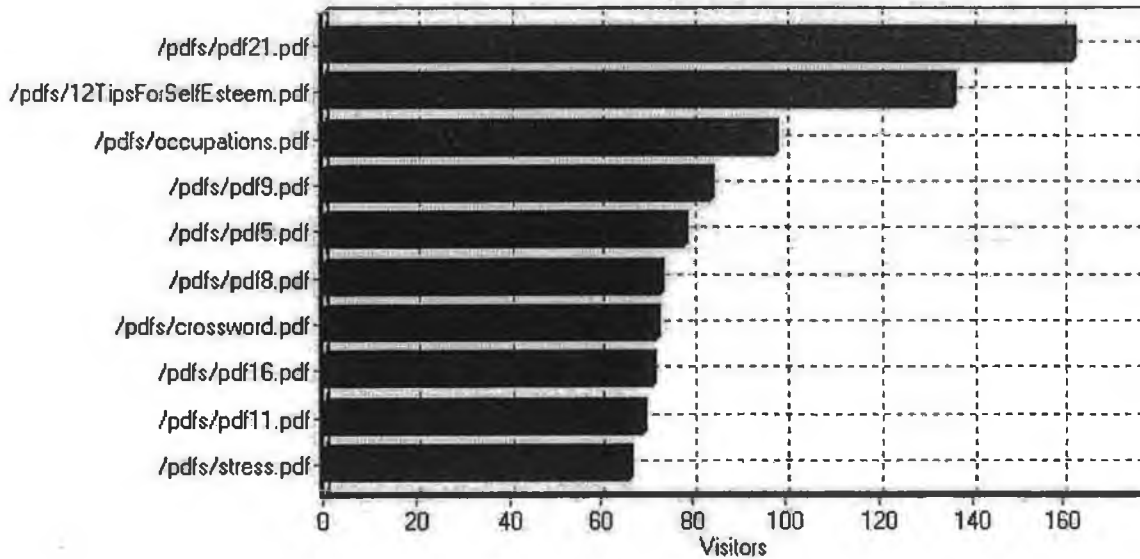
Most Downloaded Files

	File	Hits	Incomplete Requests	Visitors	Bandwidth (KB)
1	http://www.literacytools.ie/ pdfs/pdf21.pdf	352	156	162	13,879
2	http://www.literacytools.ie/ pdfs/12TipsForSelfEsteem.pdf	448	277	136	26,776
3	http://www.literacytools.ie/ pdfs/occupations.pdf	158	45	98	8,500
4	http://www.literacytools.ie/ pdfs/pdf9.pdf	164	68	84	7,159
5	http://www.literacytools.ie/ pdfs/pdf5.pdf	174	93	78	6,609
6	http://www.literacytools.ie/ pdfs/pdf8.pdf	147	65	73	7,879
7	http://www.literacytools.ie/ pdfs/crossword.pdf	129	45	72	6,386
8	http://www.literacytools.ie/ pdfs/pdf16.pdf	173	84	71	6,808
9	http://www.literacytools.ie/ pdfs/pdf11.pdf	148	67	69	8,658
10	http://www.literacytools.ie/ pdfs/stress.pdf	194	123	66	9,363
11	http://www.literacytools.ie/ pdfs/pdf23.pdf	156	74	64	11,428

(9)

|					
	http://www.literacytools.ie/ pdfs/pdf...				
12	http://www.literacytools.ie/ pdfs/memoriesOfSchool.pdf	200	125	63	9,656
13	http://www.literacytools.ie/ pdfs/pdf12.pdf	137	62	61	10,058
14	http://www.literacytools.ie/ pdfs/pdf24.pdf	126	65	60	8,408
15	http://www.literacytools.ie/ pdfs/pdf1.pdf	115	53	60	3,300
16	http://www.literacytools.ie/ pdfs/pdf2.pdf	113	50	58	4,287
17	http://www.literacytools.ie/ pdfs/pdf14.pdf	127	65	57	4,991
18	http://www.literacytools.ie/ pdfs/pdf4.pdf	116	46	56	4,149
19	http://www.literacytools.ie/ pdfs/myEducation.pdf	78	22	54	4,474
20	http://www.literacytools.ie/ pdfs/pdf15.pdf	98	45	48	3,730
21	http://www.literacytools.ie/ pdfs/pdf18.pdf	102	53	46	10,324
22	http://www.literacytools.ie/ pdfs/pdf3.pdf	93	41	45	3,037
23	http://www.literacytools.ie/ pdfs/oldIrishSayings.pdf	90	40	45	3,989
24	http://www.literacytools.ie/ pdfs/pdf6.pdf	94	44	41	6,727
25	http://www.literacytools.ie/ pdfs/royKeane.pdf	146	94	40	5,836
26	http://www.literacytools.ie/ pdfs/travellers/travellerTellsHisStoryLevel7.pdf	91	38	40	1,306
27	http://www.literacytools.ie/ pdfs/pdf20.pdf	66	31	36	3,816
28	http://www.literacytools.ie/ pdfs/pdf25.pdf	63	26	34	5,256
29	http://www.literacytools.ie/ pdfs/firstDayAtSchool.pdf	52	14	34	3,364
30	http://www.literacytools.ie/ pdfs/pdf19.pdf	66	30	33	2,783
31	http://www.literacytools.ie/ pdfs/pdf22.pdf	61	27	33	1,821
32	http://www.literacytools.ie/ pdfs/pdf7.pdf	55	21	30	3,667
33	http://www.literacytools.ie/ pdfs/pdf17.pdf	51	19	29	1,813
34	http://www.literacytools.ie/ pdfs/pdf13.pdf	53	21	26	3,030
35	http://www.literacytools.ie/ pdfs/pdf10.pdf	51	26	24	3,269
36	http://www.literacytools.ie/ pdfs/u2RocksTheWorld.pdf	68	42	24	3,475
37	http://www.literacytools.ie/ pdfs/osullivantakessilver.pdf	64	43	20	4,973
38	http://www.literacytools.ie/ pdfs/irishCottage.pdf	31	11	20	1,893
39	http://www.literacytools.ie/ pdfs/riverDance.pdf	47	27	20	2,561
40	http://www.literacytools.ie/ pdfs/travellers/travellerTellsHisStoryLevel11.pdf	70	52	18	803
41	http://www.literacytools.ie/ pdfs/travellers/myYoungDaysLevel17Worksheet.pdf	85	69	16	953
42	http://www.literacytools.ie/ pdfs/travellers/mozambiqueMiracleBabyLevel13Worksheet.pdf	29	15	13	316
43	http://www.literacytools.ie/ pdfs/travellers/myYoungDaysLevel17.pdf	43	30	12	487
44	http://www.literacytools.ie/ pdfs/travellers/firstCommunionLevel9.pdf	28	17	11	343
45	http://www.literacytools.ie/ pdfs/travellers/myYoungDaysLevel7.pdf	38	27	11	384
46	http://www.literacytools.ie/ pdfs/travellers/myYoungDaysLevel17Questionaire.pdf	16	5	11	247
47	http://www.literacytools.ie/ pdfs/travellers/annWard.pdf	17	9	9	407
48	http://www.literacytools.ie/ pdfs/travellers/mozambiqueMiracleBabyLevel8.pdf	23	14	9	320
49	http://www.literacytools.ie/ pdfs/travellers/puckfairLevel8.pdf	29	21	8	336
50	http://www.literacytools.ie/ pdfs/travellers/runawaylevel11.pdf	23	15	8	272

Images

Most Requested Images

(10)
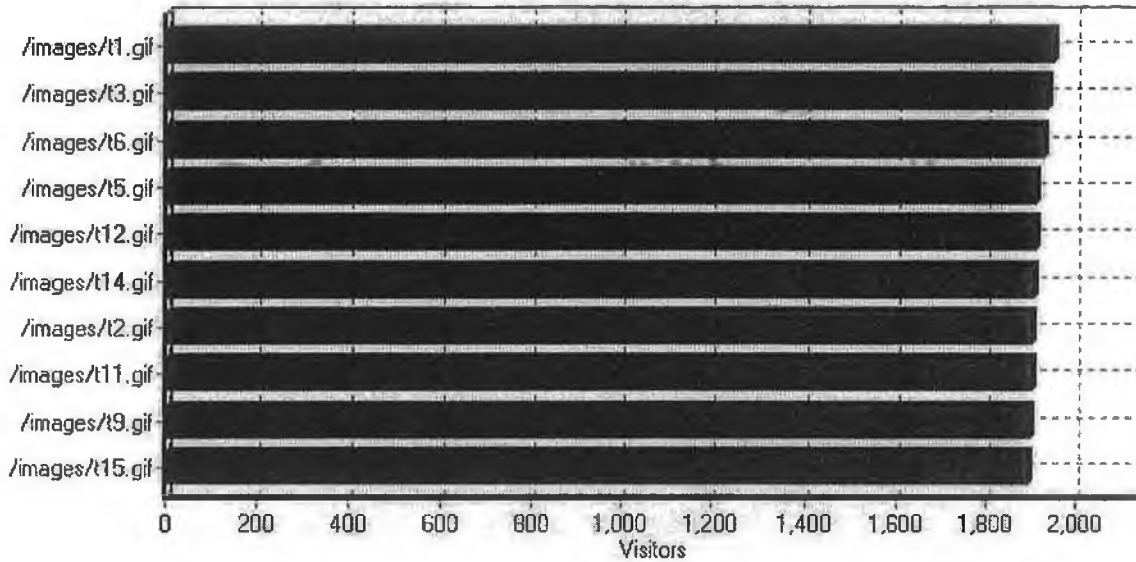
Most Requested Images

	Image	Hits	Incomplete Requests	Visitors	Bandwidth (KB)
1	http://www.literacytools.ie/ images/t1.gif	4,028	0	1,952	2,550
2	http://www.literacytools.ie/ images/t3.gif	3,982	0	1,940	2,830
3	http://www.literacytools.ie/ images/t6.gif	3,952	2	1,929	5,810
4	http://www.literacytools.ie/ images/t5.gif	3,972	5	1,914	8,048
5	http://www.literacytools.ie/ images/t12.gif	3,924	0	1,912	3,747
6	http://www.literacytools.ie/ images/t14.gif	3,932	1	1,908	2,839
7	http://www.literacytools.ie/ images/t2.gif	3,991	0	1,903	2,023
8	http://www.literacytools.ie/ images/t11.gif	3,935	0	1,901	3,953
9	http://www.literacytools.Ie/ images/t9.gif	3,940	3	1,897	4,196
10	http://www.literacytools.ie/ images/t15.gif	3,907	0	1,896	2,337
11	http://www.literacytools.ie/ images/t7.gif	3,940	0	1,896	3,309
12	http://www.literacytools.ie/ images/t4.gif	3,932	0	1,894	2,434
13	http://www.literacytools.ie/ images/t10.gif	3,905	0	1,892	3,096
14	http://www.literacytools.ie/ images/t8.gif	3,909	0	1,891	6,297
15	http://www.literacytools.ie/ images/t13.gif	3,906	0	1,887	2,149
16	http://www.literacytools.ie/ images/t16.gif	3,919	0	1,887	2,395
17	http://www.literacytools.ie/ images/29.gif	3,940	1	1,852	2,102
18	http://www.literacytools.ie/ images/more.gif	2,058	0	1,520	1,766
19	http://www.literacytools.ie/ images/btn_printable_ex.gif	2,052	1	1,502	8,920
20	http://www.literacytools.ie/ images/btn_interactive_ex.gif	2,048	11	1,498	10,030
21	http://www.literacytools.ie/ images/sectionHeader.gif	2,056	0	1,495	1,426
22	http://www.literacytools.ie/ images/site.gif	2,025	1	1,489	3,920
23	http://www.literacytools.ie/ images/sectionFooter.gif	2,028	0	1,487	1,582
24	http://www.literacytools.ie/ images/books.gif	2,007	2	1,474	4,127
25	http://www.literacytools.ie/ images/helpIcon.gif	2,837	0	1,472	2,644
26	http://www.literacytools.ie/ images/answers.gif	1,997	2	1,467	2,773
27	http://www.literacytools.ie/ images/blgFolder.gif	2,094	1	1,069	1,217
28	http://www.literacytools.ie/ images/adobe.gif	1,120	1	781	1,736
29	http://www.literacytools.ie/ images/zoomOut.gif	662	0	552	587
30	http://www.literacytools.ie/ images/zoomNormal.gif	660	0	550	591
31	http://www.literacytools.ie/ images/zoomIn.gif	657	0	550	583
32	http://www.literacytools.ie/ images/redtrl.glf	566	0	438	433
33	http://www.literacytools.ie/ images/soundIcon.glf	447	0	307	407
34	http://www.literacytools.ie/ images/ndp.glf	290	0	257	1,065
35	http://www.literacytools.ie/ Images/book.gif	28??	0	231	308

36	http://www.literacytools.ie/ images/tutorScreen.gif	194	2		157	1,982
37	http://www.literacytools.ie/ images/2.gif	175	0		125	156
38	http://www.literacytools.ie/ images/3.gif	179	0		125	114
39	http://www.literacytools.ie/ images/1.gif	174	0		125	119
40	http://www.literacytools.ie/ images/17.gif	174	0		123	116
41	http://www.literacytools.ie/ images/5.glf	172	0		122	128
42	http://www.literacytools.ie/ images/4.glf	172	0		122	106
43	http://www.literacytools.ie/ images/16.gif	172	0		122	120
44	http://www.literacytools.ie/ images/nala.glf	163	0		121	149
45	http://www.literacytools.ie/ images/13.gif	169	0		121	128
46	http://www.literacytools.ie/ images/24.gif	172	0		121	599
47	http://www.literacytools.ie/ images/5-5.gif	170	0		121	97
48	http://www.literacytools.ie/ images/19.gif	164	0		120	105
49	http://www.literacytools.ie/ images/18.gif	164	0		120	102
50	http://www.literacytools.ie/ images/23.gif	164	0		119	309

Directories

Most Requested Directories
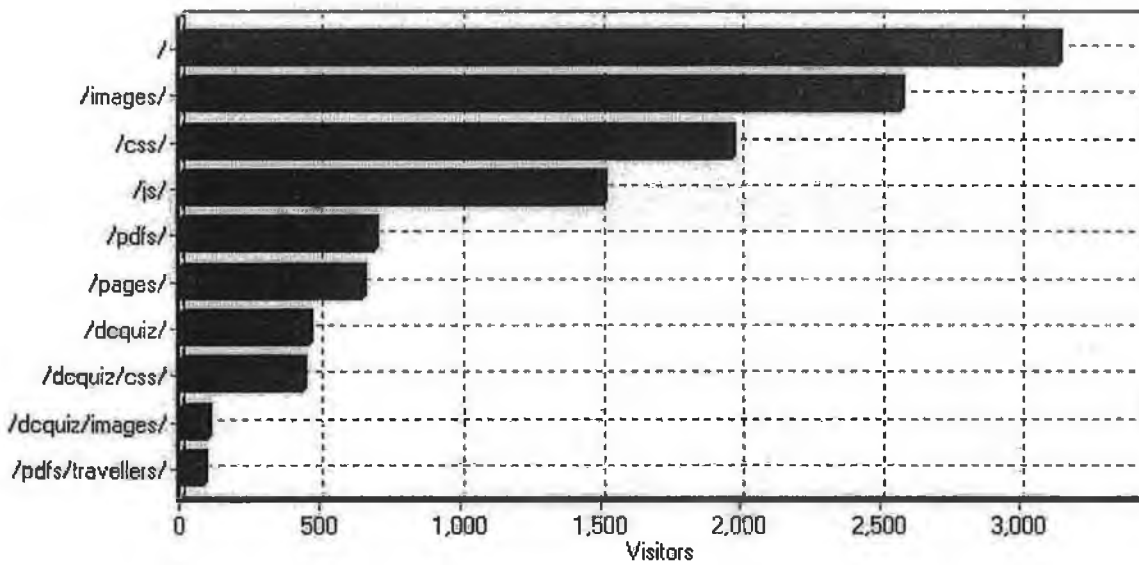
Most Requested Directories

	Directory	Hits	Incomplete Requests	Visitors	Bandwidth (KB)
1	http://www.literacytools.le/	20,015	0	3,134	197,721
2	http://www.literacytools.ie/ images/	98,804	33	2,572	111,759
3	http://www.literacytools.ie/ css/	4,580	1	1,973	2,115
4	http://www.literacytools.ie/ js/	3,092	7	1,512	50,856
5	http://www.literacytools.ie/ pdfs/	4,661	2,286	691	240,764
6	http://www.literacytools.ie/ pages/	2,220	0	652	3,955
7	http://www.llteracytools.ie/ dcqulz/	11,035	0	463	30,875
8	http://www.llteracytools.ie/ dcqulz/css/	1,699	0	440	561
9	http://www.llteracytools.ie/ dcqulz/images/	556	0	103	2,348
10	http://www.literacytools.ie/ pdfs/travellers/	774	499	89	11,981
11	http://www.literacytools.ie/ dcquiz/pages/	132	0	65	198
12	http://www.literacytools.ie/ tutors/	262	0	24	548
13	http://www.literacytools.ie/ graph/js/	3	0	3	49
14	http://www.literacytools.ie/ dsm/	20	0	3	172

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15	http://www.literacytools.ie/ literacytoolspilot/	68	0	3	499
16	http://www.literacytools.ie/ siteadmin/templates/	4	0	3	2
17	http://www.literacytools.ie/ scripts/	14	0	3	2
18	http://www.iiteracytools.ie/ slteadmin/dcCom/components/ dcDBeditorV2/	81	0	3	116
19	http://www.literacytools.ie/ siteadmin/css/	3	0	3	1
20	http://www.literacytools.ie/ slteadmin/dcCom/components/ dcOutlookSidebarV1/styles/ default/	3	0	3	2
21	http://www.literacytools.ie/ siteadmin/dcCom/components/ dcOutlookSidebarV1/	29	0	3	17
22	http://www.literacytools.ie/ siteadmin/images/	6	0	3	5
23	http://www.literacytools.ie/ siteadmin/dcCom/components/ dcOutlookSidebarV1/styles/ default/navIcons/	9	0	3	12
24	http://www.literacytools.ie/ siteadmin/	25	0	3	28
25	http://www.literacytools.ie/ siteadmin/images/misc/ orb/	33	0	3	26
26	http://www.literacytools.ie/ literacytoolspilot/images/	327	0	2	140
27	http://www.literacytools.ie/ iisadmpwd/	12	0	2	0
28	http://www.literacytools.ie/ admins/	11	0	2	18
29	http://www.llteracytools.le/ literacytoolspilot/css/	17	0	2	4
30	http://www.literacytools.ie/ cfdocs/exampleapp/publish/ admin/application.cfm1/ cfdocs/exampleapp/email/	1	0	1	0
31	http://www.literacytools.le/ cfdocs/exampleapp/publish/ admin/	1	0	1	0
32	http://www.literacytools.ie/ cfdocs/expelval/	4	0	1	3
33	http://www.literacytools.le/ cfdocs/examples/CVLIbrary/	1	0	1	0
34	http://www.literacytools.ie/ cfdocs/exampleapp/email/	3	0	1	2
35	http://www.literacytools.ie/ tutors/js/	1	0	1	16
36	http://www.literacytools.ie/ stats/	2	0	1	4
37	http://www.literacytools.ie/ stats/stats_current/	88	0	1	407
38	http://www.literacytools.ie/ scrlpts/issadmin/	1	0	1	0
39	http://www.literacytools.ie/ cfdocs/exampleapp/docs/	2	0	1	1
40	http://www.literacytools.ie/ cfdocs/	2	0	1	1
41	http://www.literacytools.ie/ scripts/iisadmin/	1	0	1	0
42	http://www.llteracytools.ie/ cfdocs/snippets/	11	0	1	10
43	http://www.llteracytools.ie/ cfdocs/expeval/	9	0	1	8
44	http://www.literacytools.ie/ cgi-bin/iisadmpwd/	4	0	1	0
45	http://www.literacytools.ie/ cgi-bin/	1	0	1	0

Entry Pages

Top Entry Pages
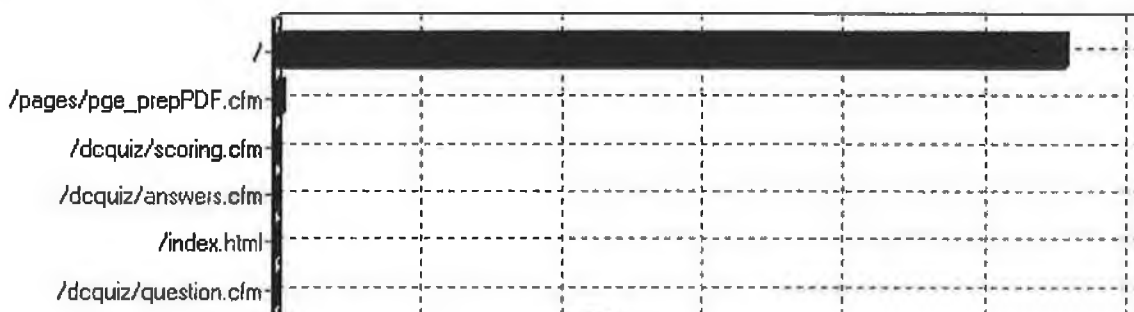
(13)
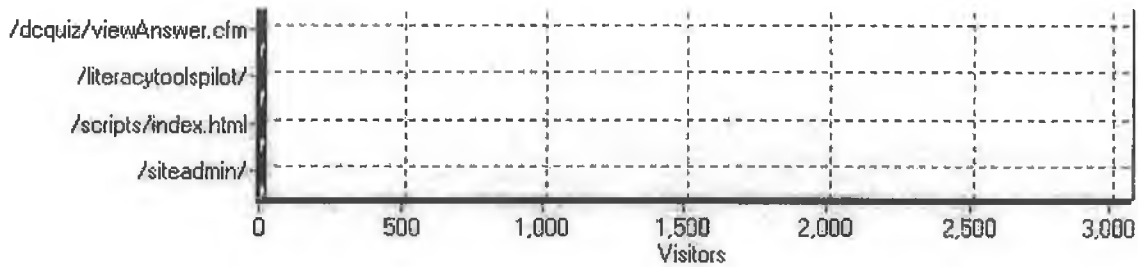
Top Entry Pages

	Page	Visitors
1	http://www.literacytools.ie/	2,794
2	http://www.literacytools.ie/ pages/pge_prepPDF.cfm	22
3	http://www.literacytools.ie/ dcquiz/scoring.cfm	8
4	http://www.literacytools.ie/ dcquiz/answers.cfm	6
5	http://www.literacytools.ie/ index.html	5
6	http://www.literacytools.ie/ dcquiz/question.cfm	4
7	http://www.literacytools.ie/ dcquiz/viewAnswer.cfm	3
8	http://www.literacytools.ie/ literacytoolspilot/	3
9	http://www.literacytools.ie/ scripts/index.html	2
10	http://www.literacytools.ie/ siteadmin/	2
11	http://www.literacytools.ie/ scripts/	1
12	http://www.literacytools.ie/ tutors/addStudents.cfm	1
13	http://www.literacytools.ie/ stats/	1
14	http://www.literacytools.ie/ images/	1
15	http://www.literacytools.ie/ dsm/	1
16	http://www.literacytools.ie/ limeMail.cfm	1
17	http://www.literacytools.ie/ dcquiz/popAnswers.cfm	1
18	http://www.literacytools.ie/ pages/pge_acknowledge.cfm	1

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Report for LiteracyTools.ie: Visitors

Powered by WebLog Export

Time range: 1/21/2002 13:41:44 - 12/28/2002 22:45:04   Generated on Thu Jan 09, 2003 - 15:38:40

Hosts

www.ripe.net/whois (handwritten)

Top Hosts

	Host	Hits	Visitors
1	66.148.192.226 US	2,352	75
2	66.148.221.114 US	1,736	64
3	66.77.73.57 ?, Unknown	720	53
4	66.148.134.8 ✓ US	2,080	51
5	66.148.207.101 US	1,120	51
6	66.148.134.6 ✓ US	1,472	50
7	193.120.253.2 ✓ Amsterdam → Waterford /IE RIPE	64	49
8	194.106.156.227 ✓ Amsterdam → Mid Western Health Board Limerick/IE	467	48
9	157.190.14.113 ✓ Cork Institute of Technology /IE	1,964	44
10	66.148.130.142 ✓ US	1,012	42
11	66.148.134.10 ✓ US	909	40
12	66.148.189.62 ✓ US	1,376	37
13	217.78.0.3 ✓ Internet Ireland	3,538	36
14	62.77.166.113 (Ripe) DAIC in Dublin (IE)	2,315	23
15	194.125.133.245 ✓ Indigo Ireland	2,154	22
16	66.148.177.249 ✓ US	396	21
17	194.125.133.220 ✓ Indigo Ireland	2,109	21
18	195.218.116.8 ✓ UTV Internet Backbone/Northern Ireland	1,252	21
19	66.148.134.30 ✓ US	408	20
20	66.28.250.176 ✓ US Washington (Cogent Communication)	131	18
21	66.28.250.171 ✓ US	33	15
22	66.28.250.173 ✓ US	27	12
23	209.237.238.166 — Unknown - www.iona.org?	24	12
24	212.219.63.55 UK	404	12
25	66.28.250.175 ✓ US	38	12
26	66.28.250.172 ✓ US	25	11
27	195.92.95.61 — United Kingdom	11	11
28	66.148.189.29 ✓ US	256	11
29	194.125.223.179 — Indigo Ireland	424	10
30	205.188.208.102 — US AOL	10	10
31	213.190.129.254 — Ripe — Emerald.ie	490	10
32	205.188.208.168 — AOL	11	10
33	195.93.33.9 United States (AOL)	46	10
34	205.188.209.136 — US AOL	11	10
35	205.188.208.9 — US AOL	10	10
36	205.188.209.11 — US AOL	10	10
37	66.28.250.174 ✓ US	22	10
38	205.188.209.169 — US AOL	10	10
39	205.188.208.8 — US AOL	10	10
40	209.249.67.107 — US New York	16	10
41	205.188.209.135 — US AOL	10	10
42	205.188.208.41 — US AOL	30	10
43	205.188.208.38 — US AOL	60	10
44	195.93.33.10 US AOL	10	9
45	195.93.33.14 US AOL	16	9
46	195.93.33.8 US AOL	21	9
47	195.93.32.13 US AOL	22	9
48	195.93.32.12 US AOL	39	9

(handwritten right margin: 223, 291, 693, 717 US, 80 Irish, 279 E, 119, 44 UK, 130, 63)

(circled handwritten: 16)

| 49 | 195.93.32.7 | US AOL | 17 | 9 |
| 50 | 195.93.32.14 | US Aol | 16 | 9 |

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- General Statistics
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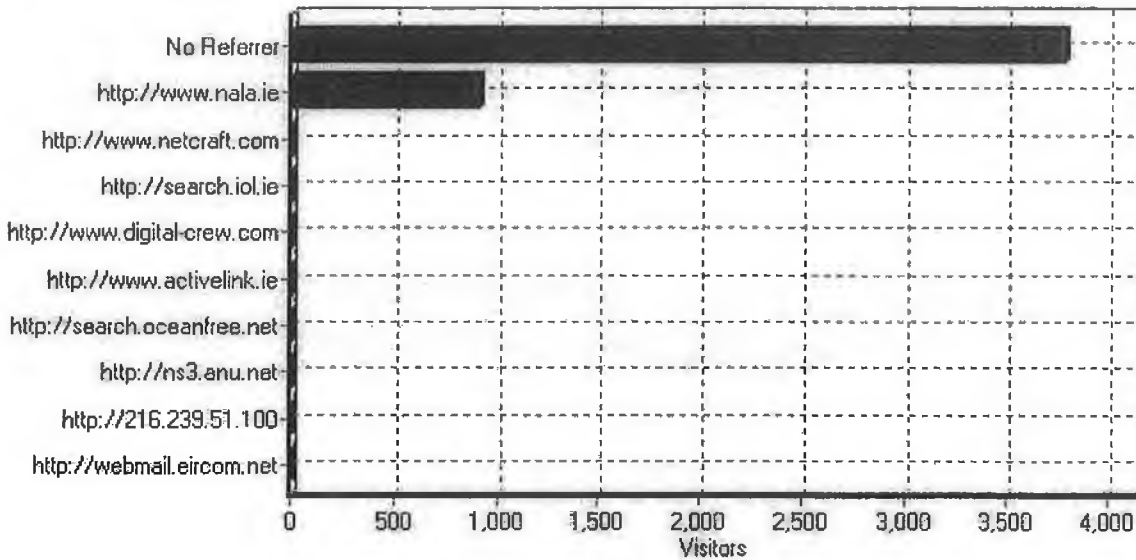- Browsers
- Errors

Report for LiteracyTools.ie: Referrers

Powered by WebLog Expert

Time range: 1/21/2002 13:41:44 - 12/28/2002 22:45:04   Generated on Thu Jan 09, 2003 - 15:38:40

Referring Sites

Top Referring Sites

Top Referring Sites

	Site	Visitors
1	No Referrer	3,779
2	http://www.nala.ie	915
3	http://www.netcraft.com	11
4	http://search.iol.ie	9
5	http://www.digital-crew.com	9
6	http://www.activelink.ie	7
7	http://search.oceanfree.net	5
8	http://ns3.anu.net	5
9	http://216.239.51.100	4
10	http://webmail.eircom.net	4
11	http://search.netscape.com	4
12	http://search.msn.com	3
13	http://66.148.13.28	3
14	http://webmail.iolfree.ie	2
15	http://szukaj.wp.pl	2
16	http://msxml.excite.com	2
17	http://www.canoemail.com	2
18	http://www.bbc.co.uk	2
19	http://216.239.33.100	2
20	http://64.4.14.250	2
21	http://www.mirago.co.uk	2
22	http://literacytools.ie	2
23	http://www.alltheweb.com	2
24	http://aolsearch.aol.co.uk	2
25	http://www.google.ca	1
26	http://www.google.com	1
27	http://www.w3.org	1

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28	http://www.tomserver.ie	1
29	http://www.whoisireland.com	1
30	http://www.webtools.ie	1
31	http://www.lime.ie	1
32	http://www.google.ie	1
33	http://www.searchalot.com	1
34	http://www.meathvec.ie	1
35	http://bobby.watchfire.com	1
36	http://devex.macromedia.com	1
37	http://email.ireland.com	1
38	http://aolsearch.aol.ca	1
39	http://127.0.0.1	1
40	http://64.4.18.250	1
41	http://64.4.30.250	1
42	http://top-laptop	1
43	http://uk.f118.mail.yahoo.com	1
44	http://www.cs.tcd.ie	1
45	http://search2.cometsystems.com	1
46	http://gln.digitalbrain.com	1
47	http://msxml.infospace.com	1
48	http://preview.literacytools.ie	1

Referring URLs

Top Referring URLs
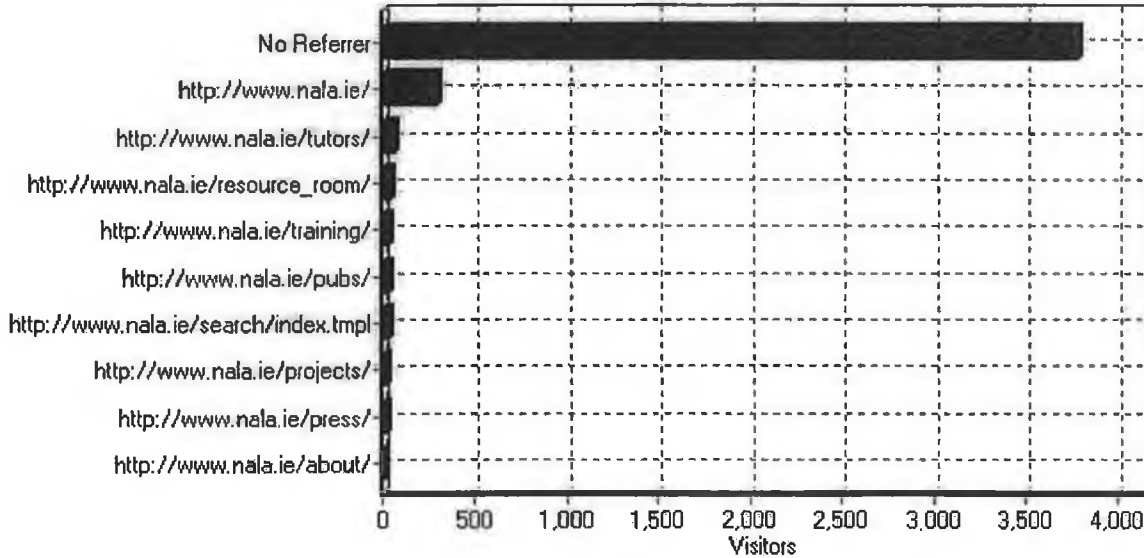
Top Referring URLs

	URL	Visitors
1	No Referrer	3,779
2	http://www.naia.ie/	298
3	http://www.nala.ie/tutors/	66
4	http://www.nala.ie/resource_room/	40
5	http://www.nala.ie/training/	34
6	http://www.nala.ie/pubs/	29
7	http://www.nala.ie/search/ index.tmpl	29
8	http://www.nala.ie/projects/	20
9	http://www.nala.ie/press/	19

|		
9	http://www.nala.ie/press/	16
10	http://www.nala.ie/about/	15
11	http://www.nala.ie	15
12	http://www.nala.ie/research/	14
13	http://www.nala.ie/schemes/	14
14	http://www.nala.ie/euro/	12
15	http://www.nala.ie/pubs/ index.tmpl?sec=1	10
16	http://www.netcraft.com/ survey/	10
17	http://www.nala.ie/tutors/ index.tmpl?sec=8	9
18	http://www.nala.ie/pubs/ pubs_list.tmpl?_eqSKUdatarq= 20020927120508	8
19	http://www.activelink.ie/ ce/active.php?id=531	7
20	http://www.nala.ie/pubs/ pubs_list.tmpl?_eqSKUdatarq= 20010525114818	6
21	http://www.nala.ie/projects/ project_list.tmpl?project= 20011112125624	6
22	http://www.nala.ie/pubs/ pubs_list.tmpl?_eqSKUdatarq= 20020814104759	6
23	http://www.nala.ie/press/ index.tmpl?sec=2	5
24	http://www.nala.ie/tutors/ index.tmpl?sec=4	5
25	http://www.nala.ie/resource_room/ resource_list.tmpl?_eqCATEGORYdatarq= Writing	5
26	http://www.nala.ie/pubs/ index.tmpl?sec=2	5
27	http://www.digital-crew.com/ index.cfm?action=clientlist& clientId=25	5
28	http://www.nala.ie/press/ nboard_list.tmpl?sec= 2&_eqSKUdatarq=20021014144302	4
29	http://www.nala.ie/pubs/ pubs_list.tmpl?_eqSKUdatarq= 20010525114146	4
30	http://www.nala.ie/tutors/ index.tmpl?sec=3	4
31	http://www.nala.ie/about/ patron.tmpl	4
32	http://www.nala.ie/training/ index.tmpl?sec=3	4
33	http://www.nala.ie/research/ index.tmpl?sec=6	4
34	http://www.nala.ie/projects/ project_list.tmpl?project= 20010523233831	3
35	http://www.nala.ie/projects/ project_list.tmpl?project= 20010528105449	3
36	http://www.nala.ie/about/ index.tmpl?sec=7	3
37	http://www.nala.ie/about/ index.tmpl?sec=2	3
38	http://www.digital-crew.com/ index.cfm?action=news& newsId=9	3
39	http://www.nala.ie/press/ nboard_ilst.tmpl?sec= 2&_eqSKUdatarq=20020821165903	3
40	http://www.nala.ie/index.tmpl	3
41	http://www.nala.ie/contact/ index.tmpl	3
42	http://www.nala.ie/resource_room/ resroom_detail.tmpl	3
43	http://www.nala.ie/schemes/ schemes_list.tmpl?_eqSKUdatarq= 20010525162807	3
44	http://www.nala.ie/resource_room/ resource_list.tmpl?_eqCATEGORYdatarq= Training & Reference Material	3
45	http://www.nala.ie/resource_room/ resource_list.tmpl?_eqCATEGORYdatarq= Reading for Pleasure & Discussion&_eqLEVELdatarq= Level1&allreqd=T	3
46	http://www.nala.ie/resource_room/ resource_list.tmpl?_eqCATEGORYdatarq= Spelling	3
47	http://www.nala.ie/tutors/ index.tmpl?sec=6	3
48	http://www.nala.ie/tutors/ index.tmpl?sec=7	3
49	http://www.nala.ie/tutors/ index.tmpl?sec=5	3
50	http://www.nala.ie/schemes/ schemes_list.tmpl?_eqSKUdatarq= 20010525170024	3

Search Engines

Top Search Engines
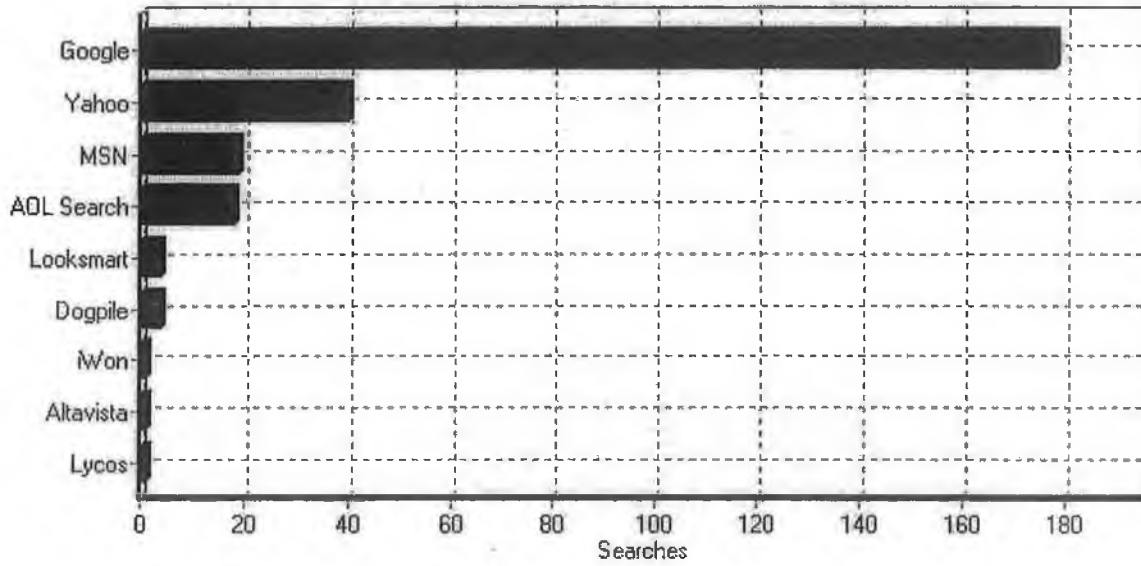
Top Search Engines

	Search Engine	Searches
1	Google	178
2	Yahoo	40
3	MSN	19
4	AOL Search	18
5	Looksmart	4
6	Dogpile	4
7	iWon	1
8	Altavista	1
9	Lycos	1

Search Phrases

Top Search Phrases
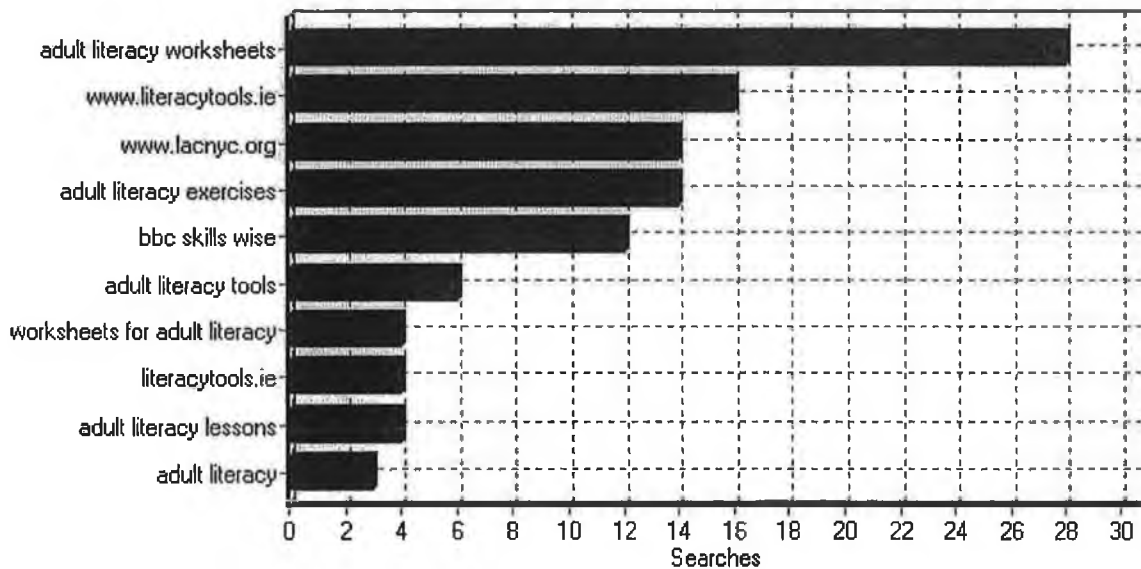
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Top Search Phrases

	Phrase	Searches
1	adult literacy worksheets	28
2	www.literacytools.ie	16
3	www.lacnyc.org	14
4	adult literacy exercises	14
5	bbc skills wise	12
6	adult literacy tools	6
7	worksheets for adult literacy	4
8	literacytools.ie	4
9	adult literacy lessons	4
10	adult literacy	3
11	literacy exercises	3
12	spelling programmes	3
13	adult literacy book reviews	3
14	irish sayings	2
15	printable exercises	2
16	free adult literacy worksheets	2
17	adult worksheets	2
18	spelling programme	2
19	irish identity	2
20	old irish sayings	2
21	adult literacy material	2
22	www.literacytools.ie//literacytoolspilot	2
23	fetac tutors	2
24	"adult literacy"	2
25	unscrambling spelling	2
26	national adult literacy agency	2
27	adult literacy worksheet	2
28	literacy webpage reviews	1
29	literacy worksheets	1
30	http://www.literacytools.ie/siteadmin/	1
31	literacynet.org	1
32	literacytools	1
33	literacy worksheets for students	1
34	literacy.kent	1
35	literacynet	1
36	literacy agency adult child	1
37	jobsearch reading disc	1
38	literacy agency boston	1
39	literacy agency	1
40	learning styles	1
41	learning writing cheques	1
42	literacy	1
43	literacy exercises online	1
44	interview questions about literacy instructions	1
45	literacy tests and exercises	1
46	improve your vacabulary	1
47	literacy spelling	1
48	irish literacy	1
49	literacy packs for adults	1
50	literacy reading material	1

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- General Statistics
- Activity Statistics
- Access Statistics
- Visitors
- Referrers
- Browsers
- Errors
  - Types

Report for LiteracyTools.ie: Browsers

Powered by
WebLog Expert

Time range: 1/21/2002 13:41:44 - 12/28/2002 22:45:04   Generated on Thu Jan 09, 2003 - 15:38:40

Browsers

Most Used Browsers
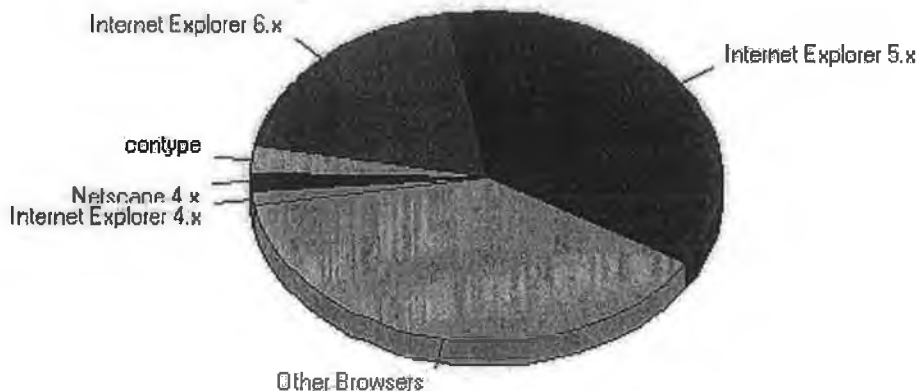
Most Used Browsers

	Browser	Hits	Visitors	% of Total Visitors
1	Internet Explorer 5.x	95,207	1,715	36.70%
2	Others	24,852	1,580	33.81%
3	Internet Explorer 6.x	44,735	897	19.20%
4	contype	345	128	2.74%
5	Netscape 4.x	881	80	1.71%
6	Internet Explorer 4.x	4,092	66	1.41%
7	MSProxy/2.0	331	45	0.96%
8	Netscape 3.x	3,075	42	0.90%
9	IErachnid v1.01a http://whoisireland.com/	21	21	0.45%
10	Rainbot/1.1	17	8	0.17%
11	Netscape 6.x	406	8	0.17%
12	Netscape 2.x	19	8	0.17%
13	RealDownload/4.0.0.42	10	5	0.11%
14	Opera	208	4	0.09%
15	IErachnid v2.01a http://whoisireland.com/	18	4	0.09%
16	WHOIS.IErachnid V0.5	3	3	0.06%
17	MSFrontPage/4.0	4	3	0.06%
18	IErachnid V2.0a http://whoisireland.com/	3	3	0.06%
19	WHOIS.IErachnid V1.0 whoisireland.com	3	3	0.06%
20	larbin_2.6.2 vitalbox1@hotmail.com	2	2	0.04%
21	Microsoft Data Access Internet Publishing Provider Cache Manager	2	2	0.04%
22	Pompos/1.2 http://pompos.illad.fr	2	2	0.04%
23	Microsoft URL Control - 6.00.8862	7	2	0.04%
24	larbin_2.6.2 (vitalbox1@hotmail.com)	2	2	0.04%
25	WHOIS.IErachnid v1.01a	2	2	0.04%
26	W3C_Validator/1.183 libwww-perl/5.50	7	2	0.04%
27	Bobby/4.0.1 RPT-HTTPClient/0.3-3E	4	2	0.04%

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28	Netscape 7.x	80	2	0.04%
29	libwww-perl/5.53	2	2	0.04%
30	MOD Repl Sink	10	2	0.04%
31	curl/7.9.8 (i386-unknown-freebsd4.6.2) libcurl 7.9.8 (OpenSSL 0.9.6)	1	1	0.02%
32	Rainbot/1.1/www.failingrain.com	32	1	0.02%
33	Wget	1	1	0.02%
34	WHOIS.IErachnid V0.6b	1	1	0.02%
35	XupiterToolbar	2	1	0.02%
36	REBOL 2.2.0.3.1	1	1	0.02%
37	RPT-HTTPClient/0.3-3	1	1	0.02%
38	RaBot/1.0 Agent-admin/phortse@hanmail.net	1	1	0.02%
39	Internet Explore 5.x	41	1	0.02%
40	IErachnid V3.19a irishwebpages.com	2	1	0.02%
41	Java1.3.1_02	1	1	0.02%
42	LinkWalker	2	1	0.02%
43	Java1.3.1_04	1	1	0.02%
44	Download Demon/3.5.0.11	1	1	0.02%
45	CyberSpyder Link Test/2.1.12	1	1	0.02%
46	FlickBot 2.0 RPT-HTTPClient/0.3-3	1	1	0.02%
47	IErachnid 3.0 http://www.irishwebpages.com	1	1	0.02%
48	IE	1	1	0.02%
49	Microsoft Data Access Internet Publishing Provider Protocol Discovery	10	1	0.02%
50	Microsoft Data Access Internet Publishing Provider DAV 1.1	1	1	0.02%

Operating Systems

Most Used Operating Systems
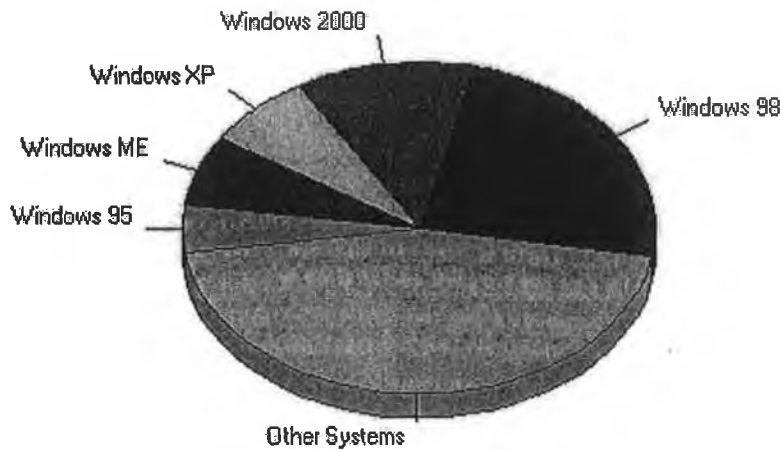
Most Used Operating Systems

	Operating System	Hits	Visitors	% of Total Visitors
1	Others	28,869	1,822	40.66%
2	Windows 98	62,485	1,081	24.12%
3	Windows 2000	34,703	551	12.30%
4	Windows XP	15,170	326	7.28%
5	Windows ME	13,488	305	6.81%
6	Windows 95	11,313	206	4.60%
7	Windows NT	7,056	131	2.92%
8	Mac OS	1,109	52	1.16%
9	Linux	279	6	0.13%
10	FreeBSD	1	1	0.02%

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Contents

Report for LiteracyTools.ie: Errors

Time range: 1/21/2002 13:41:44 - 12/28/2002 22:45:04

Generated on Thu Jan 09, 2003 - 15:38:40

Types

Error Types
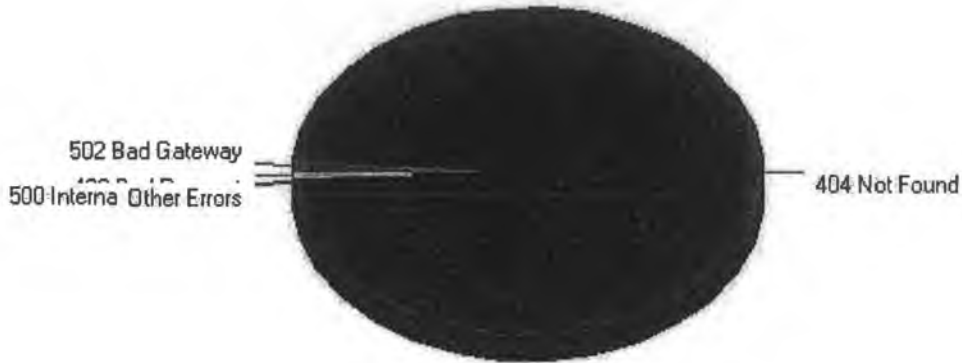
Error Types

	Code	Description	Count
1	404	Not Found	27,067
2	502	Bad Gateway	332
3	400	Bad Request	192
4	501	Not Implemented	84
5	500	Internal Server Error	27
6	405	Method Not Allowed	15
7	401	Unauthorized	11

file://C:\Documents and □□Settings\Administrator\Desktop\Log file □□un...\Errors.ht   10/01/2005

Appendix Q

Statistical Data from Log Files in Period 2 [3rd Sept 2003- 16th May 2004]

Table of Contents

Traffic
Summary Statistics ✓
Hour of Day Activity ✓
Day of Week Activity ✓
Day of Month Activity ✓
Detail Daily Activity ✓
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Detail Monthly Activity ✓

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Java Applet Support
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Referers
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Top Search Engines ✓
Top Search Phrases ✓
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Marketing
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Summary of HTTP Errors ✓
Requests causing Errors
Detail Daily Errors

Conversion Track
Referer Page
Country
Search Engine
Search Engine and Search Phrase

Summary Statistics - http://www.literaytools.ie
3 Sep 2003 00:00 - 16 May 2004 23:59

This section shows a summary of what happened at your site. This reports include statistics on human visitors and spiders.

Visits by Day
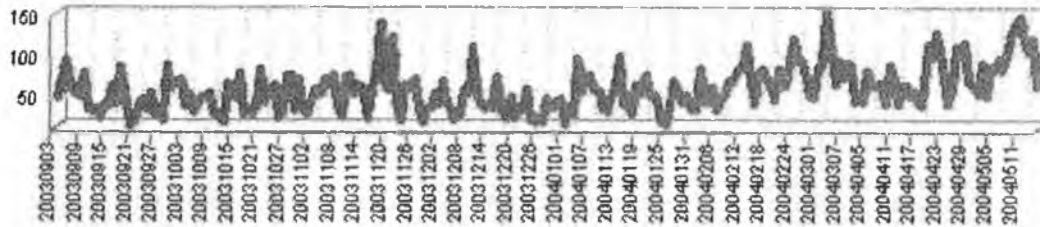
Page Views by Day
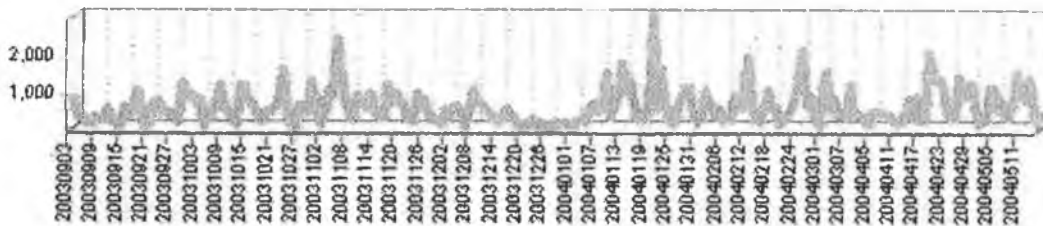
Bandwidth by Day
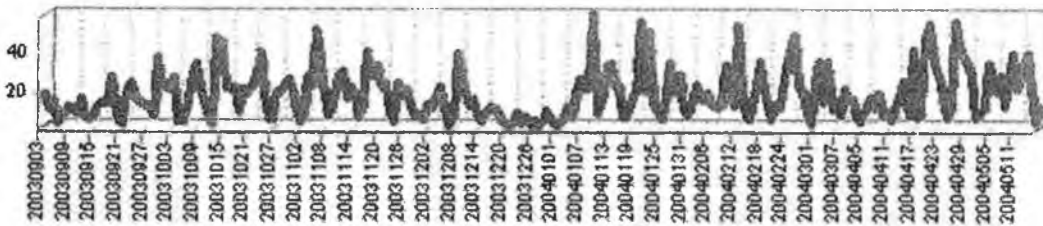
Detail: Literacy Tools

	Database contains	3 Sep 2003 01:00 - 16 May 2004 23:04
	Date of this report	17 May 2004 21:33 (Monday)
Date	Start date	3 September 2003 00:00 (Wednesday)
	End date	16 May 2004 23:59 (Sunday)
	Total number of days	257
Page Views	Number of successful page views	127844
	Average page views per day	497
Visits	Number of visits	13771
	Average number of visitor sessions per day	54
	Unique Visitors	5192
Visitors	Visitors that visited once	3987
	Visitors that visited more than once	(1205)
	Average Visits Per Visitor	2.65
Bandwidth	Data transferred	3,688.21 MB
	Average data transferred per day	14.35 MB
Most Active Periods	Most active hour of the day	11am to 12pm
	Most active day of the week	Tuesday

Help

The summary statistics report is the report to look at if you need a quick overview of activity on your site. This section shows a summary of what happened at your site. This reports include statistics on human visitors and spiders.

The Detail table provides the following information:

- Database contains - the period for which there is reporting information in the site profile database as processed from the log files.
- Date of this report - the date and time of report generation.
- Start date - the selected start date to report on as selected from the calendar or period selection box.
- End date - the selected end date to report on as selected from the calendar or period selection box.
- Total number of days - the total number of days from the start date to the end date.
- Number of successful hits - the number of hits (individual file requests) per day. This statistic will not display if add images to database is set to no on the site profile.
- Average hits per day - number of successful hits divided by the total number of days.
- Number of successful page views - the number of pages succesfully viewed by all visitors. Files classified as type "document" or "page extension" are seen as page views. This distinction is based on the file extension, for instance .htm, .asp etc.
- Average page views per day - number of succesful page views divided by the total number of days.
- Number of visits - number of visits (sometimes called client sessions) by visitors in the period. During a visit a user requests one or more files from the web server. If there is no file requests from a visitor in 30 minutes (or the time set by the administrator of the SurfStats product) then new file requests from the visitor are seen as a new session. If add images to database is selected on the profile a user requesting a single file of any type is also counted as a visit.
- Average number of visitor sessions per day - the number of visits divided by the number of days.
- Unique Visitors - the number of unique visitors in the period. A specific visitor may have visited the site more than once.
- Visitors that visited once - visitors that visited the site only once in the selected period.
- Visitors that visited more than once - visitors that visited the site more than once in the selected period.
- Average Visits Per Visitor - the total number of visits divided by the total number of visitors.
- Data transferred - the size of data transferred from the server to client applications like web browsers.
- Average data transferred per day - the data transferred divided by the total number of days.
- Most active hour of the day - most active hour of the day in terms of hits or page views.
- Most active day of the week - most active day of the week in terms of hits or page views.

**Report generated by SurfStats**
Surfstats Software cc.

Hour of Day Activity - http://www.literaytools.ie
3 Sep 2003 00:00 - 16 May 2004 23:59

This section shows the activity for each hour of the day for the report period. For example : if there are 2 days in the report period and both of them include a log entry for 8am, then the value shown is the sum of the hits for for both days. Values shown do not include failed requests.
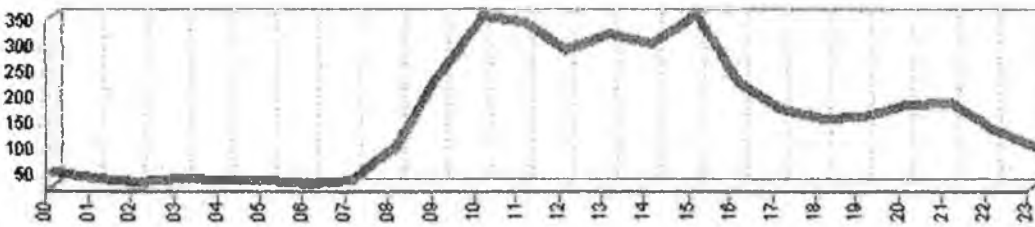
Visits by Hour of day
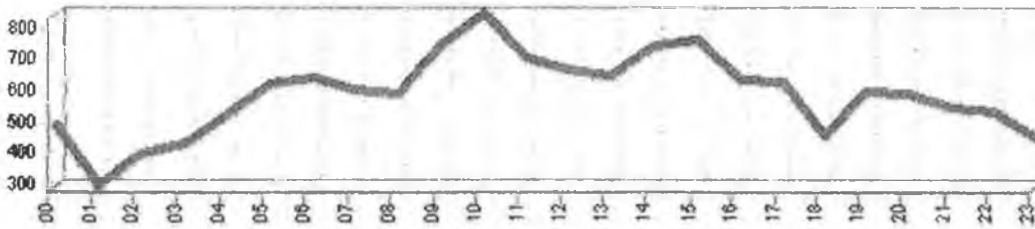
Page Views by Hour of day
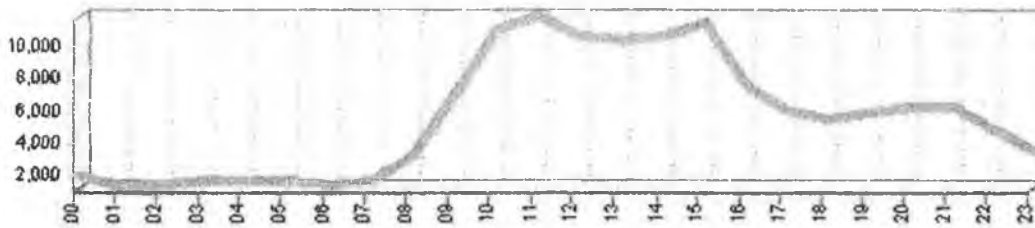
Bandwidth by Hour of day

	Hits	Page Views	Visits	Bandwidth
Midnight to 1am	5226	1566	470	42.55 MB
1am to 2am	3023	1004	280	31.41 MB
2am to 3am	3400	1140	384	25.69 MB
3am to 4am	3899	1319	414	33.75 MB
4am to 5am	3709	1316	512	27.93 MB
5am to 6am	3612	1376	609	27.88 MB
6am to 7am	2326	1073	625	20.59 MB
7am to 8am	3334	1433	584	27.39 MB
8am to 9am	9865	3007	573	91.53 MB
9am to 10am	23883	6739	732	231.12 MB
10am to 11am	36505	10763	630	340.45 MB
11am to 12pm	40887	11614	690	329.51 MB
12pm to 1pm	35365	10380	654	277.92 MB
1pm to 2pm	34250	10147	630	306.51 MB
2pm to 3pm	32767	10353	730	289.65 MB
3pm to 4pm	36716	11269	744	346.05 MB
4pm to 5pm	25315	7239	622	212.17 MB
5pm to 6pm	20073	5673	612	164.72 MB
6pm to 7pm	21084	5251	442	146.41 MB
7pm to 8pm	20543	5525	580	150.10 MB
8pm to 9pm	22464	5889	573	170.21 MB
9pm to 10pm	20018	5024	531	176.78 MB

(handwritten annotations: "least popular" pointing to 1am to 2am, 280 circled; "6am to 7am" circled; "most popular for visits" pointing to 10am to 11am, 630 circled)

9pm to 10pm	20919	5924	531	176.78 MB
10pm to 11pm	14759	4616	515	126.41 MB
11pm to Midnight	10288	3201	434	90.75 MB
Total	434212	127817	13770	3,687.48 MB
Maximum	40887	11614	830	346.05 MB
Minimum	2326	1004	280	20.59 MB
Average	18092	5326	574	153.65 MB

Help

This report is useful for determining what time of the day your site is the busiest. Make sure you understand how the GMT offset on the site profile adjusts the time of log entries.

Hits - A request for any object or file that is on a web site. This could be an html page, a file or a graphic on a page. A request for a page can generate a lot of hits depending on how many sub-elements of files the page consists of. This is an indicator of web site traffic but not an indicator of how pages were looked at. Also see Page and User.

Page Views - Hits to files defined as pages. This can be changed by the user. Graphics files like .PNG, .JPG, and GIF are excluded. Style sheet files,.CSS and document files are also excluded

Visits - Number of visits (sometimes called client sessions) by visitors in the period. During a visit a user requests one or more files from the web server. If there is no file requests from a visitor in 30 minutes (or the time set by the administrator of the SurfStats product) then new file requests from the visitor are seen as a new session. If add images to database is selected on the profile a user requesting a single file of any type is also counted as a visit.

Bandwidth - The measure of the traffic (in kilobytes , megabytes or gigabytesof data) transmitted from the web site

**Day of Week Activity - http://www.literaytools.ie**
3 Sep 2003 00:00 - 16 May 2004 23:59

This section shows the activity for each day of the week for the report period. For example if there are 2 Sundays in the report period, then the value shown for Sunday is the sum of all hits for both Sundays. Values shown do not include failed requests.
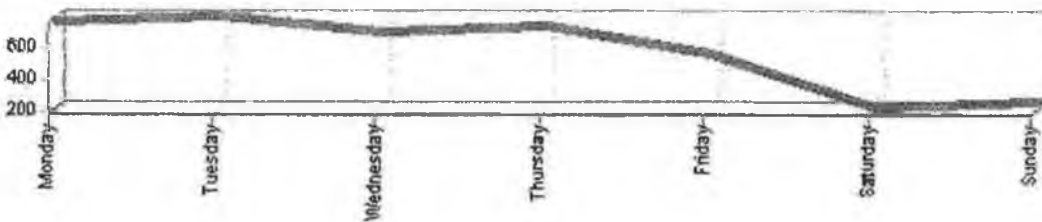
Visits by Day of Week
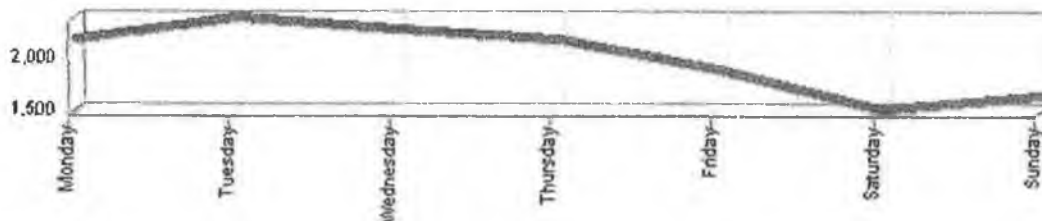
Page Views by Day of Week
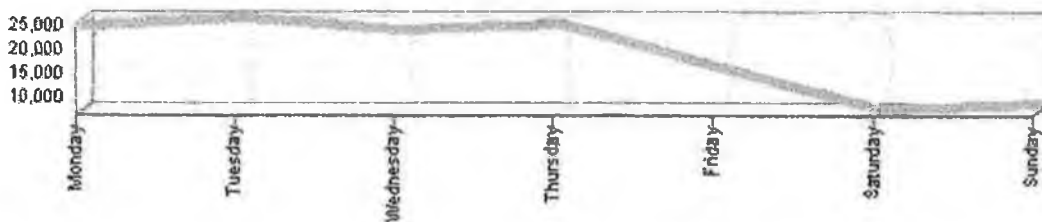
Bandwidth by Day of Week

	Hits	Page Views	Visits	Bandwidth
Monday	83153	24186	2146	711.69 MB
Tuesday	88537	25809	2356	746.36 MB
Wednesday	78676	23411	2239	642.58 MB
Thursday	83933	24368	2145	688.74 MB
Friday	52092	15459	1848	506.00 MB
Saturday	21756	6671	1453	178.25 MB
Sunday	26065	7913	1583	213.87 MB
Total	434212	127817	13770	3,687.48 MB
Maximum	88537	25809	2356	746.36 MB
Minimum	21756	6671	1453	178.25 MB
Average	62030	18260	1967	526.78 MB

Help
Use this report to determine the busiest days of the week on the site.

Hits - A request for any object or file that is on a web site. This could be an html page, a file or a graphic on a page. A request for a page can generate a lot of hits depending on how many sub-elements of files the page consists of. This is an indicator of web site traffic but not an indicator of how pages were looked at. Also see **Page** and **User**.

Page Views - Hits to files defined as pages. This can be changed by the user. Graphics files like .PNG, .JPG, and GIF are excluded. Style sheet files,.CSS and document files are also excluded

Visits - Number of visits (sometimes called client sessions) by visitors in the period. During a visit a user requests one or more files from the web server. If there is no file requests from a visitor in 30 minutes (or the time set by the administrator of the SurfStats product) then new file requests from the visitor are seen as a new session. If add images to database is selected on the profile a user requesting a single file of any type is also counted as a visit.

Bandwidth - The measure of the traffic (in kilobytes , megabytes or gigabytesof data) transmitted from the web site

**Day of Month Activity - http://www.literaytools.ie**
3 Sep 2003 00:00 - 16 May 2004 23:59

This section shows the activity for each day of the month for the report period. For example if there are 2 months which both contain an entry for the 5th day of the month in the report period, then the value shown is the sum of all hits for both of these days. Values shown do not include failed requests.
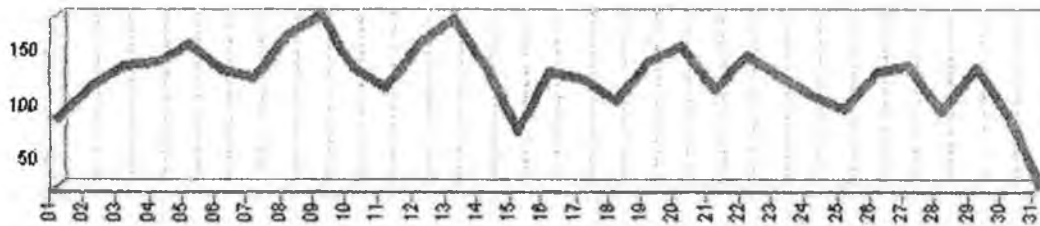
Visits by Day of Month
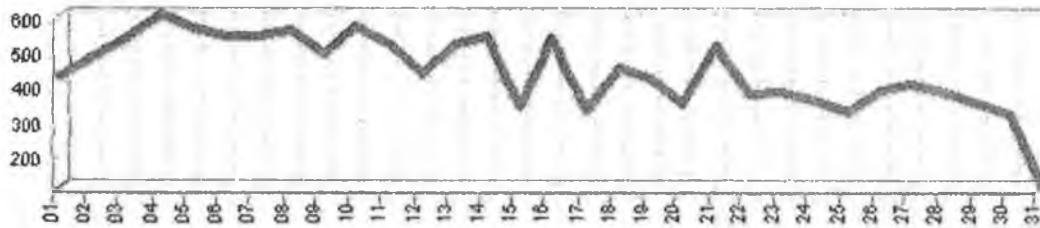
Page Views by Day of Month
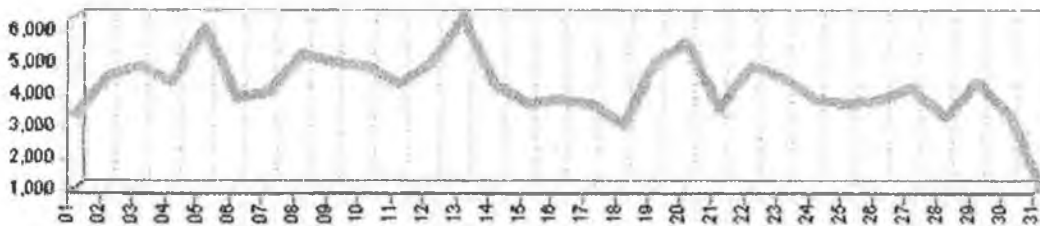
Bandwidth by Day of Month

	Hits	Page Views	Visits	Bandwidth
01	11016	3244	430	81.31 MB
02	17581	4442	491	110.26 MB
03	17778	4782	539	129.15 MB
04	14484	4270	610	133.10 MB
05	18867	5973	569	147.73 MB
06	13103	3743	547	125.64 MB
07	13619	3915	548	117.54 MB
08	16421	5146	561	158.22 MB
09	16217	4875	496	175.33 MB
10	16188	4767	574	126.75 MB
11	13167	4161	526	109.14 MB
12	18103	4839	435	148.03 MB
13	20324	6324	525	171.64 MB
14	13612	4125	546	129.85 MB
15	12470	3564	341	69.47 MB
16	13000	3712	542	122.95 MB
17	11563	3554	333	117.28 MB
18	10178	2871	456	97.24 MB
19	16754	4882	427	133.42 MB
20	15734	5509	351	147.47 MB
21	11724	3386	517	108.35 MB
22	16354	4746	377	137.01 MB

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		Hits	Page Views	Visits	Bandwidth
22		10394	4146	377	137.91 MB
23		16426	4407	382	119.47 MB
24		12305	3705	359	102.76 MB
25		12350	3577	326	89.67 MB
26		12593	3688	389	123.04 MB
27		13860	4055	406	129.65 MB
28		9956	3117	384	88.72 MB
29		15507	4272	348	127.37 MB
30		10154	3245	323	86.89 MB
31		2804	921	112	22.15 MB
Total		434212	127817	13770	3,687.48 MB
Maximum		20324	6324	610	175.33 MB
Minimum		2804	921	112	22.15 MB
Average		14007	4123	444	118.95 MB

Help

Use this report to establish over a period of time which days of the month are the most active.

Hits - A request for any object or file that is on a web site. This could be an html page, a file or a graphic on a page. A request for a page can generate a lot of hits depending on how many sub-elements of files the page consists of. This is an indicator of web site traffic but not an indicator of how pages were looked at. Also see Page and User.

Page Views - Hits to files defined as pages. This can be changed by the user. Graphics files like .PNG, .JPG, and GIF are excluded. Style sheet files,.CSS and document files are also excluded

Visits - Number of visits (sometimes called client sessions) by visitors in the period. During a visit a user requests one or more files from the web server. If there is no file requests from a visitor in 30 minutes (or the time set by the administrator of the SurfStats product) then new file requests from the visitor are seen as a new session. If add images to database is selected on the profile a user requesting a single file of any type is also counted as a visit.

Bandwidth - The measure of the traffic (in kilobytes , megabytes or gigabytesof data) transmitted from the web site

Detail Daily Activity - http://www.literaytools.ie
3 Sep 2003 00:00 - 16 May 2004 23:59

This section shows the activity for each day of each month for the requested report period.For example if there are 2 months selected which contains data, then the values shown are 2 values for each day, for instance one for Oct 2 and one for Nov 2. **Values shown do not include failed requests.**
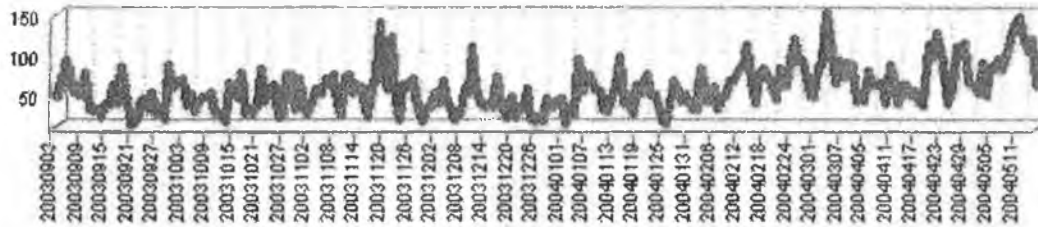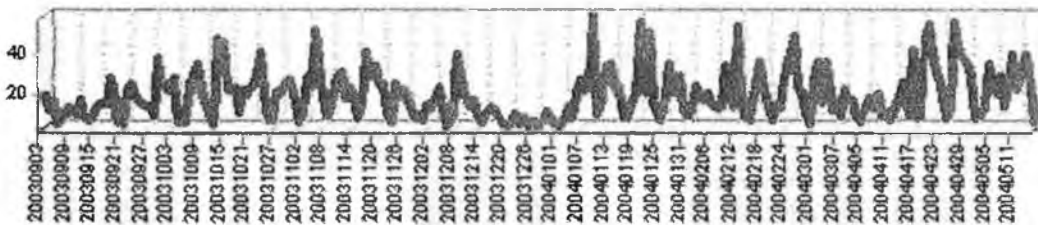
Visits by Day

Page Views by Day
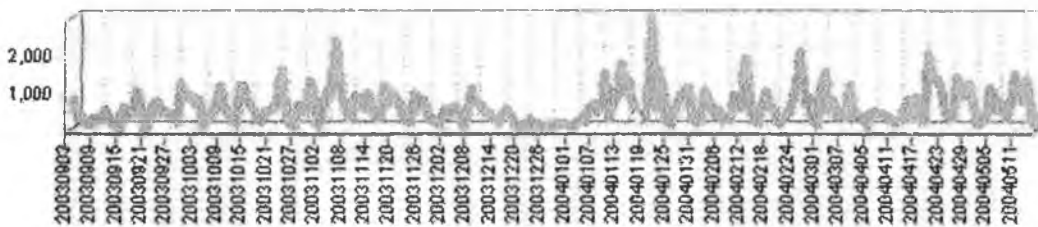
Bandwidth by Day

	Hits	Page Views	Visits	Bandwidth
Wed, September 3 2003	3307	745	48	14.92 MB
Thu, September 4 2003	1235	291	71	8.28 MB
Fri, September 5 2003	1431	338	93	12.59 MB
Sat, September 6 2003	303	101	62	1.33 MB
Sun, September 7 2003	378	110	54	3.24 MB
Mon, September 8 2003	1218	276	51	8.95 MB
Tue, September 9 2003	1015	252	78	7.22 MB
Wed, September 10 2003	807	225	34	6.25 MB
Thu, September 11 2003	1350	505	30	13.43 MB
Fri, September 12 2003	561	176	32	3.95 MB
Sat, September 13 2003	382	87	22	3.01 MB
Sun, September 14 2003	317	87	37	4.15 MB
Mon, September 15 2003	2278	531	38	9.24 MB
Tue, September 16 2003	1622	350	64	11.57 MB
Wed, September 17 2003	1508	366	40	11.46 MB
Thu, September 18 2003	3309	950	86	24.49 MB
Fri, September 19 2003	1619	470	56	12.59 MB
Sat, September 20 2003	111	22	13	1.99 MB
Sun, September 21 2003	533	123	18	1.74 MB
Mon, September 22 2003	2509	639	38	18.04 MB
Tue, September 23 2003	4279	719	46	21.78 MB
Wed, September 24 2003	1467	437	33	14.24 MB

Wed, September 24 2003	1467	437	55	14.24 MB
Thu, September 25 2003	1695	437	53	12.86 MB
Fri, September 26 2003	1230	307	27	10.68 MB
Sat, September 27 2003	1410	371	36	8.93 MB
Sun, September 28 2003	587	155	21	4.89 MB
Mon, September 29 2003	4515	1154	89	34.50 MB
Tue, September 30 2003	2724	859	60	20.85 MB
Wed, October 1 2003	3031	844	69	19.27 MB
Thu, October 2 2003	2679	628	70	18.67 MB
Fri, October 3 2003	2931	735	39	24.81 MB
Sat, October 4 2003	385	96	50	1.99 MB
Sun, October 5 2003	751	237	30	2.80 MB
Mon, October 6 2003	1303	329	40	12.36 MB
Tue, October 7 2003	3211	712	48	25.98 MB
Wed, October 8 2003	4012	1101	47	31.53 MB
Thu, October 9 2003	1770	478	53	19.27 MB
Fri, October 10 2003	1362	412	28	13.32 MB
Sat, October 11 2003	906	272	27	7.21 MB
Sun, October 12 2003	574	125	18	1.86 MB
Mon, October 13 2003	4598	1102	65	44.91 MB
Tue, October 14 2003	4235	1096	64	42.02 MB
Wed, October 15 2003	2576	685	49	18.97 MB
Thu, October 16 2003	2176	598	77	18.65 MB
Fri, October 17 2003	1340	375	28	19.16 MB
Sat, October 18 2003	495	189	34	7.11 MB
Sun, October 19 2003	1568	453	27	18.28 MB
Mon, October 20 2003	1536	416	36	16.62 MB
Tue, October 21 2003	1862	527	83	19.65 MB
Wed, October 22 2003	1884	590	42	21.32 MB
Thu, October 23 2003	4626	1509	56	37.66 MB
Fri, October 24 2003	1933	599	63	17.82 MB
Sat, October 25 2003	358	117	24	3.21 MB
Sun, October 26 2003	270	89	27	2.98 MB
Mon, October 27 2003	1825	585	75	17.83 MB
Tue, October 28 2003	1954	599	75	17.77 MB
Wed, October 29 2003	1968	451	32	21.11 MB
Thu, October 30 2003	3040	1231	71	23.67 MB
Fri, October 31 2003	2080	669	34	16.19 MB
Sat, November 1 2003	398	146	28	2.25 MB
Sun, November 2 2003	1212	375	40	6.48 MB
Mon, November 3 2003	3704	953	59	24.42 MB
Tue, November 4 2003	3233	864	52	20.83 MB
Wed, November 5 2003	6176	2315	70	48.82 MB
Thu, November 6 2003	4070	1120	63	32.94 MB
Fri, November 7 2003	1843	620	75	15.48 MB
Sat, November 8 2003	870	255	38	5.78 MB
Sun, November 9 2003	1171	346	26	10.09 MB
Mon, November 10 2003	3159	853	73	24.97 MB
Tue, November 11 2003	2743	806	75	27.87 MB
Wed, November 12 2003	1811	556	54	14.15 MB
Thu, November 13 2003	2738	915	63	19.17 MB
Fri, November 14 2003	1484	425	60	15.19 MB
Sat, November 15 2003	813	260	23	4.24 MB
Sun, November 16 2003	1068	292	59	9.93 MB
Mon, November 17 2003	3518	1125	76	37.26 MB
Tue, November 18 2003	2174	633	140	25.78 MB
Wed, November 19 2003	3239	925	69	30.22 MB

Wed, November 19 2003	3266	825	66	30.22 MB
Thu, November 20 2003	2389	714	59	20.97 MB
Fri, November 21 2003	1980	614	122	21.41 MB
Sat, November 22 2003	961	289	43	6.77 MB
Sun, November 23 2003	627	176	20	2.24 MB
Mon, November 24 2003	3150	887	63	21.68 MB
Tue, November 25 2003	1863	609	61	15.80 MB
Wed, November 26 2003	2333	749	71	18.73 MB
Thu, November 27 2003	1216	351	32	12.94 MB
Fri, November 28 2003	821	245	17	4.26 MB
Sat, November 29 2003	578	182	34	5.47 MB
Sun, November 30 2003	392	109	35	3.68 MB
Mon, December 1 2003	1795	497	54	10.31 MB
Tue, December 2 2003	1328	343	41	9.42 MB
Wed, December 3 2003	1892	562	69	14.65 MB
Thu, December 4 2003	1650	545	44	19.00 MB
Fri, December 5 2003	1331	406	32	8.91 MB
Sat, December 6 2003	171	69	21	0.65 MB
Sun, December 7 2003	1142	467	28	4.57 MB
Mon, December 8 2003	2229	994	59	36.92 MB
Tue, December 9 2003	2053	681	54	25.44 MB
Wed, December 10 2003	2268	662	110	15.51 MB
Thu, December 11 2003	1295	421	61	10.46 MB
Fri, December 12 2003	947	390	41	13.48 MB
Sat, December 13 2003	941	245	35	5.05 MB
Sun, December 14 2003	697	197	37	2.41 MB
Mon, December 15 2003	1273	346	35	6.51 MB
Tue, December 16 2003	1534	498	74	9.61 MB
Wed, December 17 2003	884	313	36	8.32 MB
Thu, December 18 2003	464	100	23	4.82 MB
Fri, December 19 2003	372	90	47	1.40 MB
Sat, December 20 2003	180	44	23	0.58 MB
Sun, December 21 2003	192	70	33	0.88 MB
Mon, December 22 2003	732	206	33	6.76 MB
Tue, December 23 2003	322	72	58	1.52 MB
Wed, December 24 2003	241	127	21	4.01 MB
Thu, December 25 2003	63	26	19	0.37 MB
Fri, December 26 2003	285	68	23	2.52 MB
Sat, December 27 2003	177	37	19	0.62 MB
Sun, December 28 2003	282	61	45	2.83 MB
Mon, December 29 2003	462	138	35	7.62 MB
Tue, December 30 2003	358	123	42	4.13 MB
Wed, December 31 2003	190	72	45	1.02 MB
Thu, January 1 2004	58	19	16	0.37 MB
Fri, January 2 2004	508	157	36	3.50 MB
Sat, January 3 2004	643	203	25	9.23 MB
Sun, January 4 2004	657	193	95	4.35 MB
Mon, January 5 2004	1698	528	55	16.63 MB
Tue, January 6 2004	1811	628	76	22.99 MB
Wed, January 7 2004	1669	438	76	17.98 MB
Thu, January 8 2004	2106	541	59	19.33 MB
Fri, January 9 2004	4640	1405	56	56.45 MB
Sat, January 10 2004	1077	278	34	6.70 MB
Sun, January 11 2004	1790	566	30	16.32 MB
Mon, January 12 2004	2719	843	48	30.44 MB
Tue, January 13 2004	4649	1682	60	31.60 MB
Wed, January 14 2004	2634	952	98	20.40 MB

Thu, January 15 2004	3422	1173	41	19.44 MB
Fri, January 16 2004	1113	308	43	4.72 MB
Sat, January 17 2004	792	207	27	4.37 MB
Sun, January 18 2004	1043	226	62	11.03 MB
Mon, January 19 2004	1839	536	54	16.22 MB
Tue, January 20 2004	6534	2930	76	52.22 MB
Wed, January 21 2004	1961	518	50	17.06 MB
Thu, January 22 2004	5899	1526	50	47.56 MB
Fri, January 23 2004	2335	693	37	11.54 MB
Sat, January 24 2004	686	195	18	7.22 MB
Sun, January 25 2004	459	117	16	3.59 MB
Mon, January 26 2004	1645	509	38	14.94 MB
Tue, January 27 2004	2788	836	69	31.68 MB
Wed, January 28 2004	2454	915	59	17.25 MB
Thu, January 29 2004	4015	1069	43	25.78 MB
Fri, January 30 2004	1186	283	51	8.30 MB
Sat, January 31 2004	534	180	33	4.93 MB
Sun, February 1 2004	861	234	34	8.86 MB
Mon, February 2 2004	3080	930	84	20.72 MB
Tue, February 3 2004	2046	567	43	15.14 MB
Wed, February 4 2004	1527	352	44	13.11 MB
Thu, February 5 2004	2131	503	61	16.53 MB
Fri, February 6 2004	985	244	33	11.67 MB
Sat, February 7 2004	1201	282	46	9.51 MB
Sun, February 8 2004	697	201	50	10.64 MB
Mon, February 9 2004	2861	826	69	30.06 MB
Tue, February 10 2004	2289	704	69	15.42 MB
Wed, February 11 2004	2102	556	83	10.72 MB
Thu, February 12 2004	8602	1825	85	50.00 MB
Fri, February 13 2004	2190	652	113	16.92 MB
Sat, February 14 2004	783	204	68	4.18 MB
Sun, February 15 2004	680	170	41	3.21 MB
Mon, February 16 2004	2019	547	79	20.68 MB
Tue, February 17 2004	2891	945	82	32.74 MB
Wed, February 18 2004	2030	542	72	18.16 MB
Thu, February 19 2004	1966	490	62	10.02 MB
Fri, February 20 2004	410	114	45	3.29 MB
Sat, February 21 2004	820	256	82	10.42 MB
Sun, February 22 2004	1271	423	64	9.19 MB
Mon, February 23 2004	2661	796	92	23.18 MB
Tue, February 24 2004	3844	1181	120	33.25 MB
Wed, February 25 2004	6921	1984	94	44.93 MB
Thu, February 26 2004	1976	622	92	20.71 MB
Fri, February 27 2004	2214	778	74	17.39 MB
Sat, February 28 2004	851	268	51	5.96 MB
Sun, February 29 2004	318	104	47	1.34 MB
Mon, March 1 2004	3162	994	86	22.31 MB
Tue, March 2 2004	7314	1487	88	32.90 MB
Wed, March 3 2004	1750	507	153	12.44 MB
Thu, March 4 2004	2054	743	124	32.02 MB
Fri, March 5 2004	891	309	65	8.53 MB
Sat, March 6 2004	861	338	93	12.26 MB
Sun, March 7 2004	811	283	73	5.37 MB
Mon, March 8 2004	3343	1125	91	18.86 MB
Thu, April 1 2004	1442	395	89	13.98 MB
Fri, April 2 2004	963	327	42	13.41 MB

Sat, April 3 2004	689	259	52	4.43 MB
Sun, April 4 2004	390	133	44	2.27 MB
Mon, April 5 2004	1351	404	80	7.55 MB
Tue, April 6 2004	1807	448	63	14.27 MB
Wed, April 7 2004	1196	373	64	9.74 MB
Thu, April 8 2004	1387	399	66	16.27 MB
Fri, April 9 2004	875	320	40	5.30 MB
Sat, April 10 2004	667	222	89	7.79 MB
Sun, April 11 2004	498	179	73	3.65 MB
Mon, April 12 2004	591	193	40	8.15 MB
Tue, April 13 2004	1414	383	62	14.12 MB
Wed, April 14 2004	2050	733	62	21.99 MB
Thu, April 15 2004	1157	273	50	5.21 MB
Fri, April 16 2004	2622	787	55	38.23 MB
Sat, April 17 2004	630	223	44	3.97 MB
Sun, April 18 2004	663	231	39	5.83 MB
Mon, April 19 2004	6151	1918	112	44.68 MB
Tue, April 20 2004	4574	1269	99	51.81 MB
Wed, April 21 2004	4376	1278	129	37.19 MB
Thu, April 22 2004	3098	1073	107	28.29 MB
Fri, April 23 2004	1576	442	73	21.55 MB
Sat, April 24 2004	984	279	41	4.53 MB
Sun, April 25 2004	991	287	59	8.91 MB
Mon, April 26 2004	4854	1344	111	52.48 MB
Tue, April 27 2004	4230	1097	101	40.27 MB
Wed, April 28 2004	3007	874	116	35.77 MB
Thu, April 29 2004	3651	1174	68	31.55 MB
Fri, April 30 2004	2454	640	64	26.26 MB
Sat, May 1 2004	269	115	54	3.96 MB
Sun, May 2 2004	497	195	90	5.17 MB
Mon, May 3 2004	816	251	51	9.11 MB
Tue, May 4 2004	3353	1053	86	31.24 MB
Wed, May 5 2004	3107	933	83	25.38 MB
Thu, May 6 2004	1792	466	96	17.16 MB
Fri, May 7 2004	2168	630	84	25.68 MB
Sat, May 8 2004	559	254	100	9.95 MB
Sun, May 9 2004	1832	567	120	21.51 MB
Mon, May 10 2004	4559	1411	137	36.78 MB
Tue, May 11 2004	2483	856	147	19.46 MB
Wed, May 12 2004	2298	731	117	25.99 MB
Thu, May 13 2004	3412	1258	105	36.86 MB
Fri, May 14 2004	1412	431	120	19.51 MB
Sat, May 15 2004	271	126	64	2.65 MB
Sun, May 16 2004	846	332	91	9.57 MB
Total	434212	127817	13770	3,687.48 MB
Maximum	8602	2930	153	56.45 MB
Minimum	58	19	13	0.37 MB
Average	1856	546	59	15.76 MB

Help

Specific periods (1 day minimum) can be extracted by selecting a different period in the Control panel. Use this report to determine on average which day of the month your site is the busiest.

Hits - A request for any object or file that is on a web site. This could be an html page, a file or a graphic on a page. A request for a page can generate a lot of hits depending on how many sub-elements of files the page consists of. This is an indicator of web site traffic but not an indicator of how pages were looked at. Also see Page and User.

Page Views - Hits to files defined as pages. This can be changed by the user. Graphics files like .PNG, .JPG, and GIF are excluded. Style sheet files,.CSS and document files are also excluded

Visits - Number of visits (sometimes called client sessions) by visitors in the period. During a visit a user requests one or more files from the web server. If there is no file requests from a visitor in 30 minutes (or the time set by the administrator of the SurfStats product) then new file requests from the visitor are seen as a new session. If add images to database is selected on the profile a user requesting a single file of any type is also counted as a visit.

Bandwidth - The measure of the traffic (in kilobytes , megabytes or gigabytesof data) transmitted from the web site
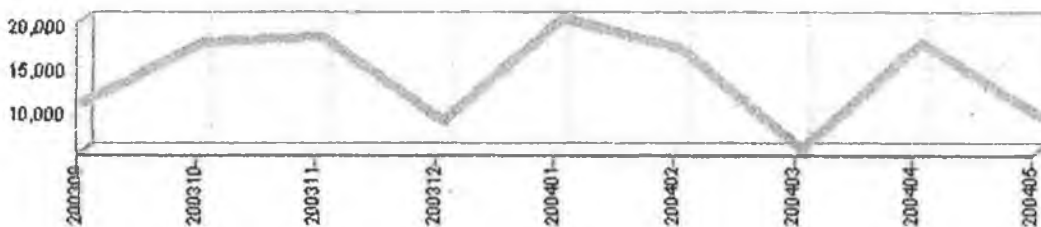
Detail Monthly Activity - http://www.literaytools.ie
3 Sep 2003 00:00 - 16 May 2004 23:59

This section shows the activity for each month of the requested report period. For example if there are 2 months for which log data is available, then the values shown are the sum for each specific month. Values shown do not include failed requests.
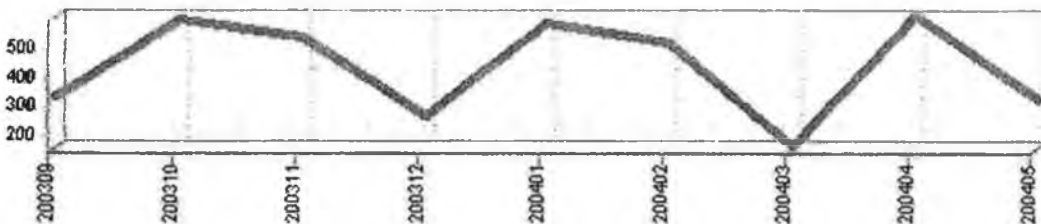
Visits by Month
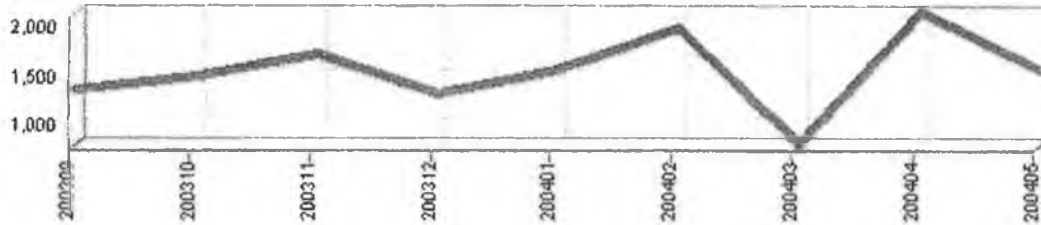
Page Views by Month

Bandwidth by Month

	Hits	Page Views	Visits	Bandwidth
200309	43700	11083	1330	307.18 MB
200310	63239	17849	1481	563.99 MB
200311	61734	18709	1700	509.82 MB
200312	27750	8870	1297	240.30 MB
200401	65364	20654	1531	554.13 MB
200402	62227	17300	1979	487.95 MB
200403	20186	5786	773	144.70 MB
200404	60338	17957	2134	579.43 MB
200405	29674	9609	1545	299.97 MB
Total	434212	127817	13770	3,687.48 MB
Maximum	65364	20654	2134	579.43 MB
Minimum	20186	5786	773	144.70 MB
Average	48246	14202	1530	409.72 MB

Mar

April

most popular defined in number of visits

Help

Use this report to establish over a long period of time which months of the year are the busiest on your site.

Hits - A request for any object or file that is on a web site. This could be an html page, a file or a graphic on a page. A request for a page can generate a lot of hits depending on how many sub-elements of files the page consists of. This is an indicator of web site traffic but not an indicator of how pages were looked at. Also see Page and User.

Page Views - Hits to files defined as pages. This can be changed by the user. Graphics files like .PNG, .JPG, and GIF are excluded. Style sheet files,.CSS and document files are also excluded

Visits - Number of visits (sometimes called client sessions) by visitors in the period. During a visit a user requests one or more files from the web server. If there is no file requests from a visitor in 30 minutes (or the time set by the administrator of the SurfStats product) then new file requests from the visitor are seen as a new session. If add images to database is selected on the profile a user requesting a single file of any type is also counted as a visit.

Bandwidth - The measure of the traffic (in kilobytes , megabytes or gigabytesof data) transmitted from the web site

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Top Visitors - http://www.literaytools.ie
3 Sep 2003 00:00 – 16 May 2004 23:59

This section identifies the IP address and/or the domain name and their relative activity level on the site. This report exclude visits from spiders or robots. Values shown do not include failed requests. If the option is set to use cookie tracking visitors with the same cookie information and different IP address are grouped together pointing to the first IP address with which the cookie is associated. Cookies can only be tracked in IIS log files by SurfStats or SurfStatsLive.

Summary - Visits

■ 62.77.188.189	■ 157.190.2.254	■ 66.194.6.73	■ 193.120.102.187	■ 62.77.181.1
■ 193.120.253.2	■ 64.156.198.77	■ 63.212.171.193	■ 195.7.34.195	■ 193.120.142.21
■ 195.93.32.14	■ 195.93.32.9	■ 66.194.6.72	■ 196.93.33.14	■ 195.93.33.8
■ 195.93.34.9	■ 195.93.34.12	■ 157.190.251.187	■ 195.93.32.7	■ 195.93.33.9

Detail - Visits

▬ 62.77.188.189	▬ 157.190.2.254	▬ 66.194.6.73	▬ 193.120.102.187	▬ 62.77.181.1
▬ 193.120.253.2	▬ 64.156.198.77	▬ 63.212.171.193	▬ 195.7.34.195	▬ 193.120.142.21
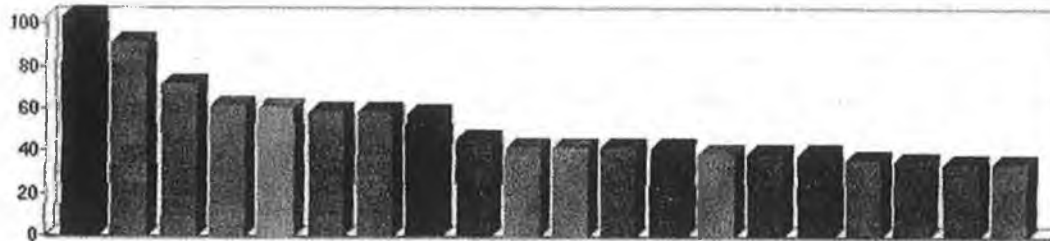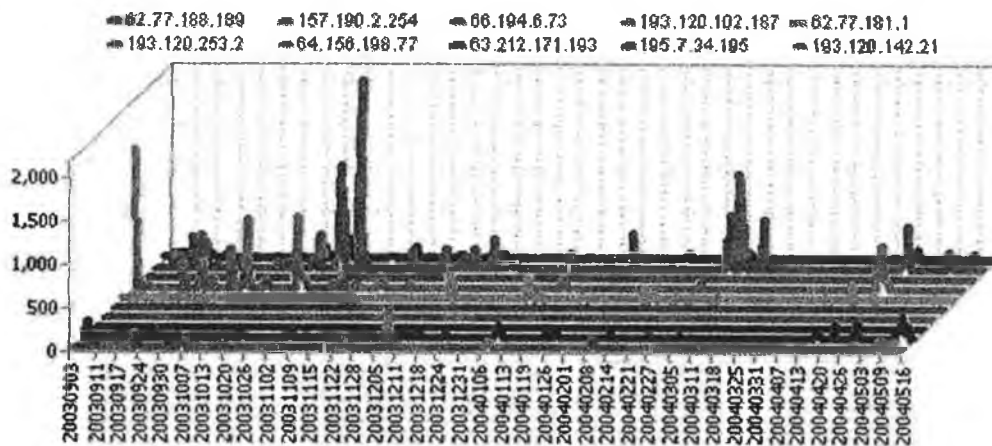
	IP Address	Domain Name/IP Address	Country	Page Views	% of Total Page Views	Visits	Bandwidth
1	62.77.188.189	62.77.188.189	Ireland	981	0.81%	103	25.21 MB
2	157.190.2.254	157.190.2.254	Ireland	5743	4.74%	91	65.41 MB
3	66.194.6.73	66.194.6.73	United States	100	0.08%	71	0.57 MB
4	193.120.102.187	193.120.102.187	Ireland	2119	1.75%	61	31.42 MB
5	62.77.181.1	62.77.181.1	Ireland	583	0.48%	60	14.58 MB
6	193.120.253.2	193.120.253.2	Ireland	59	0.05%	58	0.34 MB
7	64.156.198.77	64.156.198.77	United States	58	0.05%	58	0.31 MB
8	63.212.171.193	63.212.171.193	United States	65	0.05%	57	0.40 MB
9	195.7.34.195	195.7.34.195	Ireland	672	0.55%	45	31.77 MB
10	193.120.142.21	193.120.142.21	Ireland	1506	1.24%	41	48.70 MB
11	195.93.32.14	195.93.32.14	United States	31	0.03%	41	0.58 MB
12	195.93.32.9	195.93.32.9	United States	11	0.01%	41	0.86 MB
13	66.194.6.72	66.194.6.72	United States	41	0.03%	41	0.23 MB

14	195.93.33.14	195.93.33.14	United States	240	0.20%	38	0.54 MB
15	195.93.33.8	195.93.33.8	United States	13	0.01%	38	1.76 MB
16	195.93.34.9	195.93.34.9	United States	13	0.01%	38	0.39 MB
17	195.93.34.12	195.93.34.12	United States	46	0.04%	36	1.04 MB
18	157.190.251.187	157.190.251.187	Ireland	750	0.62%	35	24.04 MB
19	195.93.32.7	195.93.32.7	United States	53	0.04%	34	0.59 MB
20	195.93.33.9	195.93.33.9	United States	20	0.02%	34	0.57 MB
			SubTotal	13104	10.82%	1021	249.31 MB
			Total	121104	100.00%	8904	3,637.70 MB

Help

IP Address - The Internet Protocol address identifies a computer connected to the Internet

Domain Name/IP Address - The text name corresponding to the numeric IP address of a computer or domain on the Internet.

Country - The country where visitors to your Web site came from

Page Views - Hits to files defined as pages. This can be changed by the user. Graphics files like .PNG, .JPG, and GIF are excluded. Style sheet files, .CSS and document files are also excluded

% of Total Page Views - Indicates a portion of the page views expressed as a percentage

Visits - Number of visits (sometimes called client sessions) by visitors in the period. During a visit a user requests one or more files from the web server. If there is no file requests from a visitor in 30 minutes (or the time set by the administrator of the SurfStats product) then new file requests from the visitor are seen as a new session. If add images to database is selected on the profile a user requesting a single file of any type is also counted as a visit.

Bandwidth - The measure of the traffic (in kilobytes , megabytes or gigabytesof data) transmitted from the web site
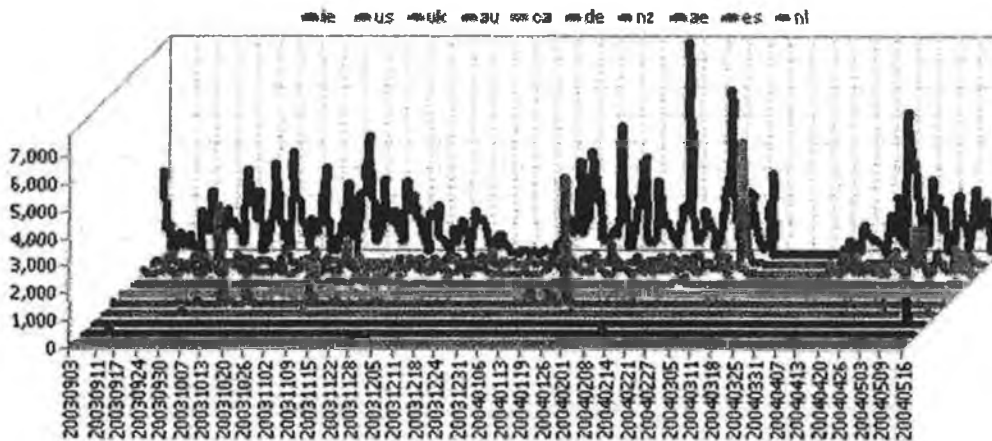
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Top Visitor Countries - http://www.literaytools.ie
3 Sep 2003 00:00 - 16 May 2004 23:59
This section identifies the countries where your visitors are registered. It may not be the actual location of the visitor. Note : Domain names which were not resolved are shown as " Unknown "

Summary - Visits
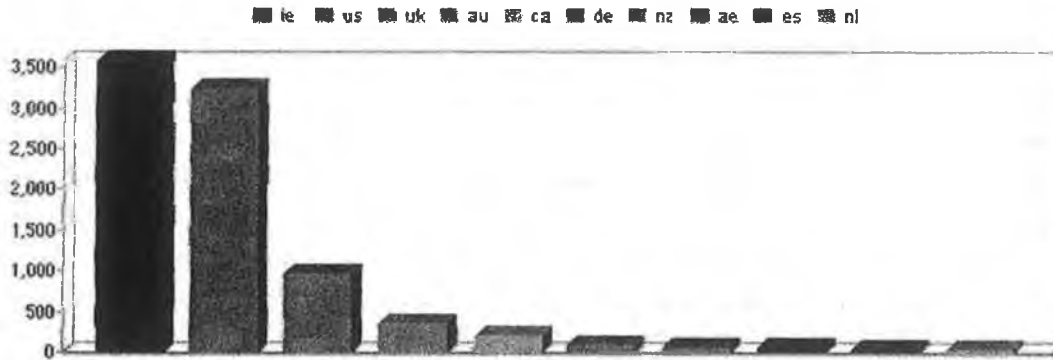
Detail - Visits

Rank	Country	Page Views	% of Total Page Views	Visits	Bandwidth	Link
1	Ireland	80642	66.59%	3581	2,358.15 MB	
2	United States	9475	7.82%	3244	303.59 MB	
3	United Kingdom	18056	14.91%	963	598.47 MB	
4	Australia	3311	2.73%	337	82.41 MB	
5	Canada	2053	1.70%	184	47.54 MB	
6	Germany	3928	3.24%	76	114.04 MB	
7	New Zealand	524	0.43%	52	18.33 MB	
8	United Arab Emirates	287	0.24%	50	11.07 MB	
9	Spain	502	0.41%	31	11.81 MB	
10	Netherlands	149	0.12%	26	6.66 MB	
11	Singapore	26	0.02%	25	0.67 MB	
12	Sweden	90	0.07%	24	3.72 MB	
13	Belgium	107	0.09%	17	5.85 MB	
14	China	43	0.04%	16	0.59 MB	
15	Philippines	38	0.03%	16	1.12 MB	
16	Norway	177	0.15%	15	12.97 MB	
17	Brazil	86	0.07%	14	3.22 MB	
1B	France	110	0.09%	13	3.99 MB	
19	Romania	14	0.01%	13	0.09 MB	

20	Japan	26	0.02%	12	0.87 MB
	SubTotal	119644	98.79%	8709	3,585.19 MB
	Total	121104	100.00%	8904	3,637.70 MB

Help

Click the blue right arrow to see more detail about page views, visits and bandwidth consumed from all the visitors from a particular country.

Rank - A Counter starting at 1

Country - The country where visitors to your Web site came from

Page Views - Hits to files defined as pages. This can be changed by the user. Graphics files like .PNG, .JPG, and GIF are excluded. Style sheet files,.CSS and document files are also excluded

% of Total Page Views - Indicates a portion of the page views expressed as a percentage

Visits - Number of visits (sometimes called client sessions) by visitors in the period. During a visit a user requests one or more files from the web server. If there is no file requests from a visitor in 30 minutes (or the time set by the administrator of the SurfStats product) then new file requests from the visitor are seen as a new session. If add images to database is selected on the profile a user requesting a single file of any type is also counted as a visit.

Bandwidth - The measure of the traffic (in kilobytes , megabytes or gigabytesof data) transmitted from the web site
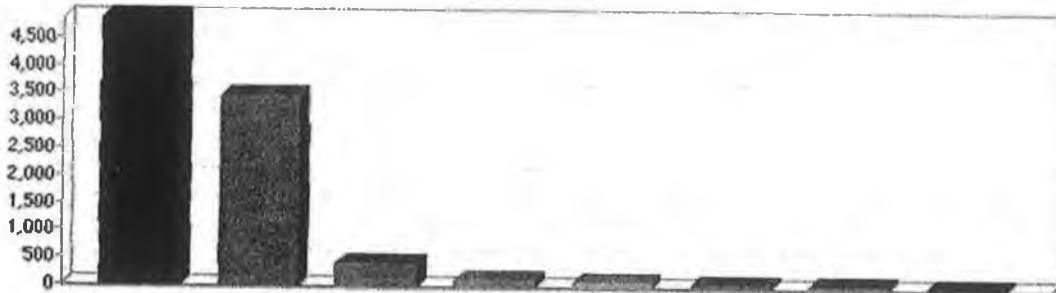
Link - A link on your report which can be used to drill-down to more data

Top Visitor Regions - http://www.literaytools.ie
3 Sep 2003 00:00 - 16 May 2004 23:59

This section displays the regions human visitors came from.

Summary - Visits

Legend: Europe, North America, Oceania, Asia, Middle East, South America, Africa, Unknown

Detail - Visits

Legend: Europe, North America, Oceania, Asia, Middle East, South America, Africa, Unknown
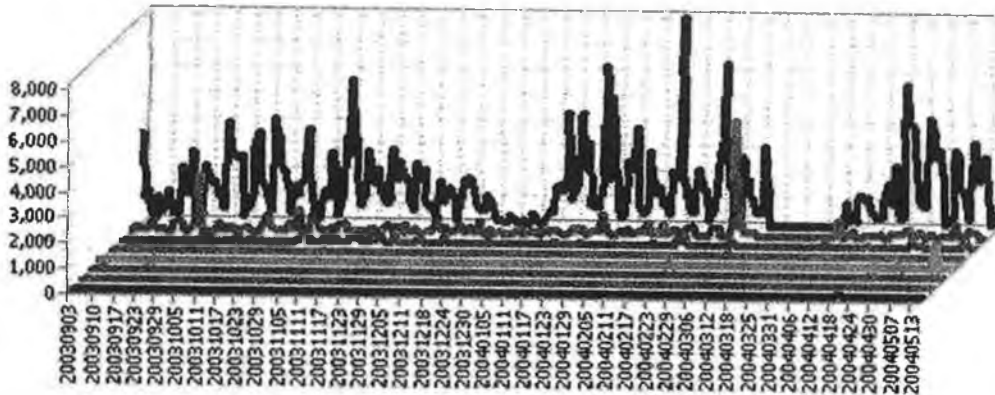
Rank	Region	Page Views	% of Total Page Views	Visits	Bandwidth	Link
1	Europe	104524	86.31%	4853	3,135.64 MB	
2	North America	11651	9.62%	3441	358.55 MB	
3	Oceania	3835	3.17%	389	100.74 MB	
4	Asia	349	0.29%	113	15.51 MB	
5	Middle East	364	0.30%	65	12.58 MB	
6	South America	243	0.20%	20	6.81 MB	
7	Africa	54	0.04%	19	1.93 MB	
8	Unknown	84	0.07%	4	5.94 MB	
	SubTotal	121104	100.00%	8904	3,637.70 MB	
	Total	121104	100.00%	8904	3,637.70 MB	

Help

If you do not get visitors from a particular region investigate the reason for it. It may be poor search engine ranking, language differences etc.

Rank - A Counter starting at 1

Region - Specific part of the world from where a visitor made a request to your web site

Page Views - Hits to files defined as pages. This can be changed by the user. Graphics files like .PNG, .JPG, and GIF are excluded. Style sheet files,.CSS and document files are also excluded

% of Total Page Views - Indicates a portion of the page views expressed as a percentage

Visits - Number of visits (sometimes called client sessions) by visitors in the period. During a visit a user requests one or more files from the web server. If there is no file requests from a visitor in 30 minutes (or the time set by the administrator of the SurfStats product) then new file requests from the visitor are seen as a new session. If add images to database is selected on the profile a user requesting a single file of any type is also counted as a visit.

Bandwidth - The measure of the traffic (in kilobytes , megabytes or gigabytesof data) transmitted from the web site
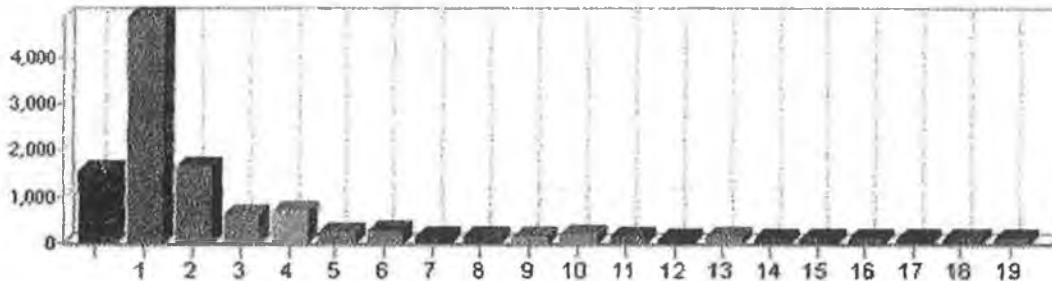
Link - A link on your report which can be used to drill-down to more data

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Views Per Visit - http://www.literaytools.ie
3 Sep 2003 00:00 – 16 May 2004 23:59

This section displays the number of visits for the number of pages viewed.

Summary - Visits

■ 0 ▓ 1 ▓ 2 ▓ 3 ▓ 4 ▓ 5 ▓ 6 ■ 7 ▓ 8 ▓ 9 ▓ 10 ▓ 11 ■ 12 ▓ 13 ▓ 14
▓ 15 ■ 16 ▓ 17 ▓ 18 ▓ 19

Views Per Visit

| Number of Pages Viewed	Visits	% of Total Visits
0	1523	11.35
1	4846	36.10
2	1624	12.10
3	608	4.53
4	679	5.06
5	200	1.49
6	273	2.03
7	144	1.07
8	146	1.09
9	109	0.81
10	155	1.15
11	110	0.82
12	102	0.76
13	122	0.91
14	96	0.72
15	99	0.74
16	84	0.63
17	80	0.60
18	79	0.59
19	84	0.63
20+	2261	16.84
Total	13424	100.00

Help

In general the more visitors that view more than one page the better.

Page Views – Hits to files defined as pages. This can be changed by the user. Graphics files like .PNG, .JPG, and GIF are excluded. Style sheet files,.CSS and document files are also excluded

Visits – Number of visits (sometimes called client sessions) by visitors in the period. During a visit a user requests one or more files from the web server. If there is no file requests from a visitor in 30 minutes (or the time set by the administrator of the SurfStats product) then new file requests from the visitor are seen as a new session. If add images to database is selected on the profile a user requesting a single file of any type is also counted as a visit.

% of Total Visits – Portion of total visits expressed as a percentage

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Length of Visit - http://www.literaytools.ie
3 Sep 2003 00:00 - 16 May 2004 23:59

This sections displays the number of visits, number of page views and the bandwidth utilized compared per time spent in minutes by visitors to your site.

Summary - Number of visits

■ 0 ■ 1 ■ 2 ■ 3 ▨ 4 ■ 5 ▨ 6 ■ 7 ■ 8 ▨ 9 ▨ 10 ▨ 11 ■ 12 ▨ 13 ■ 14
■ 15 ■ 16 ■ 17 ■ 18 ▨ 19
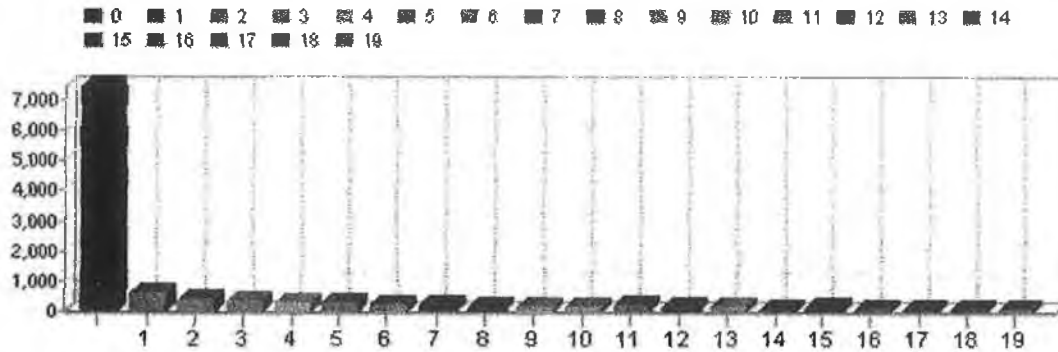
	Length of Visit				
	Time Spent (Minutes)	Visitors	% of Total Visitors	Page Views	Bandwidth
1	0 - 1	7470	55.65	15321	0.00 MB
2	1 - 2	614	4.57	7352	0.00 MB
3	2 - 3	385	2.87	6217	0.00 MB
4	3 - 4	320	2.38	5732	0.00 MB
5	4 - 5	290	2.16	5854	0.00 MB
6	5 - 6	247	1.84	5472	0.00 MB
7	6 - 7	206	1.53	4795	0.00 MB
8	7 - 8	174	1.30	4283	0.00 MB
9	8 - 9	163	1.21	4847	0.00 MB
10	9 - 10	158	1.18	3938	0.00 MB
11	10 - 11	151	1.12	4563	0.00 MB
12	11 - 12	193	1.44	4679	0.00 MB
13	12 - 13	105	0.78	2475	0.00 MB
14	13 - 14	112	0.83	3979	0.00 MB
15	14 - 15	86	0.64	2518	0.00 MB
16	15 - 16	106	0.79	3718	0.00 MB
17	16 - 17	95	0.71	3275	0.00 MB
18	17 - 18	84	0.63	2816	0.00 MB
19	18 - 19	77	0.57	2676	0.00 MB
20	19 - 20	82	0.61	2963	0.00 MB
21	20+	2306	17.18	76905	0.00 MB
	Total	13424	100.00	174378	0.00 MB

Help

If most visitors to your site leaves your site in less than a minute your site content may not be appealling or you are attracting the wrong visitors to your site, meaning visitors not interested in what your site has to offer.
Time Spent - Indicates the time (in minutes) the visitor spent on your site

Visits - Number of visits (sometimes called client sessions) by visitors in the period. During a visit a user requests one or more files from the web server. If there is no file requests from a visitor in 30 minutes (or the time set by the administrator of the SurfStats product) then new file requests from the visitor are seen as a new session. If add images to database is selected on the profile a user requesting a single file of any type is also counted as a visit.

% of Total Visits - Portion of total visits expressed as a percentage

Page Views - Hits to files defined as pages. This can be changed by the user. Graphics files like .PNG, .JPG, and GIF are excluded. Style sheet files,.CSS and document files are also excluded

Bandwidth - The measure of the traffic (in kilobytes , megabytes or gigabytesof data) transmitted from the web site

Most Downloaded Files - http://www.literaytools.ie
3 Sep 2003 00:00 - 16 May 2004 23:59

This section shows the files most downloaded from the site. Values shown do not include failed downloads - It also does not show files which have not been downloaded.
Warning Download Managers (for example GetRight) may break a file up in segments and download a few segments at a time inflation the number of file requests.

Summary - File Requests

- /install/genie.cab
- Language Skills.pdf
- /files/pdfs/Runaway.pdf
- to call a doctor.pdf
- u2RocksTheWorld.pdf
- memoriesOfSchool.pdf
- iles/pdfs/Puck Fair.pdf
- kind of hobbie.pdf
- files/pdfs/royKeane.pdf
- Using a road map.pdf
- Confidence Skills.pdf
- Looking for a job.pdf
- Application form.pdf
- es/pdfs/occupations.pdf
- iles/pdfs/First Aid.pdf
- young days.pdf
- A travellers story.pdf
- application letter.pdf
- First Communion.pdf
- les/pdfs/riverDance.pdf

Detail - File Requests

- /install/genie.cab
- /files/pdfs/Confidence Skills.pdf
- /files/pdfs/Language Skills.pdf
- /files/pdfs/Looking for a job.pdf
- /files/pdfs/Runaway.pdf
- /files/pdfs/memoriesOfSchool.pdf
- /files/pdfs/My young days.pdf
- /files/pdfs/Puck Fair.pdf
- /files/pdfs/A travellers story.pdf
- /files/pdfs/What kind of hobbie.pdf
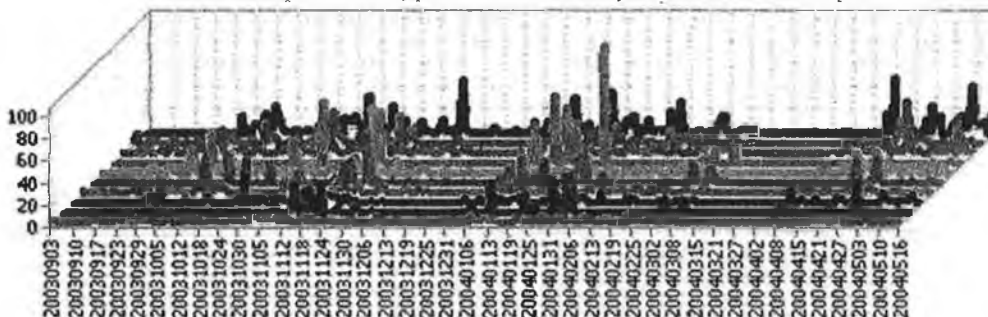
	Filename	File Requests	% of Total File Requests	Bandwidth	Link
1	/ install/ genie.cab	1257	7.84%	480.38 MB	
2	/ files/ pdfs/ memoriesOfSchool.pdf	753	4.69%	30.50 MB	
3	/ files/ pdfs/ Confidence Skills.pdf	688	4.29%	30.70 MB	
4	/ files/ pdfs/ My young days.pdf	682	4.25%	8.07 MB	
5	/ files/ pdfs/ Language Skills.pdf	496	3.09%	25.61 MB	
6	/ files/ pdfs/ Puck Fair.pdf	471	2.94%	8.32 MB	
7	/ files/ pdfs/ Looking for a job.pdf	454	2.83%	9.56 MB	
8	/ files/ pdfs/ A travellers story.pdf	400	2.49%	15.81 MB	
9	/ files/ pdfs/ Runaway.pdf	400	2.49%	8.01 MB	
10	/ files/ pdfs/ What kind of hobbie.pdf	389	2.42%	16.57 MB	
11	/ files/ pdfs/ Application form.pdf	373	2.33%	13.31 MB	
12	/ files/ pdfs/ Writing application letter.pdf	357	2.23%	7.55 MB	
13	/ files/ pdfs/ When to call a doctor.pdf	352	2.19%	18.28 MB	
14	/ files/ pdfs/ royKeane.pdf	331	2.06%	13.07 MB	
15	/ files/ pdfs/ occupations.pdf	324	2.02%	17.87 MB	
16	/ files/ pdfs/ First Communion.pdf	307	1.91%	6.86 MB	
17	/ files/ pdfs/ u2RocksTheWorld.pdf	306	1.91%	12.90 MB	

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18	/ files/ pdfs/ Using a road map.pdf	301	1.88%	12.02 MB
19	/ files/ pdfs/ First Aid.pdf	287	1.79%	9.83 MB
20	/ files/ pdfs/ riverDance.pdf	273	1.70%	11.75 MB
	SubTotal	9201	57.36%	756.98 MB
	Total	16042	100.00%	1,251.47 MB

Help

To bypass the effects on statistics of Download Managers segmenting a file use a redirect page and rely on the number of times the redirect page is viewed. For instance to measure the number of times myapp.zip has been downloaded create a file called myapp.asp that starts the download of the file myapp.zip when the image or link to start the download is clicked. One way to handle this redirect is to use a HTML tag (<meta http-equiv="refresh" content="0; url=myapp.zip">) in the redirect page.

Filename - Indicates a file that is downloaded from your web site for example a .ZIP file as opposed to a web page.

File Requests - Requests from a visitor to a webserver to supply data, usually files or web pages

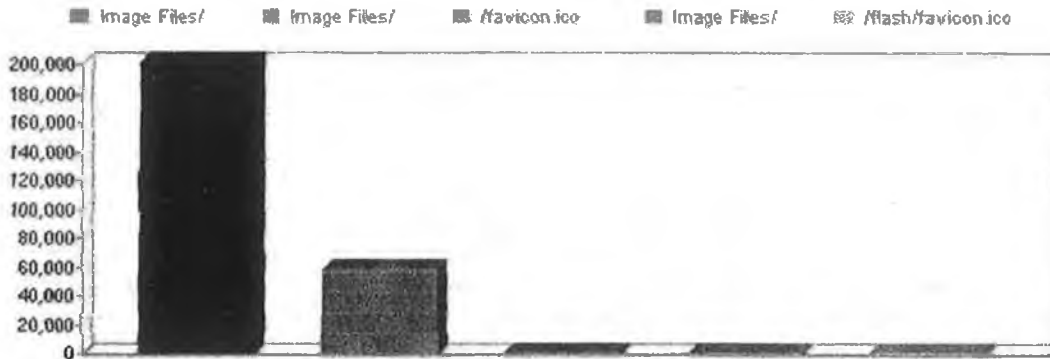% of Total File Requests - Portion of file requests expressed as a percentage

Bandwidth - The measure of the traffic (in kilobytes , megabytes or gigabytesof data) transmitted from the web site

link - A link on your report which can be used to drill-down to more data

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Top Images - http://www.literaytools.ie
3 Sep 2003 00:00 - 16 May 2004 23:59

This section shows the Images that were downloaded from your site.

Summary - Hits

| ■ Image Files/ | ■ Image Files/ | ■ /favicon.ico | ■ Image Files/ | ▩ /flash/favicon.ico |

Detail - Hits

| ● Image Files/ | ● Image Files/ | ● /favicon.ico | ● Image Files/ | ● /flash/favicon.ico |

	Filename	Hits	% of Total Hits	Bandwidth	Link
1	Image Files/	201562	77.52%	312.97 MB	
2	Image Files/	58061	22.33%	118.92 MB	
3	/ favicon.ico	370	0.14%	0.49 MB	
4	Image Files/	29	0.01%	0.02 MB	
5	/ flash/ favicon.ico	0	0.00%	0.00 MB	
	SubTotal	260022	100.00%	432.39 MB	
	Total	260022	100.00%	432.39 MB	

Help

If you have not enabled the adding of images to the database this report would be blank or show only accesses to the favicon.Ico file.

Filename - Indicates a file that is downloaded from your web site for example a .ZIP file as opposed to a web page.

Hits - A request for any object or file that is on a web site. This could be an html page, a file or a graphic on a page. A request for a page can generate a lot of hits depending on how many sub-elements of files the page consists of. This is an indicator of web site traffic but not an indicator of how pages were looked at. Also see Page and User.

% of Total Hits - Indicates a portion of the hits expressed as a percentage

Bandwidth - The measure of the traffic (in kilobytes , megabytes or gigabytesof data) transmitted from the web site

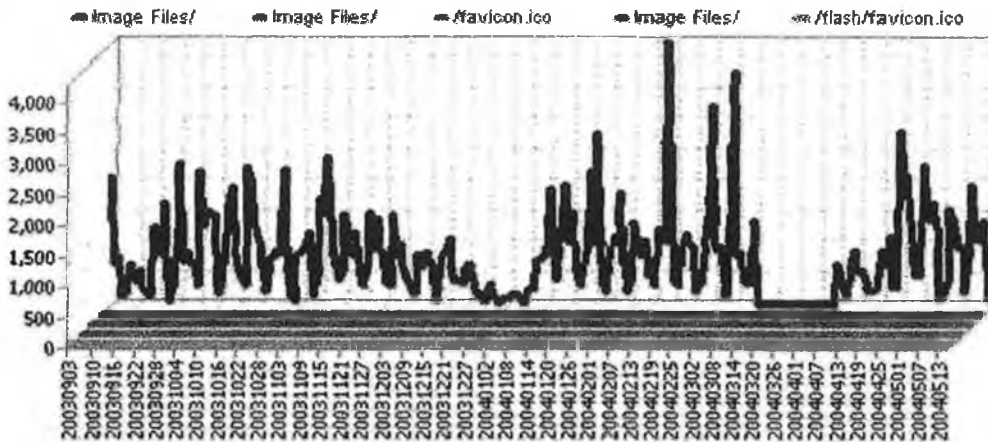**link** - A link on your report which can be used to drill-down to more data

31

Top Audio Files - http://www.literaytools.ie
3 Sep 2003 00:00 - 16 May 2004 23:59

This section shows the audio files that were downloaded from your site. The extension of the filename downloaded classify the file as an audio file or not.

Summary - Hits

Detail - Hits
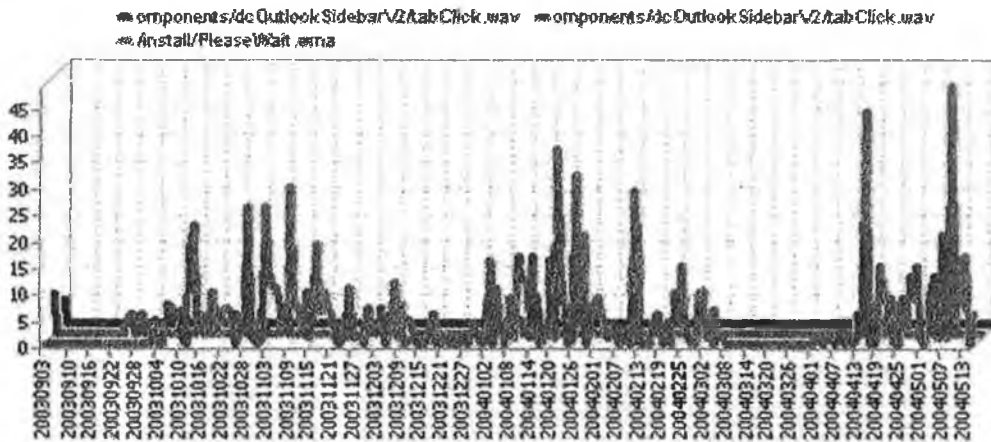
	Filename	Hits	% of Total Hits	Bandwidth	Link
1	/ new/ siteadmin/ dcCom/ components/ dcOutlookSidebarV2/ tabClick.wav	5	0.39%	0.00 MB	
2	/ siteadmin/ dcCom/ components/ dcOutlookSidebarV2/ tabClick.wav	122	9.63%	0.10 MB	
3	/ install/ PleaseWait.wma	1140	89.98%	1.78 MB	
	SubTotal	1267	100.00%	1.88 MB	
	Total	1267	100.00%	1.88 MB	

Help

if a new audio file format is created you can edit the page and file extensions that SurfStats see as audio files.

Filename - Indicates a file that is downloaded from your web site for example a .ZIP file as opposed to a web page.

Hits - A request for any object or file that is on a web site. This could be an html page, a file or a graphic on a page. A request for a page can generate a lot of hits depending on how many sub-elements of files the page consists of. This is an indicator of web site traffic but not an indicator of how pages were looked at. Also see Page and User.

% of Total Hits - Indicates a portion of the hits expressed as a percentage

Bandwidth - The measure of the traffic (in kilobytes , megabytes or gigabytesof data) transmitted from the web site

**link** - A link on your report which can be used to drill-down to more data

Most Downloaded File Types - http://www.literaytools.ie
3 Sep 2003 00:00 – 16 May 2004 23:59
This section shows the different file types that were downloaded from the site. Values shown do not include failed requests.

Summary - Hits

	.gif		.cfm		.jpg		.css		.pdf		.js		.html		.cab
	.swf		.htm		.wma		.ico		.wav		.vbs		.htc		.png
	.asp		.back()		.cfmcom		.cgi								

	File types	Page Views	% of Total Page Views	Bandwidth
1	.gif	201562	46.40%	312.97 MB
2	.cfm	120782	27.80%	639.74 MB
3	.jpg	58061	13.36%	118.92 MB
4	.css	17053	3.93%	33.46 MB
5	.pdf	14307	3.29%	567.75 MB
6	.js	12089	2.78%	139.71 MB
7	.html	3743	0.86%	1.72 MB
8	.cab	1735	0.40%	683.72 MB
9	.swf	1700	0.39%	1,185.77 MB
10	.htm	1619	0.37%	2.15 MB
11	.wma	1140	0.26%	1.78 MB
12	.ico	370	0.09%	0.49 MB
13	.wav	127	0.03%	0.10 MB
14	.vbs	84	0.02%	0.03 MB
15	.htc	42	0.01%	0.02 MB
16	.png	29	0.01%	0.02 MB
17	.asp	0	0.00%	0.00 MB
18	.back()	0	0.00%	0.00 MB
19	.cfmcom	0	0.00%	0.00 MB
20	.cgi	0	0.00%	0.00 MB
	SubTotal	434443	100.00%	3,688.34 MB
	Total	434443	100.00%	3,688.34 MB

Help

Use this report to see which file types users prefer to download from your site in particular. For instance if your site provides media files you can see with this report if .mpg files are more popular than .avi files.
File Types - Groups types of files by using their extension. Examples are .htm, .gif

Page Views - Hits to files defined as pages. This can be changed by the user. Graphics files like .PNG, .JPG, and GIF are excluded. Style sheet files,.CSS and document files are also excluded

% of Total Page Views - Indicates a portion of the page views expressed as a percentage

Bandwidth - The measure of the traffic (in kilobytes , megabytes or gigabytesof data) transmitted from the web site

Top Browsers - http://www.literaytools.ie
3 Sep 2003 00:00 - 16 May 2004 23:59

This section shows the browsers which are used to access your Web Site from the Intranet or Internet. This information is only available if present in the log files.

Summary - Visits

- Internet Explorer 6.x
- Java 1.x
- http: /.x
- psbot 0.x
- Dual+Proxy
- Googlebot 2.x
- Slurp.cat
- ia_archiver
- MSProxy 2.x
- FAST-WebCrawler 3.x
- Netscape 5.x
- msnbot 0.x
- unknown
- Scooter 3.x
- CFNetwork 1.x
- sitecheck i.x
- Googlebot-Image 1.x
- IErachnid+v1 7.x
- Bobby 4.x
- Baiduspider+(+http: /.x

Detail - Visits

- Microsoft Internet Explorer 6.x
- sitecheck i.x
- msnbot 0.x
- ia_archiver
- Googlebot 2.x
- Java 1.x
- Googlebot-Image 1.x
- Netscape 5.x
- Slurp.cat
- http: /.x
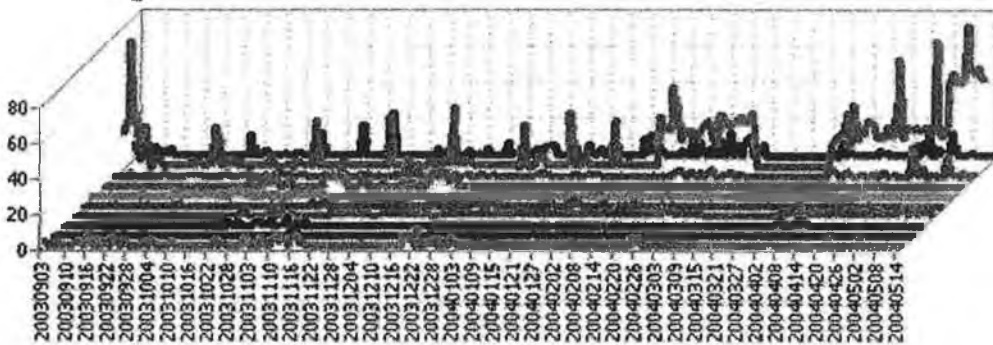
	Browser	Footprint	Visits	% of Total Visits	Bandwidth
1	Microsoft Internet Explorer	Microsoft Internet Explorer 6.x	8216	65.92%	80.29 MB
2	Googlebot	Googlebot 2.x	2507	20.11%	21.95 MB
3	Netscape	Netscape 5.x	1127	9.04%	6.81 MB
4	sitecheck	sitecheck i.x	157	1.26%	0.88 MB
5	Java	Java 1.x	71	0.57%	0.38 MB
6	Slurp	Slurp.cat	56	0.45%	0.33 MB
7	msnbot	msnbot 0.x	42	0.34%	2.21 MB
8	Googlebot-Image	Googlebot-Image 1.x	34	0.27%	0.29 MB
9	http:	http: /.x	33	0.26%	0.25 MB
10	ia_archiver	ia_archiver	29	0.23%	1.83 MB
11	unknown	unknown	24	0.19%	0.08 MB
12	IErachnid+v1	IErachnid+v1 7.x	23	0.18%	0.13 MB
13	psbot	psbot 0.x	16	0.13%	0.08 MB
14	MSProxy	MSProxy 2.x	13	0.10%	0.00 MB
15	Scooter	Scooter 3.x	13	0.10%	0.36 MB
16	Bobby	Bobby 4.x	11	0.09%	0.07 MB
17	Dual+Proxy	Dual+Proxy	10	0.08%	0.02 MB
18	FAST-WebCrawler	FAST-WebCrawler 3.x	9	0.07%	0.13 MB
19	CFNetwork	CFNetwork 1.x	7	0.06%	0.01 MB

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20	Baiduspider+(+http:	Baiduspider+(+http: /.x	6	0.05%	0.04 MB
		SubTotal	12404	99.52%	116.14 MB
		Total	12464	100.00%	117.05 MB

Help

With SurfStats Log Analyzer you can edit browser footprints by clicking the Options item in the main application window.
Browser - The program used to locate and view HTML documents

Footprint - A piece of text saved in the log file to indicate a visitor did something at your web site

Visits - Number of visits (sometimes called client sessions) by visitors in the period. During a visit a user requests one or more files from the web server. If there is no file requests from a visitor in 30 minutes (or the time set by the administrator of the SurfStats product) then new file requests from the visitor are seen as a new session. If add images to database is selected on the profile a user requesting a single file of any type is also counted as a visit.

% of Total Visits - Portion of total visits expressed as a percentage

Bandwidth - The measure of the traffic (in kilobytes , megabytes or gigabytesof data) transmitted from the web site

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Top Refering Sites - http://www.literaytools.ie
3 Sep 2003 00:00 - 16 May 2004 23:59

This section shows the domain names or numeric IP addresses of referers of visitors to your site. This information is only available if provided in the log file.
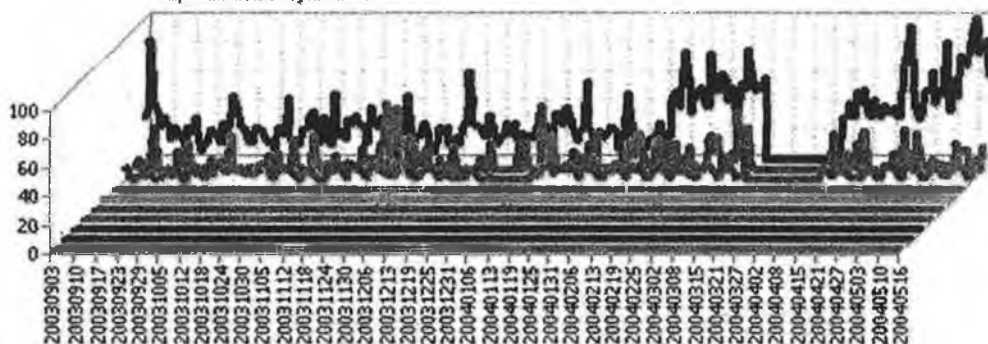
Summary - Visits

- unknown
- http://www.google.ie
- ttp://uk.search.msn.com
- http://www.brown.edu
- munitiesscotland.gov.uk
- ://www.literacytools.ie
- http://search.yahoo.com
- p://uk.search.yahoo.com
- ttp://www.google.com.au
- http://www.sttc.ie
- http://www.nala.ie
- http://home.eircom.net
- http://www.google.co.uk
- http://search.msn.com
- http://dcserver
- http://www.google.com
- http://www.google.ca
- ttp://aolsearch.aol.com
- ://www.digital-crew.com
- ://adulteleam.ennis.ie

Detail - Visits

- unknown
- http://www.google.com
- http://home.eircom.net
- http://uk.search.yahoo.com
- http://www.literacytools.ie
- http://www.google.ie
- http://www.google.ca
- http://www.nala.ie
- http://search.yahoo.com
- http://uk.search.msn.com

Rank	Referer	Page Views	% of Total Page Views	Visits	Bandwidth	Link
1	unknown	6989	62.16%	7648	80.49 MB	
2	http://www.literacytools.ie	509	4.53%	2325	10.77 MB	
3	http://www.nala.ie	2058	18.30%	2051	11.32 MB	
4	http://www.google.com	434	3.86%	433	4.57 MB	
5	http://www.google.ie	198	1.76%	205	1.49 MB	
6	http://search.yahoo.com	164	1.46%	164	1.60 MB	
7	http://home.eircom.net	70	0.62%	70	0.41 MB	
8	http://www.google.ca	64	0.57%	64	0.67 MB	
9	http://uk.search.msn.com	58	0.52%	58	0.34 MB	
10	http://uk.search.yahoo.com	56	0.50%	56	0.46 MB	
11	http://www.google.co.uk	54	0.48%	54	0.50 MB	
12	http://aolsearch.aol.com	43	0.38%	43	0.40 MB	
13	http://www.brown.edu	41	0.36%	41	0.30 MB	
14	http://www.google.com.au	31	0.28%	31	0.29 MB	
15	http://search.msn.com	30	0.27%	30	0.18 MB	
16	http://www.digital-crew.com	23	0.20%	23	0.13 MB	
17	http://www.communitiesscotland.gov.uk	19	0.17%	19	0.10 MB	
18	http://www.sttc.ie	17	0.15%	17	0.09 MB	
19	http://dcserver	0	0.00%	14	0.00 MB	
20	http://adulteleam.ennis.ie	13	0.12%	13	0.07 MB	

	10	91.12%	10	0.01 MB
SubTotal	10871	96.68%	13359	114.19 MB
Total	13424	100.00%	13751	117.05 MB

Help

Rank - A Counter starting at 1

Referer - The URL of an HTML page that refers to the site. Referrer data is useful to determine how users came to your site

Page Views - Hits to files defined as pages. This can be changed by the user. Graphics files like .PNG, .JPG, and GIF are excluded. Style sheet files,.CSS and document files are also excluded

% of Total Page Views - Indicates a portion of the page views expressed as a percentage

Visits - Number of visits (sometimes called client sessions) by visitors in the period. During a visit a user requests one or more files from the web server. If there is no file requests from a visitor in 30 minutes (or the time set by the administrator of the SurfStats product) then new file requests from the visitor are seen as a new session. If add images to database is selected on the profile a user requesting a single file of any type is also counted as a visit.

Bandwidth - The measure of the traffic (in kilobytes , megabytes or gigabytesof data) transmitted from the web site
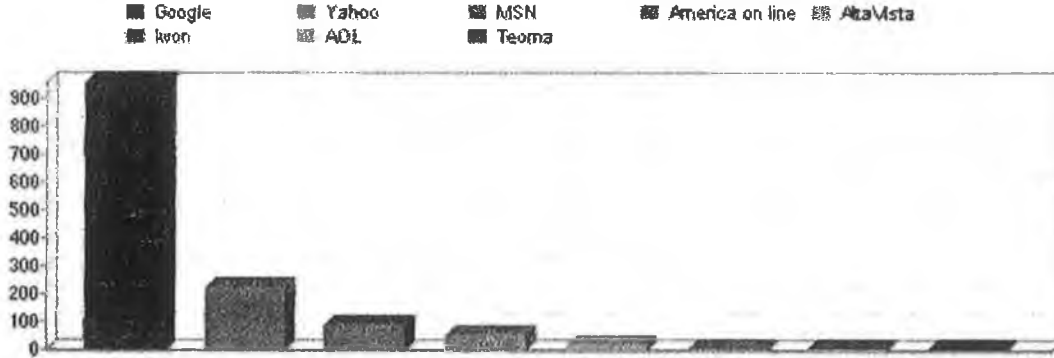
Link - A link on your report which can be used to drill-down to more data

Top Search Engines - http://www.literaytools.ie
3 Sep 2003 00:00 - 16 May 2004 23:59

This section shows the Search Engines which were used to find your site.

Summary - Visits

Detail - Visits
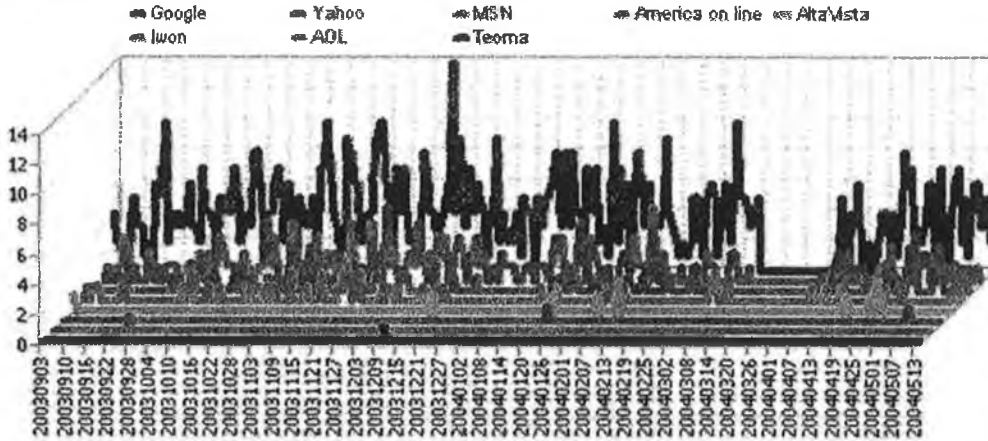
Rank	Engine	Page Views	% of Total Page Views
1	Google	960	72.45%
2	Yahoo	219	16.53%
3	MSN	83	6.26%
4	America on line	48	3.62%
5	AltaVista	11	0.83%
6	Iwon	2	0.15%
7	AOL	1	0.08%
8	Teoma	1	0.08%
	SubTotal	1325	100.00%
	Total	1325	100.00%

Help

Rank - A Counter starting at 1

Engine - A search program used to reach your site, the most famous being Google

Page Views - Hits to files defined as pages. This can be changed by the user. Graphics files like .PNG, .JPG, and GIF are excluded. Style sheet files,.CSS and document files are also excluded

% of Total Page Views - Indicates a portion of the page views expressed as a percentage

38

Top Search Phrases - http://www.literaytools.ie
3 Sep 2003 00:00 - 16 May 2004 23:59

This section shows the search phrases that were used by users on Search Engines to find your site.

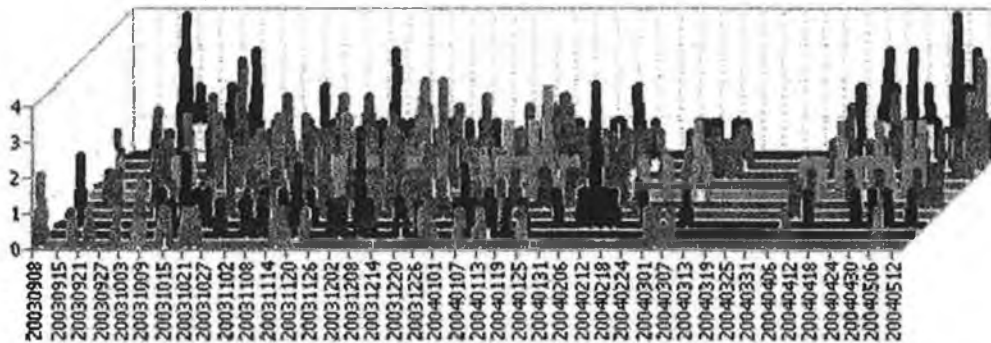### Summary - Count

Legend:
- www.literacytools.ie
- printable exercises
- computer speak
- literacytools.ie
- www.nala.ie
- cooking words
- literaoy exercises
- adult literacy tools
- free worksheets
- adult worksheets
- literacy tools games
- a fruit cake brown
- ireland map
- literacy exercises
- agency ireland
- how to make fruit cake
- nala
- adult literacy games
- ie games
- fair city. ie.

Detail - Count

Rank		Phrases	% of Total Phrases
1	www.literacytools.ie	101	7.62%
2	cooking words	83	6.26%
3	literacy tools games	68	5.13%
4	how to make fruit cake	52	3.92%
5	printable exercises	52	3.92%
6	adult literacy exercises	39	2.94%
7	how to make a fruit cake brown	32	2.42%
8	nala	30	2.26%
9	computer speak	28	2.11%
10	adult literacy tools	27	2.04%
11	ireland map	27	2.04%
12	adult literacy games	25	1.89%
13	literacytools.ie	25	1.89%
14	adult literacy free worksheets	24	1.81%
15	literacy exercises	19	1.43%
16	ie games	17	1.28%
17	www.nala.ie	15	1.13%
18	literacy adult worksheets	14	1.06%
19	national adult literacy agency ireland	14	1.06%
20	fair city. ie	11	0.83%

20	fair city. ie.		11	0.00%
	SubTotal		703	53.06%
	Total		1325	100.00%

Help

Look for new phrases on this reports and investigate adding these new phrases to your keywords meta tags on your web pages.

Rank - A Counter starting at 1

Phrases - A phrase is the entire text string entered into a search engine by a visitor. It can be made up of one or more keywords.

% of Total Phrases - (Fin%ofTotalPhrases)

40

Top Search Keywords - http://www.literaytools.ie
3 Sep 2003 00:00 - 16 May 2004 23:59
This section shows the keywords that were used by the Search Engines to find your site.

Summary - Count

Detail - Count
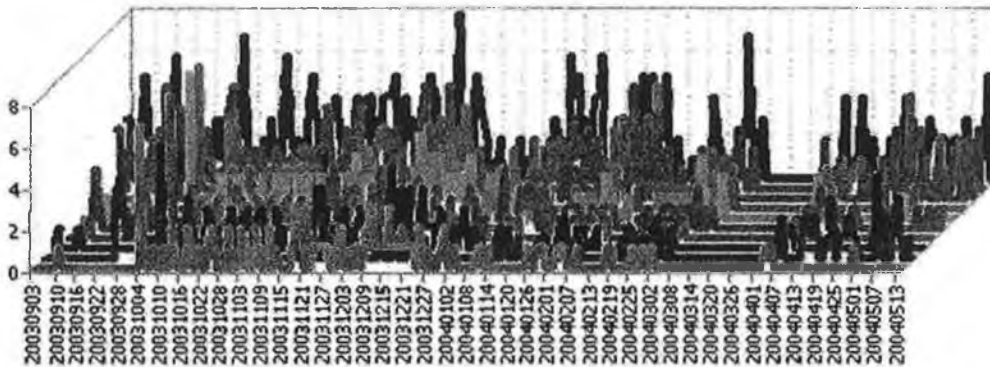
Rank		Keyword	% of Total Keywords
1	literacy	417	12.02%
2	adult	258	7.44%
3	exercises	178	5.13%
4	cake	141	4.06%
5	fruit	132	3.80%
6	tools	116	3.34%
7	make	105	3.03%
8	to	105	3.03%
9	www.literacytools.ie	105	3.03%
10	how	103	2.97%
11	cooking	98	2.82%
12	words	98	2.82%
13	games	76	2.19%
14	printable	69	1.99%
15	a	63	1.82%
16	ie	48	1.38%
17	ireland	48	1.38%
18	nala	44	1.27%
19	for	42	1.21%
20	exercise	39	1.12%

41

20	exercise	39	1.12%
	SubTotal	**2285**	**65.85%**
	Total	**3470**	**100.00%**

Help

💡 Look for new keywords on this report and investigate adding these new words to your keywords meta tags on your web pages.
Rank - A Counter starting at 1

🌐 **Keyword** - A keyword is a single word entered into a search engine. More than one word can be entered and then it is called a search phrase

% of Total Keywords - (FIn%ofTotalKeywords)

42

Summary of HTTP Errors - http://www.literaytools.ie
3 Sep 2003 00:00 - 16 May 2004 23:59

This section shows the error types that have occurred on the site when accessed. Client errors start with a 4, for instance 403. These represent errors caused by typing a URL incorrectly etc.

Error code	Error description	Count	% of Total Count
404	Page or File not found	2786	84.78%
500	Internal Server Error	477	14.52%
403	Forbidden	11	0.33%
405	Method not allowed	8	0.24%
400	Bad Request	3	0.09%
406	Not acceptable	1	0.03%
	SubTotal	3286	100.00%
	Total	3286	100.00%

Help

Use the Requests causing errors report for more detail on which requests caused errors. A list of the most common client errors are shown below:

- 400 Bad Request
- 401 Unauthorized
- 402 Payment Required
- 403 Forbidden
- 404 Not Found. This is the most common error on the error reports, and means that someone has requested an object (mostly a page) that is not present on your site.
- 405 Method Not Allowed
- 406 None Acceptable
- 407 Proxy Authentication Required
- 408 Request Timeout
- 409 Conflict
- 410 Gone
- 411 Length Required
- 412 Precondition Failed
- 413 Request Entity Too Large
- 414 Request-URI Too Long
- 415 Unsupported Media Type
- 416 Requested Range Not possible
- 417 Expectation Failed

Error Code - The error number that occurred due to an invalid or failed request by the client or visitor's browser.

Error description - The description of an errors that occurred due to an invalid or failed request by the client or visitor's browser.

Count - Number of times an event occurred

% of Total Count - Portion of count expressed as a percentage

43

Top Pages - http://www.literaytools.ie
3 Sep 2003 00:00 – 16 May 2004 23:59

This section identifies the most popular web site pages and how often they were accessed. **Values shown do not include failed requests.**

Summary - Page Views

- /lib/literacyTools.cfm
- /home.cfm
- /viewGame.cfm
- printExercisesGroup.cfm
- esPrintableCategory.cfm
- /install/checkchar.html
- /flash/Tour.swf
- /index.cfm
- /printExercises.cfm
- /welcome.cfm
- /viewGameCategory.cfm
- /tutorResources.cfm
- /flash/sitetour.htm
- /siteadmin/index.cfm
- viewPdfFile.cfm
- ewPrintableCategory.cfm
- nlineExercisesStep2.cfm
- /onlineExercises.cfm
- /games.cfm
- /install/getchar.html

Detail - Page Views

- /lib/literacyTools.cfm
- /home.cfm
- /viewGame.cfm
- /printExercisesGroup.cfm
- /index.cfm
- /printExercises.cfm
- /welcome.cfm
- /pages/actions/viewPdfFile.cfm
- /viewPrintableCategory.cfm
- /onlineExercisesStep2.cfm

	Page	Page Views	% of Total Page Views	Bandwidth	Link
1	/ lib/ literacyTools.cfm	34255	26.79%	19.83 MB	
2	/ index.cfm	26886	21.03%	234.13 MB	
3	/ pages/ actions/ viewPdfFile.cfm	8093	6.33%	21.81 MB	
4	/ home.cfm	7575	5.93%	72.49 MB	
5	/ printExercises.cfm	6279	4.91%	43.37 MB	
6	/ viewPrintableCategory.cfm	5141	4.02%	44.22 MB	
7	/ viewGame.cfm	4682	3.66%	26.88 MB	
8	/ welcome.cfm	3710	2.90%	26.61 MB	
9	/ onlineExercisesStep2.cfm	3660	2.86%	36.61 MB	
10	/ printExercisesGroup.cfm	3411	2.67%	20.43 MB	
11	/ viewGameCategory.cfm	2987	2.34%	18.36 MB	
12	/ onlineExercises.cfm	2292	1.79%	13.95 MB	
13	/ viewTutorResourcesPrintableCategory.cfm	2005	1.57%	16.54 MB	
14	/ tutorResources.cfm	1971	1.54%	10.99 MB	
15	/ games.cfm	1723	1.35%	12.45 MB	
16	/ install/ checkchar.html	1557	1.22%	0.62 MB	
17	/ flash/ sitetour.htm	1337	1.05%	1.85 MB	
18	/ install/ getchar.html	1310	1.02%	0.49 MB	
19	/ flash/ Tour.swf	1214	0.95%	830.91 MB	

44

20	/ siteadmin/ index.cfm	721	0.56%	1.23 MB
	SubTotal	120809	94.50%	1,453.76 MB
	Total	127844	100.00%	1,829.38 MB

Help

If you do not see the complete URL for the page name in the detail table you need to set it up on the profile.

Page - A web page is defined as a single file returned by a web server that contains HTML.

Page Views - Hits to files defined as pages. This can be changed by the user. Graphics files like .PNG, .JPG, and GIF are excluded. Style sheet files,.CSS and document files are also excluded

% of Total Page Views - Indicates a portion of the page views expressed as a percentage

Bandwidth - The measure of the traffic (in kilobytes , megabytes or gigabytesof data) transmitted from the web site

link - A link on your report which can be used to drill-down to more data

Top Entry Pages - http://www.literaytools.ie
3 Sep 2003 00:00 - 16 May 2004 23:59
This section shows where users entered the site. **Values shown do not include failed downloads.**

Summary - Page Views

■ /index.cfm	▩ /lib/literacyTools.cfm	■ /home.cfm
▨ /printExercises.cfm	▨ viewPdfFile.cfm	▨ nlineExercisesStep2.cfm
▨ /welcome.cfm	▨ ewPrintableCategory.cfm	■ printExercisesGroup.cfm
▨ /viewGame.cfm	▨ /viewGameCategory.cfm	■ /onlineExercises.cfm
▨ /games.cfm	▨ /tutorResources.cfm	■ esPrintableCategory.cfm
■ /flash/Tour.swf	■ /install/checkchar.html	▨ /flash/sitetour.htm
■ /siteadmin/index.cfm	▨ index.cfm	

Detail - Page Views

▬ /index.cfm	▬ /lib/literacyTools.cfm	▬ /home.cfm
▬ /printExercises.cfm	▬ /pages/actions/viewPdfFile.cfm	▬ /onlineExercisesStep2.cfm
▬ /welcome.cfm	▬ /viewPrintableCategory.cfm	▬ /printExercisesGroup.cfm
▬ /viewGame.cfm		

	Page/Filename	Page Views	% of Total Page Views	Bandwidth	Link
1	/ index.cfm	26886	34.20%	234.13 MB	
2	/ lib/ literacyTools.cfm	20044	25.49%	11.49 MB	
3	/ home.cfm	6584	8.37%	63.02 MB	
4	/ printExercises.cfm	3515	4.47%	23.52 MB	
5	/ pages/ actions/ viewPdfFile.cfm	2896	3.68%	8.13 MB	
6	/ onlineExercisesStep2.cfm	2813	3.58%	28.01 MB	
7	/ welcome.cfm	2640	3.36%	18.78 MB	
8	/ viewPrintableCategory.cfm	2182	2.78%	18.93 MB	
9	/ printExercisesGroup.cfm	2158	2.74%	12.80 MB	
10	/ viewGame.cfm	1567	1.99%	8.48 MB	
11	/ viewGameCategory.cfm	1551	1.97%	9.29 MB	
12	/ onlineExercises.cfm	1495	1.90%	9.04 MB	
13	/ games.cfm	1258	1.60%	9.07 MB	
14	/ tutorResources.cfm	1064	1.35%	5.83 MB	
15	/ viewTutorResourcesPrintableCategory.cfm	687	0.87%	5.57 MB	
16	/ flash/ Tour.swf	368	0.47%	219.21 MB	
17	/ install/ checkchar.html	212	0.27%	0.07 MB	
18	/ flash/ sitetour.htm	199	0.25%	0.25 MB	
19	/ siteadmin/ index.cfm	192	0.24%	0.25 MB	
20	/ OldSiteBackUp03Sep03/ index.cfm	95	0.12%	0.90 MB	

20	/ OldSiteBackUpsSepdd/ index.cfm		93	0.12%	0.98 MB
	SubTotal		78406	99.73%	686.76 MB
	Total		78621	100.00%	747.42 MB

Help

Use this report to establish which pages on your site visitors view first and spent time to make these pages more appealling.

Page/Filename - A web page is defined as a single file returned by a web server that contains HTML. Downloaded files are files that are downloaded from your site for example ZIP files. Image files like GIF, JPG, PNG, JS, or CSS (style sheet) are not cosidered as either web pages or downloaded files.

Page Views - Hits to files defined as pages. This can be changed by the user. Graphics files like .PNG, .JPG, and GIF are excluded. Style sheet files,.CSS and document files are also excluded

% of Total Page Views - Indicates a portion of the page views expressed as a percentage

Bandwidth - The measure of the traffic (in kilobytes , megabytes or gigabytesof data) transmitted from the web site

link - A link on your report which can be used to drill-down to more data

Top Exit Pages - http://www.literaytools.ie
3 Sep 2003 00:00 - 16 May 2004 23:59

This section shows where users left the site. **Values shown do not include failed downloads.**

Summary - Page Views
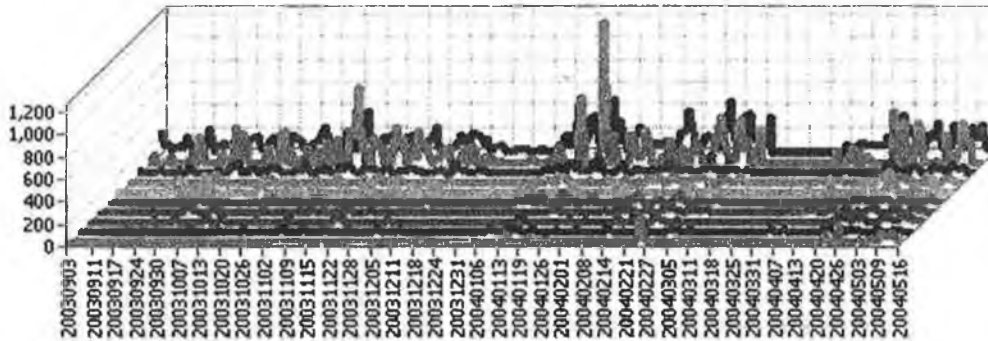
- /lib/literacyTools.cfm
- /home.cfm
- /viewGame.cfm
- /printExercisesGroup.cfm
- /esPrintableCategory.cfm
- /install/checkchar.html
- /flash/Tour.swf
- /index.cfm
- /printExercises.cfm
- /welcome.cfm
- /viewGameCategory.cfm
- /tutorResources.cfm
- /flash/sitetour.htm
- /siteadmin/index.cfm
- /viewPdfFile.cfm
- /ewPrintableCategory.cfm
- /nlineExercisesStep2.cfm
- /onlineExercises.cfm
- /games.cfm
- /install/getchar.html

Detail - Page Views

- /lib/literacyTools.cfm
- /home.cfm
- /viewGame.cfm
- /printExercisesGroup.cfm
- /index.cfm
- /printExercises.cfm
- /welcome.cfm
- /pages/actions/viewPdfFile.cfm
- /viewPrintableCategory.cfm
- /onlineExercisesStep2.cfm

	Page/Filename	Page Views	% of Total Page Views	Bandwidth	Link
1	/ lib/ literacyTools.cfm	34255	26.79%	19.83 MB	
2	/ index.cfm	26886	21.03%	234.13 MB	
3	/ pages/ actions/ viewPdfFile.cfm	8093	6.33%	21.81 MB	
4	/ home.cfm	7575	5.93%	72.49 MB	
5	/ printExercises.cfm	6279	4.91%	43.37 MB	
6	/ viewPrintableCategory.cfm	5141	4.02%	44.22 MB	
7	/ viewGame.cfm	4682	3.66%	26.88 MB	
8	/ welcome.cfm	3710	2.90%	26.61 MB	
9	/ onlineExercisesStep2.cfm	3660	2.86%	36.61 MB	
10	/ printExercisesGroup.cfm	3411	2.67%	20.43 MB	
11	/ viewGameCategory.cfm	2987	2.34%	18.36 MB	
12	/ onlineExercises.cfm	2292	1.79%	13.95 MB	
13	/ viewTutorResourcesPrintableCategory.cfm	2005	1.57%	16.54 MB	
14	/ tutorResources.cfm	1971	1.54%	10.99 MB	
15	/ games.cfm	1723	1.35%	12.45 MB	
16	/ install/ checkchar.html	1557	1.22%	0.62 MB	
17	/ flash/ sitetour.htm	1337	1.05%	1.85 MB	
18	/ install/ getchar.html	1310	1.02%	0.49 MB	
19	/ flash/ Tour.swf	1214	0.95%	830.91 MB	
20	/ siteadmin/ index.cfm	721	0.56%	1.23 MB	

48

20 / siteaumin/ index.cim	721	0.00%	1.20 MB
SubTotal	120809	94.50%	1,453.76 MB
Total	127844	100.00%	1,829.38 MB

Help

Try to establish why visitors actually leave your site on these pages.

Page/Filename - A web page is defined as a single file returned by a web server that contains HTML. Downloaded files are files that are downloaded from your site for example ZIP files. Image files like GIF, JPG, PNG, JS, or CSS (style sheet) are not cosidered as either web pages or downloaded files.

Page Views - Hits to files defined as pages. This can be changed by the user. Graphics files like .PNG, .JPG, and GIF are excluded. Style sheet files,.CSS and document files are also excluded

% of Total Page Views - Indicates a portion of the page views expressed as a percentage

Bandwidth - The measure of the traffic (in kilobytes , megabytes or gigabytesof data) transmitted from the web site

link - A link on your report which can be used to drill-down to more data

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Appendix R

Statistical Data from Log Files in Period 3 [1st April – 31st December 2004]

Reported period: [-] [2004] [OK]

Month/Day

First visit		Summary		Last visit
01 Apr 2004 - 00:59		Year 2004		31 Dec 2004 - 14:44
Unique visitors	Number of visits	Pages	Hits	Bandwidth
<= 7294 Exact value not available in 'Year' view	10949 (1.5 visits/visitor)	181950 (16.61 pages/visit)	562666 (51.38 hits/visit)	4.24 GB (406.15 KB/visit)

Jan 2004 · Feb 2004 · Mar 2004 · Apr 2004 · May 2004 · Jun 2004 · Jul 2004 · Aug 2004 · Sep 2004 · Oct 2004 · Nov 2004 · Dec 2004

Month	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Jan 2004	0	0	0	0	0
Feb 2004	0	0	0	0	0
Mar 2004	0	0	0	0	0
Apr 2004	751	1027	18287	57996	482.57 MB
May 2004	854	1285	22104	66879	536.96 MB
Jun 2004	722	1204	17378	55668	454.31 MB
Jul 2004	545	820	9581	32974	264.03 MB
Aug 2004	497	814	14891	44682	307.18 MB
Sep 2004	1167	1680	27593	84522	648.27 MB
Oct 2004	996	1465	26313	76829	578.01 MB
Nov 2004	1068	1624	30503	92070	670.54 MB

Dec 2004	694	1030	15300	51046	400.88 MB
Total	7294	10949	181950	562666	4.24 GB

01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 Average
Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec Dec

Day	Number of visits	Pages	Hits	Bandwidth
01 Dec 2004	78	1249	4032	39.12 MB
02 Dec 2004	69	1192	4221	26.78 MB
03 Dec 2004	54	758	2516	19.94 MB
04 Dec 2004	18	396	1430	7.81 MB
05 Dec 2004	32	200	527	5.76 MB
06 Dec 2004	64	1046	3616	25.83 MB
07 Dec 2004	57	1653	4874	37.96 MB
08 Dec 2004	45	1245	3988	25.64 MB
09 Dec 2004	43	749	2314	12.36 MB
10 Dec 2004	39	583	1971	11.15 MB
11 Dec 2004	20	125	389	3.51 MB
12 Dec 2004	25	152	499	2.83 MB
13 Dec 2004	43	517	1844	14.54 MB
14 Dec 2004	64	870	3281	13.35 MB
15 Dec 2004	54	832	2309	17.25 MB
16 Dec 2004	42	837	3012	27.77 MB
17 Dec 2004	30	198	1043	10.80 MB
18 Dec 2004	9	256	959	1.82 MB
19 Dec 2004	15	66	222	1.01 MB
20 Dec 2004	43	604	1995	32.42 MB
21 Dec 2004	24	138	630	6.87 MB
22 Dec 2004	34	584	1686	24.19 MB
23 Dec 2004	16	232	785	7.47 MB

24 Dec 2004	25	98	297	1.10 MB
25 Dec 2004	8	13	16	98.50 KB
26 Dec 2004	10	60	228	2.09 MB
27 Dec 2004	11	100	237	809.52 KB
28 Dec 2004	29	236	1052	7.63 MB
29 Dec 2004	13	146	419	5.57 MB
30 Dec 2004	8	113	445	4.78 MB
31 Dec 2004	8	52	209	2.66 MB
Average	29.92	497.13	1537.34	11.87 MB
Total	1030	15300	51046	400.88 MB

Days of week

Mon Tue Wed Thu Fri Sat Sun
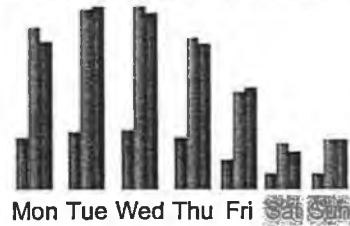
Day	Pages	Hits	Bandwidth
Mon	641.65	2008.87	14.70 MB
Tue	712.08	2230.98	17.91 MB
Wed	740.21	2248.50	17.31 MB
Thu	639.32	1890.34	14.47 MB
Fri	364.42	1214.57	10.02 MB
Sat	183.15	565.25	3.72 MB
Sun	198.90	602.29	4.91 MB

Hours
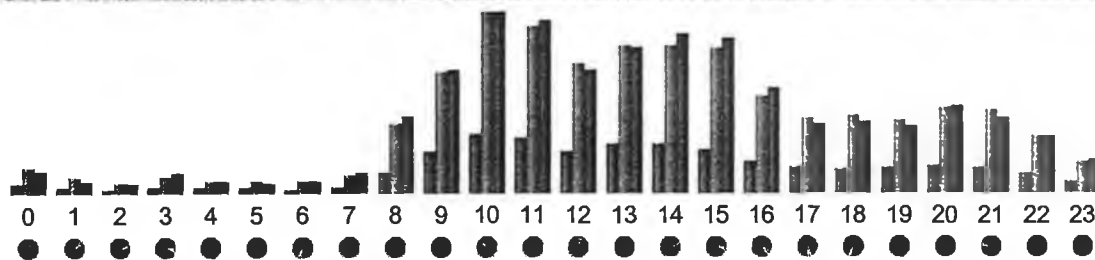
Hours	Pages	Hits	Bandwidth	Hours	Pages	Hits	Bandwidth
00	2608	8026	51.09 MB	12	12580	40338	293.11 MB
01	1692	4725	28.16 MB	13	15205	45862	349.11 MB
02	1055	3051	23.72 MB	14	15443	45888	378.74 MB
03	1579	4842	44.51 MB	15	13596	45191	372.92 MB
04	1250	3261	25.71 MB	16	9519	30043	249.75 MB
05	1376	3436	23.55 MB	17	7701	23460	165.99 MB
06	1090	3219	25.87 MB	18	7323	24248	171.68 MB
07	1555	5275	50.61 MB	19	7497	22715	159.76 MB
08	6695	21811	186.38 MB	20	8334	26850	206.96 MB
09	12869	37667	292.82 MB	21	7916	26237	180.02 MB
10	18549	56225	431.25 MB	22	5900	18114	134.36 MB
11	17358	52399	415.52 MB	23	3260	9783	81.15 MB

Visitors domains/countries (Top 10) - Full list

Domains/Countries		Pages	Hits	Bandwidth
? Unknown	ip	181950	562666	4.24 GB

Hosts (Top 10) - Full list - Last visit - Unresolved IP Address

Hosts : 6270	Pages	Hits	Bandwidth	Last visit
62.77.188.189	4715	7435	42.97 MB	22 Dec 2004 - 13:39
157.190.2.254	3792	9431	34.67 MB	21 Sep 2004 - 15:01
193.120.102.187	3340	11548	31.09 MB	06 Dec 2004 - 10:09

157.190.76.141	2120	6231	21.32 MB	23 Dec 2004 - 14:59
195.7.34.195	1868	6105	84.65 MB	23 Dec 2004 - 15:01
157.190.2.118	1842	3628	12.38 MB	16 Sep 2004 - 14:50
62.77.173.132	1297	3873	28.09 MB	09 Dec 2004 - 10:00
157.190.2.222	1224	2961	9.74 MB	22 May 2004 - 18:48
212.219.90.59	955	1691	24.33 MB	26 Oct 2004 - 14:20
83.71.110.56	889	2739	19.83 MB	01 Dec 2004 - 10:23
Others	159908	507024	3.94 GB	

Robots/Spiders visitors (Top 10)   -   Full list   -   Last visit

28 different robots	Hits	Bandwidth	Last visit
Googlebot (Google)	22825	172.61 MB	31 Dec 2004 - 12:04
Inktomi Slurp	402	2.65 MB	31 Dec 2004 - 16:24
Unknown robot (identified by 'crawl')	209	1.34 MB	17 Dec 2004 - 11:37
Alexa (IA Archiver)	192	2.21 MB	15 Dec 2004 - 11:27
Pompos	192	1.45 MB	01 Sep 2004 - 06:53
MSIECrawler	167	245.22 KB	02 Nov 2004 - 12:29
Jeeves	136	762.28 KB	31 Dec 2004 - 02:30
WISENutbot (Looksmart)	123	848.13 KB	24 Dec 2004 - 20:41
Turn It In	123	873.37 KB	25 Dec 2004 - 13:28
IBM_Planetwide	83	404.25 KB	21 Oct 2004 - 22:40
Others	364	2.15 MB	

Visits duration

Number of visits: 10949 - Average: 563 s	Number of visits	Percent
0s-30s	4623	42.2 %
30s-2mn	1279	11.6 %
2mn-5mn	1210	11 %
5mn-15mn	1775	16.2 %
15mn-30mn	928	8.4 %

30mn-1h				722	6.5 %
1h+				412	3.7 %

Files type

	Files type		Hits	Percent	Bandwidth
gif	Image		267710	47.5 %	398.22 MB
- cfm			155335	27.6 %	796.68 MB
jpg	Image		80017	14.2 %	166.20 MB
css	Cascading Style Sheet		21888	3.8 %	43.38 MB
pdf	Document		11056	1.9 %	428.29 MB
js	Javascript file		10704	1.9 %	164.18 MB
html	HTML static page		4690	0.8 %	1.70 MB
- swf			4064	0.7 %	1.61 GB
wma	Audio		2198	0.3 %	2.02 MB
htm	HTML static page		1817	0.3 %	3.10 MB
- xml			1314	0.2 %	1014.56 KB
- cab			1076	0.1 %	686.44 MB
png	Image		371	0 %	381.46 KB
wav	Audio		178	0 %	91.52 KB
- vbs			156	0 %	33.59 KB
- htc			40	0 %	52.62 KB
jpeg	Image		26	0 %	290.35 KB
ppt	Document		14	0 %	552.09 KB
pl	HTML dynamic page or Script file		11	0 %	310.41 KB
doc	Document		1	0 %	0

Pages-URL (Top 10)   - Full list   - Entry   - Exit

337 different pages-url	Viewed	Average size	Entry	Exit	
/lib/literacyTools.cfm	46260	569 Bytes	234	3230	
/	28932	8.82 KB	7683	3457	

/pages/actions/viewPdfFile.cfm	12835	3.87 KB	141	207	
/home.cfm	9718	9.45 KB	498	358	
/printExercises.cfm	6621	6.13 KB	98	108	
/viewPrintableCategory.cfm	6449	8.85 KB	302	257	
/viewGame.cfm	5258	5.75 KB	261	248	
/onlineExercisesStep2.cfm	5136	11.74 KB	112	106	
/welcome.cfm	4840	7.05 KB	370	184	
/viewGameCategory.cfm	4239	5.92 KB	99	78	
Others	51662	57.80 KB	1151	2716	

Operating Systems - Unknown

	OS	Hits	Percent
	Windows XP	243111	43.2 %
	Windows 2000	150343	26.7 %
	Windows 98	115683	20.5 %
	Windows Me	23390	4.1 %
	Windows NT	9240	1.6 %
	Mac OS	8493	1.5 %
?	Unknown	7140	1.2 %
	Windows 95	4660	0.8 %
ᐃ	Linux	577	0.1 %
❄	Sun Solaris	28	0 %
℧	Unknown Unix system	1	0 %

Browsers - Versions - Unknown

Browsers	Grabber	Hits	Percent

MS Internet Explorer	No	543206	96.5 %	
Netscape	No	9920	1.7 %	
Unknown	?	7037	1.2 %	
Safari	No	1560	0.2 %	
Opera	No	557	0 %	
Konqueror	No	300	0 %	
Windows Media Player (media player)	No	30	0 %	
Nutscrape	No	17	0 %	
Acrobat	**Yes**	12	0 %	
Links	No	8	0 %	
Lynx	No	6	0 %	
UP.Browser (PDA/Phone browser)	No	3	0 %	
iCab	No	3	0 %	
W3C HTML Validator	No	3	0 %	
W3C CSS Validator	No	2	0 %	
Galeon	No	1	0 %	
LibWWW	No	1	0 %	

Connect to site from

Origin	Pages	Percent	Hits	Percent
Direct address / Bookmarks	64128	35.2 %	87241	15.5 %
Links from a NewsGroup				
Links from an Internet Search Engine - Full list	2137	1.1 %	2323	0.4 %
- Google	1480	1655		
- MSN	294	294		
- Yahoo	220	225		
- AOL	43	43		
- Other search engines	35	35		
- Google (Images)	21	27		
- Netscape	16	16		
- AltaVista	7	7		
- Ask Jeeves	7	7		

- Ilse	5 5			
- Others	9 9			
Links from an external page (other web sites except search engines) - Full list		6899	3.7 %	11824	2.1 %
- http://www.nala.ie	1171 1171			
- http://literacytools.ie/index.cfm	534 1251			
- http://www.scoilnet.ie	384 384			
- http://literacytools.ie/onlineExercisesStep2.cfm	306 570			
- http://www.nala.ie/tutors/	286 286			
- http://literacytools.ie/home.cfm	194 1219			
- http://www.brown.edu/Departments/Swearer_Center/Literacy_Resources/learn...	167 167			
- http://www.nala.ie/resource/	153 153			
- http://literacytools.ie/onlineExercises.cfm	152 724			
- http://home.eircom.net/search/googleSearch/webSearch/Index.jsp	113 113			
- Others	3439 5786			
Links from an internal page (other page on same site)		108766	59.7 %	461258	81.9 %
Unknown Origin		20	0 %	20	0 %

(9)

Search Keyphrases (Top 10) Full list			**Search Keywords (Top 10)** Full list		
490 different keyphrases	Search	Percent	334 different keywords	Search	Percent
www.literacytools.ie	148	7.3 %	literacy	625	13 %
literacy tools	105	5.2 %	adult	346	7.2 %
cooking words	102	5 %	exercises	288	6 %
literacytools.ie	72	3.5 %	tools	174	3.6 %
adult literacy games	62	3 %	games	172	3.5 %
printable exercises	62	3 %	www.literacytools.ie	154	3.2 %
literacytools	61	3 %	cake	141	2.9 %
adult literacy exercises	50	2.4 %	words	136	2.8 %
fruit cake ingredients	38	1.8 %	cooking	118	2.4 %
adult literacy tools	36	1.7 %	fruit	110	2.3 %
Other phrases	1281	63.5 %	Other words	2518	52.6 %

HTTP Error codes

HTTP Error codes		Hits	Percent	Bandwidth
206	Partial Content	11992	71.1 %	790.85 MB
404	Document Not Found	3139	18.6 %	754.91 KB
406	Document not acceptable to client	680	4 %	198.57 KB
403	Forbidden	570	3.3 %	182.15 KB
500	Internal server Error	315	1.8 %	18.02 KB
302	Found	83	0.4 %	25.67 KB
405	Method not allowed	77	0.4 %	26.62 KB

Advanced Web Statistics 5.4 (build 1.467) - Created by awstats

Appendix S

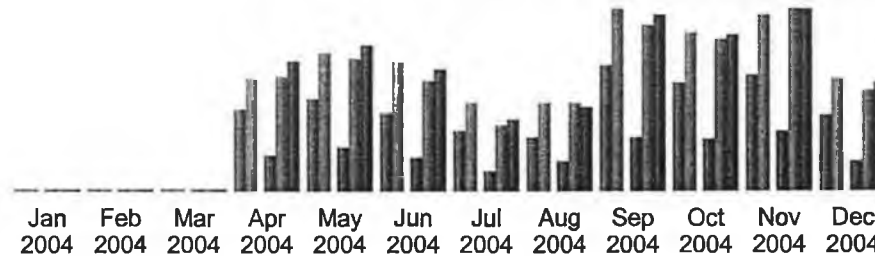Statistical Data from Log File in a Sample Month [October 2004]
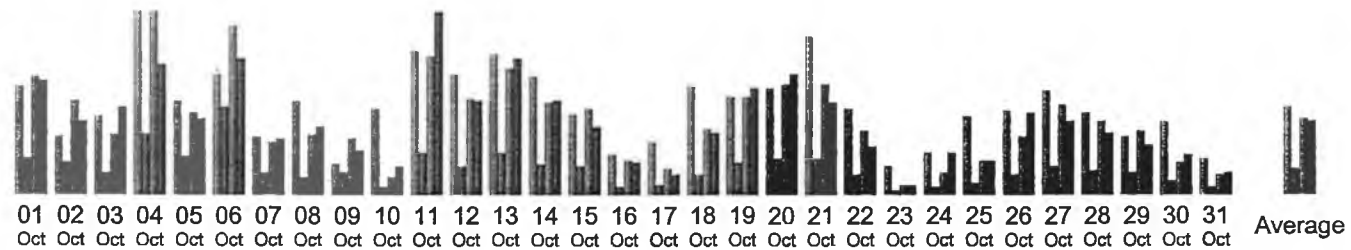
Last Update: 08 Feb 2005 - 01:03

Reported period: Oct 2004

www.**DIGITALCREW**.com
Site Statistics

Month/Day

First visit	Summary				Last visit
01 Oct 2004 - 00:42	Month Oct 2004				31 Oct 2004 - 23:48
Unique visitors	Number of visits	Pages	Hits		Bandwidth
996	1465 (1.47 visits/visitor)	26313 (17.96 pages/visit)	76829 (52.44 hits/visit)		578.01 MB (404.01 KB/visit)

Month	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Jan 2004	0	0	0	0	0
Feb 2004	0	0	0	0	0
Mar 2004	0	0	0	0	0
Apr 2004	751	1027	18287	57996	482.57 MB
May 2004	854	1285	22104	66879	536.96 MB
Jun 2004	722	1204	17378	55668	454.31 MB
Jul 2004	545	820	9581	32974	264.03 MB
Aug 2004	497	814	14891	44682	307.18 MB
Sep 2004	1167	1680	27593	84522	648.27 MB
Oct 2004	996	1465	26313	76829	578.01 MB
Nov 2004	1068	1624	30503	92070	670.54 MB
Dec 2004	694	1030	15300	51046	400.88 MB
Total	7294	10949	181950	562666	4.24 GB

Day	Number of visits	Pages	Hits	Bandwidth
01 Oct 2004	58	1170	3898	29.21 MB
02 Oct 2004	31	1033	3127	18.86 MB
03 Oct 2004	42	673	1956	22.41 MB
04 Oct 2004	97	1947	5994	33.00 MB
05 Oct 2004	50	1203	2684	19.19 MB
06 Oct 2004	64	2880	5536	34.67 MB
07 Oct 2004	31	729	1722	13.91 MB
08 Oct 2004	50	587	1967	17.20 MB
09 Oct 2004	16	680	1838	10.95 MB
10 Oct 2004	46	214	572	7.07 MB
11 Oct 2004	77	1388	4572	46.16 MB
12 Oct 2004	64	930	3147	24.06 MB
13 Oct 2004	75	1357	4157	34.55 MB
14 Oct 2004	63	947	3010	23.86 MB
15 Oct 2004	43	921	2811	17.23 MB
16 Oct 2004	21	255	1086	7.81 MB
17 Oct 2004	27	290	846	4.81 MB
18 Oct 2004	58	662	2156	15.45 MB
19 Oct 2004	52	1047	3198	27.08 MB
20 Oct 2004	57	1181	3620	30.45 MB
21 Oct 2004	85	1193	3630	23.53 MB
22 Oct 2004	46	626	2110	11.84 MB
23 Oct 2004	15	122	288	2.56 MB
24 Oct 2004	22	213	709	10.51 MB
25 Oct 2004	41	384	1108	8.67 MB
26 Oct 2004	45	654	1930	20.65 MB
27 Oct 2004	56	931	2947	18.63 MB

28 Oct 2004	44	783	2398	15.62 MB
29 Oct 2004	31	679	2120	12.67 MB
30 Oct 2004	39	416	1039	9.96 MB
31 Oct 2004	19	218	653	5.43 MB
Average	47.26	848.81	2478.35	18.65 MB
Total	1465	26313	76829	578.01 MB

Days of week

Mon Tue Wed Thu Fri Sat Sun

Day	Pages	Hits	Bandwidth
Mon	1095.25	3457.50	25.82 MB
Tue	958.50	2739.75	22.74 MB
Wed	1587.25	4065	29.57 MB
Thu	913	2690	19.23 MB
Fri	796.60	2581.20	17.63 MB
Sat	501.20	1475.60	10.03 MB
Sun	321.60	947.20	10.05 MB

Hours

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23
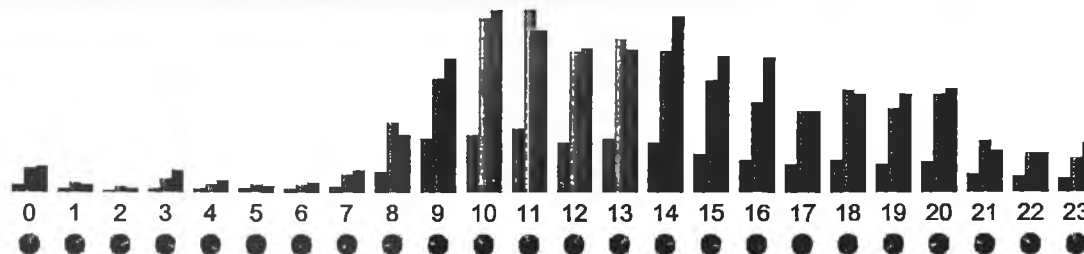
Hours	Pages	Hits	Bandwidth	Hours	Pages	Hits	Bandwidth
00	278	1018	7.50 MB	12	2121	6108	44.18 MB
01	172	385	1.97 MB	13	2373	6792	44.05 MB
02	57	182	744.77 KB	14	2126	6149	54.23 MB
03	146	548	6.68 MB	15	1651	4941	41.81 MB
04	116	302	3.32 MB	16	1390	3934	41.11 MB
05	101	320	1.38 MB	17	1151	3605	24.92 MB
06	108	328	3.00 MB	18	1357	4475	30.04 MB
07	237	775	6.47 MB	19	1198	3637	30.27 MB
08	811	3036	17.47 MB	20	1316	4302	31.87 MB
09	2369	4959	41.22 MB	21	726	2290	12.62 MB
10	2536	7661	55.87 MB	22	654	1707	12.10 MB
11	2759	7948	50.15 MB	23	560	1427	15.05 MB

Visitors domains/countries (Top 10)   -   Full list

	Domains/Countries		Pages	Hits	Bandwidth	
?	Unknown	ip	26313	76829	578.01 MB	

Hosts (Top 10)   -   Full list   -   Last visit   -   Unresolved IP Address

Hosts : 0 Known, 1101 Unknown (unresolved ip) - 996 Unique visitors	Pages	Hits	Bandwidth	Last visit
62.77.188.189 IR	2729	3400	14.18 MB	29 Oct 2004 - 14:22
157.190.76.141 IR	1068	3088	11.33 MB	29 Oct 2004 - 12:28
193.120.102.187 IR	1035	3380	9.75 MB	29 Oct 2004 - 12:29
83.71.96.25	529	1331	6.04 MB	09 Oct 2004 - 11:53
157.190.76.178 IR	342	673	2.36 MB	07 Oct 2004 - 15:08
159.134.55.239	261	1215	2.90 MB	04 Oct 2004 - 20:39
83.70.35.151	226	467	2.27 MB	06 Oct 2004 - 12:27
83.70.39.51	199	622	6.75 MB	27 Oct 2004 - 12:27
83.71.102.163	196	511	5.89 MB	20 Oct 2004 - 10:51
194.125.87.42	189	313	6.59 MB	13 Oct 2004 - 11:48
Others	19539	61829	509.94 MB	

Robots/Spiders visitors (Top 10) - Full list - Last visit

17 different robots	Hits	Bandwidth	Last visit
Googlebot (Google)	3664	28.42 MB	31 Oct 2004 - 08:07
Inktomi Slurp	38	273.43 KB	30 Oct 2004 - 21:40
Jeeves	20	108.90 KB	31 Oct 2004 - 19:13
IBM_Planetwide	17	122.62 KB	21 Oct 2004 - 22:40
WISENutbot (Looksmart)	16	129.07 KB	31 Oct 2004 - 16:32
MSIECrawler	11	10.47 KB	13 Oct 2004 - 19:24
BaiDuSpider	8	48.87 KB	29 Oct 2004 - 21:21
Alexa (IA Archiver)	6	23.73 KB	29 Oct 2004 - 09:24
arks	5	26.93 KB	20 Oct 2004 - 20:20
larbin	3	24.69 KB	11 Oct 2004 - 20:37
Others	10	56.89 KB	

Visits duration

Number of visits: 1465 - Average: 556 s	Number of visits	Percent
0s-30s	619	42.2 %
30s-2mn	160	10.9 %
2mn-5mn	170	11.6 %
5mn-15mn	256	17.4 %
15mn-30mn	110	7.5 %
30mn-1h	93	6.3 %
1h+	57	3.8 %

Files type

	Files type		Hits	Percent	Bandwidth
	gif	Image	35285	45.9 %	50.56 MB
-	cfm		21947	28.5 %	114.44 MB
	jpg	Image	10817	14 %	22.76 MB
	css	Cascading Style Sheet	3041	3.9 %	6.11 MB
	pdf	Document	1757	2.2 %	61.67 MB
	js	Javascript file	1324	1.7 %	22.53 MB
	wma	Audio	1006	1.3 %	244.86 KB
	html	HTML static page	529	0.6 %	233.84 KB
-	swf		454	0.5 %	206.45 MB
	htm	HTML static page	255	0.3 %	753.30 KB
-	xml		166	0.2 %	86.97 KB
-	cab		135	0.1 %	91.97 MB
	png	Image	49	0 %	197.28 KB
	wav	Audio	35	0 %	27.11 KB
-	vbs		25	0 %	9.60 KB
-	htc		4	0 %	1.69 KB

Pages-URL (Top 10)   - Full list   - Entry   - Exit

228 different pages-url	Viewed	Average size	Entry	Exit	
/lib/literacyTools.cfm	6208	569 Bytes	38	466	
/	3872	9.10 KB	950	380	
/pages/actions/viewPdfFile.cfm	2039	3.95 KB	22	36	
/home.cfm	1359	9.27 KB	72	62	
/install/PleaseWait.wma	1006	249 Bytes	2	2	
/viewPrintableCategory.cfm	943	8.84 KB	52	34	
/printExercises.cfm	935	6.04 KB	15	14	
/viewGame.cfm	835	5.85 KB	62	35	

...	...	...	...	...	
/onlineExercisesStep2.cfm	741	12.97 KB	14	12	
/welcome.cfm	658	7.00 KB	71	24	
Others	7717	51.13 KB	167	400	

Operating Systems - Unknown

	OS	Hits	Percent
	Windows XP	32552	42.3 %
	Windows 2000	23009	29.9 %
	Windows 98	15804	20.5 %
	Windows Me	1937	2.5 %
	Mac OS	1401	1.8 %
	Windows NT	817	1 %
?	Unknown	660	0.8 %
	Windows 95	493	0.6 %
	Linux	156	0.2 %

Browsers - Versions - Unknown

	Browsers	Grabber	Hits	Percent
	MS Internet Explorer	No	73875	96.1 %
N	**Netscape**	No	1963	2.5 %
?	Unknown	?	651	0.8 %
	Safari	No	286	0.3 %
	Konqueror	No	30	0 %
	Opera	No	15	0 %
	Windows Media Player (media player)	No	7	0 %
-	Links	No	2	0 %

Connect to site from

Origin	Pages	Percent	Hits	Percent
Direct address / Bookmarks	9022	34.2 %	11535	15 %
Links from a NewsGroup				
Links from an Internet Search Engine - Full list	314	1.1 %	317	0.4 %
- Google 222 223				
- MSN 58 58				
- Yahoo 11 11				
- Google (Images) 6 8				
- AOL 6 6				
- Netscape 5 5				
- Other search engines 4 4				
- Ask Jeeves 2 2				
Links from an external page (other web sites except search engines) - Full list	889	3.3 %	1688	2.1 %
- http://www.nala.ie 136 136				
- http://literacytools.ie/index.cfm 60 212				
- http://literacytools.ie/onlineExercisesStep2.cfm 45 91				
- http://www.nala.ie/tutors/ 34 34				
- http://www.brown.edu/Departments/Swearer_Center/Literacy_Resources/learn... 33 33				
- http://literacytools.ie/viewGameCategory.cfm 30 30				
- http://www.nala.ie/resource/ 30 30				
- http://literacytools.ie/onlineExercises.cfm 27 143				
- http://literacytools.ie/home.cfm 24 172				
- http://home.eircom.net/search/googleSearch/webSearch/Index.jsp 23 23				
- Others 447 784				
Links from an internal page (other page on same site)	16081	61.1 %	63282	82.3 %
Unknown Origin	7	0 %	7	0 %

Search Keyphrases (Top 10)

Full list

132 different keyphrases	Search	Percent
literacy tools	14	4.8 %
literacytools.ie	12	4.1 %
fetac tutors	9	3.1 %

Search Keywords (Top 10)

Full list

134 different keywords	Search	Percent
literacy	87	12.1 %
adult	43	6 %
exercises	42	5.8 %

www.literacytools.ie	9	3.1 %	tools	29	4 %
cooking words	9	3.1 %	cake	27	3.7 %
literacytools	8	2.7 %	ingredients	20	2.7 %
fruitcake ingredients	7	2.4 %	a	18	2.5 %
literacy tools.ie	7	2.4 %	games	17	2.3 %
nala	7	2.4 %	fruit	17	2.3 %
reading a clock	7	2.4 %	literacytools.ie	13	1.8 %
Other phrases	199	69 %	Other words	403	56.2 %

HTTP Error codes

HTTP Error codes		Hits	Percent	Bandwidth
206	Partial Content	2084	76.5 %	135.70 MB
406	Document not acceptable to client	309	11.3 %	90.23 KB
404	Document Not Found	146	5.3 %	35.25 KB
500	Internal server Error	100	3.6 %	3.92 KB
403	Forbidden	53	1.9 %	17.01 KB
405	Method not allowed	15	0.5 %	5.22 KB
302	Found	14	0.5 %	4.33 KB

Advanced Web Statistics 5.4 (build 1.467) - Created by awstats

Last Update:	28 Apr 2005 - 01:02	www.**DIGITALCREW**.com
Reported period:	Oct ▼ 2004 ▼ OK	Site Statistics

Back to main page

Filter : [   ] OK

Pages-URL				
Total: 228 different pages-url	Viewed	Average size	Entry	Exit
/lib/literacyTools.cfm	6208	569 Bytes	38	466
/	3872	9.10 KB	950	380
/pages/actions/viewPdfFile.cfm	2039	3.95 KB	22	36
/home.cfm	1359	9.27 KB	72	62
/install/PieaseWait.wma	1006	249 Bytes	2	2
/viewPrintableCategory.cfm	943	8.84 KB	52	34
/printExercises.cfm	935	6.04 KB	15	14
/viewGame.cfm	835	5.85 KB	62	35
/onlineExercisesStep2.cfm	741	12.97 KB	14	12
/welcome.cfm	658	7.00 KB	71	24
/viewTutorResourcesPrintableCategory.cfm	619	7.72 KB	32	17
/viewGameCategory.cfm	590	5.99 KB	9	4
/printExercisesGroup.cfm	509	5.79 KB	12	18
/tutorResources.cfm	427	7.24 KB	12	6
/install/successfull.cfm	419	486 Bytes		2
/onlineExercises.cfm	371	5.94 KB	28	6
/games.cfm	264	8.21 KB	29	4
/install/checkchar.html	216	317 Bytes		1
/flash/newtour.swf	213	957.36 KB	3	51
/siteadmin/	201	2.00 KB	5	1
/flash/sitetour.htm	201	1.49 KB	3	3
/install/getchar.html	182	296 Bytes		3

10

/pages/noAcrobat.cfm	153	1.55 KB		26	
/siteadmin/dcCom/components/UDI/editRecord.cfm	149	7.99 KB			
/siteadmin/dcCom/components/UDI/js_editRecord_dyn.cfm	145	3.63 KB			
/install/genie.cab	84	677.02 KB		8	
/files/pdfs/Life+Coaching+Exercise+1.pdf	79	71.68 KB		14	
/siteadmin/dcCom/components/UDI/mainframe.cfm	76	566 Bytes			
/siteadmin/dcCom/components/UDI/toolbar.cfm	75	3.76 KB			
/siteadmin/dcCom/components/UDI/chooseRecord.cfm	75	14.68 KB		2	
/files/pdfs/understanding+words.pdf	74	36.54 KB	3	9	
/siteadmin/dcCom/components/UDI/update.cfm	72	771 Bytes			
/files/pdfs/Word+building.pdf	64	11.70 KB	2	12	
/install/checktts.html	63	915 Bytes			
/files/pdfs/CH+sound.pdf	52	13.67 KB	1	7	
/install/getTTS.html	50	833 Bytes			
/files/pdfs/other+uses+for+alphabetical+order.pdf	48	22.63 KB	3	4	
/files/pdfs/Life+Coaching+Introduction.pdf	46	16.29 KB		3	
/games/	44	1009 Bytes	1	1	
/siteadmin/dcCom/components/dcOutlookSidebarV2/navFrames.cfm	43	9.25 KB		·	
/files/pdfs/Confidence+Skills.pdf	41	39.87 KB		4	
/files/pdfs/using+the+alphabet.pdf	39	21.67 KB		2	
/files/pdfs/Life+Coaching+Exercise+2.pdf	36	23.55 KB		3	
/files/sortwordsTransport.xml	35	600 Bytes		2	
/siteadmin/dcCom/components/dcOutlookSidebarV2/tabClick.wav	35	793 Bytes		3	

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/files/pdfs/Triple+Consonant+Blend.pdf	33	32.84 KB	1	5	
/files/pdfs/Life+Coaching+Exercise+3.pdf	33	27.25 KB		2	
/files/pdfs/Looking+for+a+job.pdf	33	19.00 KB	1	4	
/files/pdfs/When+to+call+a+doctor.pdf	33	22.17 KB	1	2	
/install/tts.cab	33	647.49 KB		4	
/files/games/ClockExercisesWeb1.swf	30	12.40 KB		5	
/files/pdfs/Life+Coaching+Exercise+6.pdf	30	18.50 KB		6	
/files/pdfs/Medicine.pdf	28	66.52 KB		3	
/files/pdfs/Compound+Words.pdf	28	12.77 KB		2	
/files/pdfs/why+a+dictionary+is+useful.pdf	28	20.39 KB		1	
/files/pdfs/occupations.pdf	27	72.52 KB		3	
/files/pdfs/Life+Coaching+Exercise+4.pdf	27	27.10 KB		1	
/files/pdfs/Application+form.pdf	26	30.37 KB	2	4	
/files/pdfs/what+is+a+dictionary.pdf	26	44.11 KB			
/files/pdfs/Life+Coaching+Exercise+5.pdf	25	21.54 KB			
/files/games/music.xml	24	415 Bytes	1	4	
/siteadmin/dcCom/components/UDI/editrecord.vbs	24	386 Bytes		1	
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/files/pdfs/First+Aid.pdf	24	45.63 KB		3	
/files/pdfs/Writing+application+letter.pdf	24	22.92 KB			
/files/pdfs/memoriesOfSchool.pdf	24	68.14 KB	1	2	
/flash/gameTour.htm	23	1.15 KB	1		
/files/pdfs/TH+sound.pdf	23	12.77 KB		5	
/files/games/SOCCER.xml	23	389 Bytes		6	

12.

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/files/pdfs/Applying+for+a+job.pdf	22	26.63 KB		1	
/files/pdfs/Exercise+2+Value+of+Numbers.pdf	22	18.27 KB		1	
/files/games/sortWordsTransport.swf	22	9.44 KB			
/files/pdfs/Using+a+road+map.pdf	21	45.68 KB	1	3	
/files/pdfs/Exercise+1+Introduction.pdf	21	17.12 KB		5	
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/files/pdfs/Driving+Lessons.pdf	20	48.75 KB		1	
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/files/pdfs/Song+Worlsheets+-+Nirvana.pdf	19	23.89 KB	2	1	
/pages/actions/aboutFile.cfm	19	1.91 KB		2	
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/files/games/hangSoccer.swf	18	9.10 KB			
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/files/pdfs/Preparing+CV.pdf	16	26.21 KB		2	
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/files/pdfs/crossword.pdf	15	77.46 KB		1	
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/files/pdfs/royKeane.pdf	15	67.00 KB		2	
/files/games/sortWordsMusic.swf	14	9.26 KB	1		
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/files/pdfs/Patchworking.pdf	14	25.95 KB	1	1	
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/files/games/sortwordsSports.xml	12	607 Bytes			

14

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/files/pdfs/Travel+Costs.pdf	12	26.73 KB		1	
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/files/games/hangGeo.swf	10	11.70 KB			
/files/games/ClockExercisesWeb3.swf	10	13.29 KB			
/files/pdfs/Enrol+Leisure+course.pdf	9	51.00 KB		2	
/files/pdfs/Reading+with+Children.pdf	9	34.19 KB			
/files/pdfs/My+young+days.pdf	9	89.60 KB		2	
/files/pdfs/Exercise+7+More+Addition.pdf	9	57.47 KB			
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/files/pdfs/Puck+Fair.pdf	9	53.81 KB			
/files/pdfs/Song+Worlsheets+-+Scooter.pdf	9	23.61 KB		1	
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File	Count	Size			
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/files/pdfs/Preparing+your+child.pdf	9	29.70 KB	1	2	
/files/pdfs/Exercise+11Subtraction+Problems.pdf	8	50.20 KB			
/files/pdfs/Farming+2+-+Worksheet+3.pdf	8	13.51 KB			
/files/pdfs/Car+Parking.pdf	8	23.76 KB		2	
/files/pdfs/Runaway.pdf	7	69.17 KB		1	
/files/pdfs/Farming+2+-+Worksheet+1.pdf	6	15.19 KB		2	
/files/games/sortWordsSports.swf	6	9.01 KB		1	
/files/pdfs/Farming+2+-+Worksheet+2.pdf	6	25.36 KB		1	
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/files/pdfs/Ann+Ward.pdf	6	36.94 KB			
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/siteadmin/dcCom/components/dcDBEditorV2/mainframe.cfm	5	573 Bytes			
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/games/Wordsearch+1.html	5	731 Bytes			
/siteadmin/dcCom/components/dcFileManagerv3/js/selectableelements.cfm	5	11.23 KB			
/files/pdfs/Exercise+10+More+Subtraction.pdf	5	64.79 KB		1	
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/siteadmin/dcCom/components/dcDBEditorV2/chooseRecord.cfm	5	4.70 KB			
/files/pdfs/Miracle+Baby.pdf	4	65.84 KB			
/siteadmin/dcCom/components/UDI/handleImgSel.htc	4	432 Bytes		1	
/files/pdfs/First+Communion.pdf	4	80.72 KB			
/siteadmin/dcCom/components/dcDatePicker/calendar.cfm	4	1.29 KB			
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/games/crosswordp162.swf	4	3.77 KB		1	
/games/crossword+1.htm	3	1.36 KB			
/install/getagent.html	3	323 Bytes			

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/files/games/sortwordsSameLetter.xml	3	324 Bytes		1
/files/games/dragNumbersClock.swf	3	8.78 KB		2
/games/clockDragNumbers.html	3	1.38 KB		1
/games/Wordsearch+2.html	3	771 Bytes		1
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/files/pdfs/Exercise+5-10+hotpot.pdf	3	70.87 KB		
/games/crossword+p162.xml	3	623 Bytes		
/games/crosswordp78.swf	3	7.54 KB		
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/siteadmin/custompages/exercisemanager/dsp_editexercise.cfm	3	466 Bytes		
/files/games/sortWordsSameLetter.swf	3	7.17 KB		
/files/games/sports.xml	3	407 Bytes	1	1
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/games/crosswordp134.swf	1	7.54 KB		
/games/anagram3.swf	1	7.55 KB		
/files/pdfs/Farming+2+-+Worksheet+4.pdf	1	29.08 KB	1	
/LiteracyToolsReport17May2004/topspiders.htm	1	25.69 KB		
/LiteracyToolsReport17May2004/netscapebrowsers.htm	1	12.97 KB		
/LiteracyToolsReport17May2004/framesupport.htm	1	10.74 KB		
/games/crossword+p50.xml	1	2.23 KB		
/LiteracyToolsReport17May2004/topspidercountries.htm	1	20.29 KB		
/games/First+aid.htm	1	1.78 KB		
/LiteracyToolsReport17May2004/vbscriptsupport.htm	1	10.83 KB		
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/games/rules+Wordsearch.html	1	1.26 KB		
/LiteracyToolsReport17May2004/javascriptsupport.htm	1	10.40 KB		
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/LiteracyToolsReport17May2004/dayofmonthactivity.htm	1	17.10 KB			

Advanced Web Statistics 5.4 (build 1.467) - Created by awstats

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Appendix T

NALA Report on First Evaluation: *LiteracyTools* in Pilot Mode

Evaluation report of NALA's first
website resource initiative

www.**literacytools**.ie

NALA

Janet Kehelly

September 2003

What is NALA?

The National Adult Literacy Agency (NALA) is the co-ordinating, training and campaigning body for all those interested in adult literacy work in Ireland. NALA was formally established in 1980 and since June 1985 has received a grant-in-aid from the Department of Education which enables the Agency to staff a National Office and two regional offices and provide a Resource Room.

NALA is a membership-based organisation open to any individual interested in adult literacy work. An Executive Committee is elected from the members at the Annual General Meeting to ensure that the aims and objectives of the Agency are put into practice. Members include individual literacy learners, tutors and organisers as well as voluntary sector members including Vocational Educational Committees, Libraries, Trade Unions, Training Workshops and Centres for the Unemployed.

76 Gardiner Street,
Dublin 1

Telephone 01 855 4332
Fax 01 855 5475
email literacy@nala.ie
website www.nala.ie

NALA Freephone
1 800 20 20 65

Education and
Employment Centre,
Austin Friar St.,
Mullingar,
Co Westmeath

Telephone 044 40374
Fax 044 45834

c/o VTSU
Tramore Road,
Cork

Telephone 021 431 7011
Fax 021 431 5054

NDP
DEVELOPMENT PLAN