

How public libraries in Derbyshire contribute to or enable digital
inclusion for those sections of the community who do not have access
to ICT

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Abstract

Background. The literature reveals that the digital divide covers multiple forms of inequality, and will require multiple steps to solve, especially as the digital divide exacerbates and influences other forms of inequality such as socio-economic. There are and have been a number of initiatives designed to close the digital divide, although there is some debate as to which area would be best to focus on.

Aims. The study aimed to examine how and to what extent Derbyshire Libraries contributed to or enabled digital inclusion.

Methods. Information about the services offered by Derbyshire libraries that could affect digital inclusion was collected. Based upon this information and previous research, a questionnaire was developed and piloted with Derbyshire County Council staff. This was then distributed in person to members of the general public using computers in three Derbyshire libraries (Chesterfield, Alfreton and Long Eaton.). Of the one hundred and fifty surveys distributed, one hundred and thirty-nine usable responses were gathered.

Results. It was found that Derbyshire libraries offer a number of services that could contribute to digital inclusion. One hundred and thirty-nine people responded to the survey, and the majority indicated that they were aware of and used at least some of the services on offer. One hundred respondents indicated that they were satisfied with the services provided.

Conclusions. While the results of this research suggest that Derbyshire libraries are contributing towards digital inclusion, a more thorough survey would be advisable. Recommendations for improving digital inclusion in Derbyshire libraries included promoting existing services more thoroughly while keeping them up-to-date and valid, and ensuring that staff were both trained to handle computer-related enquiries and aware of the available services. Recommendations for further research include comparative studies with other counties and doing more detailed and/or quantitative studies.

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Contents

Abstract.....	2
Acknowledgements.....	3
Contents.....	4
List of Charts.....	6
1. Chapter One: Introduction.....	7
1.1 Background.....	7
1.2 Aims and Objectives.....	8
1.3 Scope.....	8
1.4 Dissertation Overview.....	9
2. Chapter Two: Literature review.....	10
2.1 Introduction and key definitions.....	10
2.2 What is the digital divide?.....	11
2.4. Digital inclusion and social inclusion.....	15
2.5 Opting out of digital inclusion.....	16
2.6 Conclusions.....	17
3. Chapter Three: Methodology.....	18
3.1 Approach.....	18
3.2 Data collection: information on services.....	20
3.3 Data collection instruments: the survey.....	20
3.4 Administration.....	22
3.5 Data Analysis.....	24
4. Chapter 4: Results and discussion.....	25
4.1 Introduction.....	25
4.2 Services offered in Derbyshire Libraries.....	25
4.2.1 Physical access.....	25
4.2.2 Access to skills.....	26
4.3 Customer survey results.....	29
4.4.1 Demographic Questions.....	30
4.4.2 General Computer Use.....	31
4.4.3 Library Computer Use.....	36
5. Chapter Five: Conclusions and Recommendations.....	42
5.1 Introduction.....	42
5.2 Recommendations regarding digital inclusion.....	42
5.3 Recommendations for further research.....	43
5.4 Research aims and objectives.....	44
Appendix 1: Ethics declaration.....	49
Appendix 2: Ethics Approval Application Documentation.....	50
Appendix 3: Customer Survey.....	55
Appendix 4: Address & First Employment Destination Details.....	64
Appendix 5: Access to Dissertation.....	67

List of Charts

Chart 1: How old are you?.....	30
Chart 2: Other qualifications listed.....	31
Chart 3: What type of internet access do you have?.....	32
Chart 4: What do you feel best applies to you with regards to using computers?.....	32
Chart 5: Responses to question eight.....	33
Chart 6: Respondent digital inclusion scale.....	34
Chart 7: Place on digital scale by age.....	34
Chart 8: Do you know how to do any of the following?.....	35
Chart 9: Digital skills by age.....	36
Chart 10: How often do you use library computers?.....	37
Chart 11: Which of these activities do you use the library computers for?.....	37
Chart 12: Use and awareness of library services.....	38
Chart 13: Tasks respondents most commonly asked for help with.....	39

1. Chapter One: Introduction

1.1 Background

According to recent government statistics, approximately eleven million people in the United Kingdom cannot access the internet (Cabinet Office, 2014; CILIP, 2014), and 21% of the population do not have the skills necessary to actually *use* it (Cabinet Office, 2014). In a time where everything a person could wish - from entertainment to education to employment to basic government services - can be found online, this has serious implications regarding the quality of life for a significant portion of the UK's population.

Helsper (2011) has suggested that there is potentially a digital underclass forming, made up of those who are most affected by the digital divide (here defined as a gap between those who have the access to and skills to use ICT and those who do not), who are lacking the quality of life available to those with sufficient skills and access to be on the other side. Bearing that in mind, the digital divide is a subject of great concern to the government on both a national and local level, and thus the subject of a number of initiatives to attempt to bring it to a close. (This definition and these initiatives will be discussed in more detail in section **2.1: Introduction and Key Definitions.**)

In theory, all members of the public have access to ICT through their local library, which can help to minimise any harm caused by the digital divide. This dissertation will be investigating not only whether that is the case in Derbyshire libraries, but whether these steps have succeeded. Derbyshire Libraries potentially has multiple avenues of support available to those who require it (which will be discussed in detail in section **4.2: Services offered in Derbyshire Libraries.**), but if this support is not being utilised then it is functionally useless.

This research will hopefully provide significance in that it will show whether or not Derbyshire libraries are contributing to closing the digital divide (and user perceptions as to whether this is the case), and more importantly *how*. This will ideally be information that can be generalised to other libraries that may be affected by similar issues. Alternatively, it may be able to demonstrate which services work best or are most useful for Derbyshire users, which can then be used to make suggestions for other authorities. It is also relevant to current issues; there is a need for digital inclusion (here defined as possessing access to and the skills necessary to use ICT; this will be defined in more depth in section **2.1: Introduction and Key Definitions**), as represented by the new government guidelines and

requirements (Cabinet Office, 2014); the work carried out here will help to demonstrate whether Derbyshire is meeting these guidelines.

1.2 Aims and Objectives

1.2.1 Aim

The aim of this dissertation is to establish how and to what extent Derbyshire libraries contribute to and/or enhance digital inclusion for its adult users, with a focus on members of the community without other access to ICT.

1.2.2 Objectives

The objectives of this work are to:

- Review existing literature on the topic on the digital divide and digital inclusion, specifically that which focuses on the digital divide in the United Kingdom and the benefits that can come from closing the divide.
- Identify what services Derbyshire County Council have made available to the public to enable or contribute to digital inclusion.
- Design and test a questionnaire for library customers, to assess whether they feel that Derbyshire County Council's services have impacted them and/or contributed to their digital inclusion.
- Carry out the survey, using the questionnaire as described above.
- Analyse results obtained in this way, with particular focus on those customers who do not have access to ICT from another source, using the results from all sources to inform each other and present a clearer picture

1.3 Scope

This dissertation will, by necessity, be somewhat restricted in what it can examine due to practicalities - in this case, primarily time and financial constraints. The focus of this project will be on adult users of Derbyshire libraries and whether they have access to not only the physical infrastructure of ICT, but the skills to use it as well.

The choice to look only at adult users was entirely deliberate. Previous research has shown that child and teenage users have some degree of access to computers from their schools and are thus more likely to be digitally advantaged (Livingstone, Bober and Helsper, 2005). In contrast, adult users not only have fewer opportunities to gain the skills they need to use

ICT effectively, but require its use more for essentials - for example, to access essential services such as Universal Jobmatch or other government services (Helsper, 2011).

This unfortunately leads to some strict limitations for this study. For example, the customer questionnaire will be limited to computer users in Derbyshire Libraries, as assessing library users who do not use the computers would be too time-consuming for this project.

Similarly, at this time there is no way to feasibly carry out a comparative survey assessing digital inclusion for adults who do not use the library (For a variety of reasons, a few of which include lack of time and the difficulties of identifying and reaching the target of the study.) This is a limitation of any study of this type.

1.4 Dissertation Overview

This dissertation consists of five chapters. Chapter two is a literature review, exploring digital inclusion with a specific focus on the digital divide in the United Kingdom. Chapter three covers the research methodology of this study in detail. Chapter four describes and discusses the data collected, including the services provided by Derbyshire Libraries and the results of the survey. Chapter five contains the conclusions drawn from this study, including implications for the profession and suggestions for further research.

2. Chapter Two: Literature review

2.1 Introduction and key definitions

The literature around digital inclusion is a broad field, that can cover areas as wide as the digital divide between nations or as narrow as the digital exclusion problems facing a single city. With that in mind, it would be almost impossible to carry out a complete literature review in the space and time of this project, so an attempt has been made to cover the keystone works and most salient points.

Before that can begin, though, the key terms around the digital divide must be defined - here identified as the **digital divide** itself, **digital inclusion** and **exclusion**, **digital engagement**, and **digital literacy** and **skills**.

While definitions of it vary, and these variations will be discussed in more detail in section **2.2: What is the digital divide?** - at its most basic the **digital divide** is the gap between those who have **digital skills** (the ability to use computers and/or the internet) and access to ICT and those who do not (dictionary.com, n.d.). **Digital inclusion** is the process of helping people to acquire these skills and access that they need to be included and not suffer from **digital exclusion** - not being able to use computers, and thus missing out on any benefits that could be gained from **digital engagement** - defined by Helsper and Enyon (2013) as the ways in which people use and participate in different internet activities, contents and platforms. There is seldom one reason why people are digitally excluded, and so there is no one way to solve the divide (Cabinet Office, 2014).

This is related to **digital literacy**, which has multiple definitions that boil down to a user's ability to use and understand information through digital means (adapted from the definitions offered by the University of Illinois (n.d.)). **Digital skills** are very simple - it is the skills necessary to use a computer and/or the internet. There is also the matter of **digital advantage** and **disadvantage**, which cover the ease of physical access and support in gaining skills people have in accessing the internet. Digital disadvantage is measured through a combination of the individual's location of access (whether they have access at home or if they only have access elsewhere), quality of access (access to broadband), and their attitude to ICT and the different activities undertaken with it. (Helsper, 2008).

2.2 What is the digital divide?

The digital divide, as mentioned, has a number of definitions and models that can be used. The most generally accepted is the one that is being used for the purposes of this piece, and has been given above. This was used as it is the simplest and clearest definition, and establishes a definitive base point. However, some authors suggest that this definition is inappropriate due to its simplicity (Van Deursen and Van Dijk, 2010), and that the digital divide is much more complicated than this explanation would suggest.

DiMaggo and Hagittai (2001) suggest that the digital divide is much closer to a spectrum than a clear-cut divide, and that it is more valuable to consider it as a continuum of access and digital inequality. Livingstone, Bober and Helsper (2005) agree, proposing a spectrum from hesitant and unsure to confident and skilled internet use (although their research was specifically focused on digital inclusion for children and young people, so it is not necessarily as relevant to adults), and pointing out that most are trying to move from material access to symbolic access (the possession of skills and competencies.).

Van Dijk (2006) suggests that the digital divide covers multiple forms of inequality, not just technological. These additional forms of inequalities reflect the benefits that can be gained from using the internet: immaterial (leading to people being deprived of life chances and freedoms), material (depriving people of economic, social, or cultural capital and resources.), social (such as social positions, power, or the ability to participate). Livingstone, Bober and Helsper (2005) raise a similar point, in that they suggest that lack of access is associated with disadvantage in terms of financial, educational, and/or cultural resources.

This broader definition of the digital divide also expands the definitions for digital inclusion - the Cabinet Office (2014) says that digital inclusion is often defined in terms of digital skills, connectivity to the internet, and specifies that accessibility should be a concern (namely that services should be designed to meet all user's needs.). They also identified four main barriers between people and ICT. These barriers are physical access, digital skills, lack of motivation (not knowing why using the internet is a good thing), and lack of trust (fearing crime or not knowing where to start to get online.). According to them, digital inclusion is about overcoming all of these challenges to help people get online.

Of course, in this age of mobile internet, wireless hotspots and powerful devices, it is extremely hard for someone to be considered truly disconnected from the internet - most

will have at least theoretical access (through libraries, for example), a point Selwyn (2003, 2005) makes, although the piece is old and potentially out of date; in the follow-up to this research (Selwyn, 2006), he points out that the divide is in fact accelerated by this migration to other platforms - a contrast to the view espoused by some and cited by Compaine (2001), that the digital divide is closed because of the availability of physical access. In truth, access is still a complicated issue *because of* the prevalence of technology (Livingstone, Bober and Helsper, 2005).

While the main reasons are covered in section **2.4: Digital inclusion and social inclusion**, one of the other reasons is because physical access is only one aspect of the divide. In addition to the barriers mentioned above, there is also discussion about the effect emotions can have on the digital divide; hesitance or fear is a common reaction that can discourage potential users from learning about or accessing ICT, and thus keeping the digital divide open. This applies regardless of the age of the population of the study: Morris (2007) focused on older members of the community (over the age of fifty-five) while Livingstone, Bolber and Helsper (2005) focused on younger (under the age of nineteen) and found similar results.

Despite the difficulty and number of problems in closing the digital divide, there are a number of benefits that being digitally included will bring to people; the Cabinet Office (2014) provides a list that includes cutting household bills, finding a job, maintaining contact with friends and relatives, reaching customers, reducing operating costs, and helping to address social and economic issues like reducing isolation, closing pay gaps and supporting economic growth.

In addition to this, as part of the Government Digital Inclusion Strategy (Cabinet Office, 2014) a nine point digital inclusion scale was created that demonstrated the various levels of digital inclusion for individuals ranging from point 1, people who never have and never will use a computer, to level nine, which labels expert users. Point seven, "Basic digital skills" has been identified as the minimum capability that people need to have so that they can use the internet effectively. (This scale is also part of what Livingstone, Bober, and Helsper (2005) were referring to when they stated that the government wanted to move non-users onto ladder and help all users move up it.) The existence of this scale allows for the plotting of users' digital capability against the level of capability they need to actually use the services available. The Government Digital Inclusion Strategy is intended to offer

support to people who are between points one and six, with the intent of shuffling them up the scale to point seven. This is also a useful tool for the government to assess the difficulty of using their own services - by assessing what point on the scale their target audience needs to be at to use government services, the government can assess whether their systems need to be made less complicated. Their assessment is that 14% of the population are between points 1 and 4, 7% between four and seven, and 79% of the population between 7 and 9.

2.3 Initiatives to close the digital divide

The digital divide has been a national concern for some time; as long ago as 2004, the Office of the e-Envoy was reporting a target of internet access for all who want it by 2005 (Bennet, 2009). While that was obviously not achieved, at the start of this year the Cabinet Office unleashed the Government Digital Inclusion Strategy (Cabinet Office, 2013; Cabinet Office, 2014), which outlined a plan to increase digital inclusion in the UK and close the digital divide as far as possible by 2020.

One suggestion regarding initiatives such as these, made by Verdegem and Verhoest (2009), is that the focus of policy-makers is too much on removing physical barriers to access, and less upon the removal of non-physical ones, or on what these new technologies offer. Access is something of a moving target as well, rather than a one-off investment, which adds to this problem (Golding, 2000), and there was a shift away from digital inclusion policies (focus on access, skills development, promoting awareness and favourable attitudes to internet) to focus on the provision of broadband infrastructure during 2011 (DCMS, May 2011), which included investing over a billion pounds across the UK (Cabinet Office, 2014). An argument could be made that this focus could be perfectly reasonable, as Livingstone, Bober and Helsper (2005) identified lack of access as the most common reason for not using ICT (followed by lack of interest, safety issues, and finally lack of time). However, much of the literature - from the Cabinet Office (2014) to CILIP's official guidelines for libraries (2014) to Helsper's (2011) to Morris' (2007) and James' work in the previous decade (2005, 2008) - all stress that while *physical* access to ICT is important, it cannot close the digital divide on its own. They all argue that only by increasing skills (including literacy (James, 2008), being able to use a computer, and understanding how to use the internet (Cabinet Office, 2014; James, 2005; James, 2008; Morris, 2007)) can this be achieved. The fact that the Government Digital Inclusion Strategy (2014) specifically states that skills training needs to be provided suggests that the concern from this research may be less valid

now that some time has passed; at the very least, the government is aware that they need to provide users with skills, motivation, and the ability to trust both themselves *and* ICT, rather than just access (Cabinet Office, 2014).

Helsper's suggestion (2008) is that policies should support social inclusion to make a difference with technology and offer engagement via other digital channels.

This skills focus is particularly important in the context of Digital Derbyshire, which is an initiative to roll out high-speed broadband across even the most remote parts of Derbyshire (Digital Derbyshire, 2014). There is a danger that policy makers could authorise rolling out the infrastructure and expect skills to follow automatically (Helsper 2011) - section 4.

Results and Discussion will discuss whether that is the case, or whether Derbyshire County Council have taken steps to include skills training to match.

One of the initiatives that is worthy of some discussion, is that the government is attempting to make public services digital by default: moving as many services as possible online to make the internet the primary method of engagement. This presents the problem that the digital underclass Helsper (2011) warns of will no longer be able to access these services - not because of lack of infrastructure, but because they will not have the ability to do so. These people will continue to rely on the services that have been moved online, but will be less likely to access them, which could lead to the entrenched exclusion of vulnerable groups.

This is related to the work of Verdegem & Verhoest (2009), who proposed an approach to the digital divide that focuses on relative utility - each individual has a turning point where using ICT will become more beneficial than not doing. This could be identified as a possible motive for the "digital by default" set-up proposed by the government. The primary stated motivation for this change is that ICT makes service cheaper, more efficient and effective, but this change might not be enough to drive people online. (Helsper, 2011.) Particularly, Sourbati (2009) points out that older people are less likely to be able to use government services once they have gone digital by default for a variety of reasons, and that care must be taken that doing so will not deprive people of services they actually have now. (In theory, this has been thought of and there will be assisted digital options and offline assistance for those who would otherwise struggle (Cabinet Office, 2014), but the effectiveness of these measures remains to be seen).

2.4. Digital inclusion and social inclusion

In her keystone study, Helsper (2008) links digital exclusion to other forms of exclusion such as social and economic exclusion. She argues that those who are deeply socially excluded are most likely to be deeply digitally excluded as well - despite the fact that they are the ones who could most benefit from digital inclusion. This leads to her later point that the users at low end of digital divide are getting left further and further behind due to not having the resources or skills to keep up - as she puts it, the information rich keep getting richer, while the information poor keep getting poorer (Helsper, 2011), and access and use of new technology can lead to the reinforcing and replicating of existing social inequalities (Helsper 2007). Van Aerschot & Rodousadis (2008) highlighted this as well; while related, being digitally included is not the same as being socially included.

Annan (2003) argued a similar thing: that the digital divide will exacerbate the divide between the fiscally rich and poor - that the quick access to information can promote many benefits, both for individuals (as it promotes trade, education, employment, etc.), and the community (access to information can strengthen tolerance, understanding and respect for diversity), but that those with more financial wealth are better placed to take advantage of these things. This is something that Livingstone, Bober and Helsper (2005) built on by pointing out that having equality of access might not lead to equality of opportunity, and that the exacerbation of these issues is likely to be affected by the difference socio-economic resources can have on quality of use. Selwyn (2003) said something similar by pointing out that while many people may have physical access, this is meaningless unless they feel capable of making use of it.

The risk of the spread of the internet is that it could exacerbate this problem (Helsper, 2011), as divides of skills tend to become bigger over time, while the physical digital divide has been growing smaller or even closing in many developed countries. (Hargittai, 2002; Livingstone, Bober, and Helsper, 2005; Van Dijk, 2006; Van Deursen and Van Dijk, 2010) - Hargittai (2002) refers to this as a "second level level skill divide".

Those who are disadvantaged in other areas may be unable to take advantage of opportunities and services that could help them if they are also digitally excluded; gaps based on education and employment persist irrespective of other variables (for example, age or gender), as shown by Helsper's more recent research, partnered with Enyon (2013), where they assessed the results of the Oxford Internet Survey (OxIS) and measured the

factors affecting digital skills. Amongst their findings, they found that education levels were related to digital skills and self-efficacy as those with university education saw themselves as more skilled; older people saw themselves as less skilled; socially isolated people were less likely to indicate they knew how to judge whether sites or emails were trustworthy. This is in line with the findings of Haddon (2000), that those with fewer socio-economic resources are less likely to engage with ICT, and the statement from the Cabinet Office (2014) that digital exclusion primarily effects the more disadvantaged and vulnerable groups, such as the unemployed, those with lower wages, people with disabilities, offenders and ex-offenders, and both older and younger generations (over the age of fifty-five and between the ages of fifteen and twenty-four were highlighted).

2.5 Opting out of digital inclusion

Perhaps one of the most disheartening and puzzling things is that it is generally agreed that there is a percentage of those affected by the digital divide who are never going to be fully digitally included. The Government Digital Inclusion Strategy (Cabinet Office, 2014) even acknowledges this explicitly - they state the goal is to have everyone who *can* have basic digital skills by 2020, but they believe that 6.8-7.9% will never be capable. The Cabinet Office (2014) offer some reasons why this is the case - they believe that it may be primarily due to disabilities, but also the fact that 5% of the UK's adult population do not have basic literacy skills and are thus unable to use the internet. While the strategy does allow for this and is working on improving literacy levels while incorporating digital skills, James (2008) argues that basic literacy is a pre-requisite for digital inclusion.

However, this does not allow for people *choosing* not to use the internet, and some authors, such as Selwyn (2006), believe that this is something that should be taken into account. The main reason to not use the internet cited by the Cabinet Office (2014) is religion, however this is only the tip of the iceberg. Selwyn (2003) offers a variety of reasons why people may actively choose not to use the internet, including their own personal health, technophobia, and ideological refusal (people who choose not to use computers due to their own personal beliefs).

There are multiple models for discussing those groups who do not use the internet; Livingstone, Bober and Helsper (2005) identify differences between the digitally excluded (who have no internet and never have) and voluntary drop-outs (people who have had internet access and no longer use it); Enyon and Helsper (2010) suggest that the elements

of choice and exclusion are the important difference between non-users and ex-users. For example, non-users will generally be unable to give one reason why they do not use the internet, but ex-users are more likely to have one specific reason that is likely to vary between individuals. Verdegem and Verhoest (2009) constructed an alternate model - the relative utility model discussed above.

Sourati (2009) points out that technology does not universally provide benefits for everyone, and treating the internet as a binary "good thing" for everyone regardless of their individual circumstances is reductive and unhelpful. This is not necessarily a contradictory view to that suggested by Helsper and Enyon (2013), that the uptake and use of ICT leads to a range of positive outcomes for individuals and society as a whole. Both views should be taken into account - while there are many benefits to being digitally included, it is not something that is desirable or beneficial to everyone.

2.6 Conclusions

Based on the research presented here, it is possible to conclude that both the digital divide and digital inclusion are complicated by the varying degrees and definitions of "access", and that providing people with both physical means and the necessary skills is the best way to close the divide. However, the research has mixed opinions on the effectiveness of the various strategies proposed to do this, and on whether enforcing digital inclusion is really beneficial; while it will certainly help some people, there are others who will never be digitally included and who have no particular desire to be.

3. Chapter Three: Methodology

3.1 Approach

When it came to selecting a subject, the researcher felt that as an employee of Derbyshire County Council, attempting a dissertation project that would further the goals of Derbyshire's libraries would be the best option. When approached for suggestions, Derbyshire County Council staff confirmed that digital inclusion was one of the major concerns for social inclusion at both a country and a county level (as discussed in **Chapter 2: Literature Review**), and they would be interested in a research piece on their performance. This led to an initial research proposal for a quantitative study on the use and awareness of the services that Derbyshire Libraries offered to improve digital inclusion and the level of digital literacy in the county, with a focus on those without other access to ICT. This was in line with the initial brief from Derbyshire County Council; as this project was carried out with their inspiration and support it was felt that effort should be made to ensure that the research answered their query as thoroughly as possible.

Through discussions with both the researcher's supervisor and Derbyshire Library staff, it was decided that the best method of data collection was two surveys: one of the customers to ascertain the awareness, popularity and usage rates of the various services on offer; and one of the staff for more information regarding the service and how they were used and recommended to customers. Surveys were believed to provide the most information in a standardised format, which would in turn be easy to collate data from and would enable the examination of a larger population. Ethics approval was sought at this point: as all participants were adults of at least eighteen years old, the project was given a low risk status. This translated to approval conditional on the informed consent of all respondents. This was obtained through a cover letter attached to all surveys stating that results would be anonymous and confidential, requiring the participant's signature in acknowledgement. Copies of the ethics approval documentation are included in **Appendix 1** and **2**.

At this point, after further discussion, it was established that a survey of the staff would be an inappropriate tool for the purposes of this research for a number of reasons. Partly this was because it would take too long to create, test, pilot and carry out a survey of the staff of Derbyshire Libraries as well as one for the customers, especially as the surveys would have to be run sequentially if the staff survey was to achieve its purpose of influencing and informing the customer survey. It was also suggested that as part of the survey's function was to provide background information, a survey was not necessarily the correct medium

to gather this information through. As such, this plan was dropped in favour of focusing on the customer survey.

There were some practical concerns with regards to the carrying out of this survey. An online survey would have been the cheapest and most efficient option in terms of both time and cost to everyone involved. However, using an online survey would have certainly prejudiced the results unfairly, as potential respondents who were not confident in computer use were likely to either choose not to complete the survey or be unable to complete it at all without help. Thus, the decision was made that it would be more feasible to have hard copies of the survey and for the researcher to distribute them in person, despite the costs that this would involve. (The cost of printing the surveys and travelling to the sites of the data collection had to be absorbed into the researcher's wages.) Despite the downsides involved in this, doing so meant that respondents would have a better chance of being able to complete the survey on their own, and that if there were any questions there would be someone available to answer them.

In the interests of accessibility and convenience to the respondent (and thus collecting the most data possible), the survey was primarily closed questions and Likert scale responses. The length of the survey was a great consideration - as Deutskens et al(2004) suggested that shorter surveys were more likely to get responses, efforts were made to keep the survey to a reasonable length. Despite this, there were some open questions (only five out of nineteen) asking for opinions, or for supplementary details regarding the previous question. Written responses can generally be quite valuable; as an example, by including a question that allows respondents to give further comments, there was an opportunity for them to mention anything that was not covered by the previous questions or thought of by the researcher, or to give a general opinion.

There are some significant limitations to this method, of course. By only surveying people in person, the survey is more severely limited in terms of sample. It is restricted to three libraries (although the potential problems that could result from that were theoretically mitigated by the fact that the three libraries were deliberately chosen for the differences in size and location), and the sample could become biased through self-selection. The influence of the researcher being present could possibly present a problem, as the researcher is employed at Chesterfield Library and thus may be known to some of the participants in advance, which is another reason why the survey was carried out at multiple

libraries in the area. The data collection was also carried out on a day the researcher did not usually work, to minimise the number of people who would recognise her, which would hopefully avoid this particular problem.

3.2 Data collection: information on services

Part of the preparation for the survey involved finding out exactly what services were on offer for customers who might want help with computers. Some of these services were easy to discover, as the researcher works in Chesterfield Library and gets periodic briefings on what resources are currently available. Some of the services were advertised via posters or leaflets in the library itself, which made it easier to gather information about those; for those not advertised (either because the event had recently finished or because it was a regular part of the library service), information was taken from the Derbyshire County website (<http://www.derbyshire.gov.uk>).

The researcher also sent in a formal enquiry and received not only a list of services (some of which tallied with what was already known, but not all), but access to the project plans for the services that had concluded, which contained descriptions, aims, and final assessments of the results. An additional service (eMagazine support) was also suggested by library staff during the piloting stage of the survey, as it was a fairly new service.

The fact that it took this much effort and contact with library staff to discover all of the services that were available suggests that these services might not be adequately promoted; there is also no central list of courses or resources, either in the library or on the Derbyshire County Council website. This could make it difficult for customers to find out about services that would be of use to them, and increases the likelihood that staff may or may not know about what is on offer and thus not be able to signpost people appropriately.

3.3 Data collection instruments: the survey

The principal issues being investigated through the surveys were:

- The base levels of digital literacy of users of Derbyshire libraries
- Current use of the service and any difficulties therein
- Whether respondents were aware of services being offered
- Whether those respondents who *were* aware had or would actually used those services
- General feedback on the service.

The survey drew significant influence from previous research on this topic; several questions were designed such that their results would be comparable to those from previous studies, and others were designed to demonstrate how the results met certain criteria posited by previous research. This was an important part of the project - as Bryman (2012) points out, linking current research to that which has come before justifies the contribution and provides a framework for the concepts being used. The framework used for this purpose was primarily built upon the work of Helsper (2011), Enyon (Helsper and Enyon 2013) and the Government Digital Inclusion Strategy (Cabinet Office, 2014). Specific examples include questions 5-7, which establish the level of computer and internet access the respondent has outside of the library. While being integral to the criteria given by Derbyshire County Council, these questions also tie into Helsper's research on digital disadvantage (2011), where she points out that the clearest way to measure digital disadvantage is a combination factors. These are: the location of the user's access to ICT, their quality of access, and their attitude to using ICT. Using these questions should help to establish a baseline of digital literacy. This is especially important when combined with question 8, "Which of the following do you feel best applies to you with regards to using computers?" which had responses that tallied with the digital inclusion scale that was presented in the Government Digital Inclusion Strategy (Cabinet Office, 2014) and discussed above in **Chapter 2**. This question more directly measured where customers felt that they fell on the scale, which would also contribute to assessing the general digital literacy of the area.

Another example is question 9 ("Do you know how to do any of the following?" with answers ranging from using a mouse and keyboard to using the internet for government services) was based upon research carried out by Helsper and Enyon (2013), which suggested measuring skills through activities, rather than through specific applications. This piece of research was also one of the prompts for separating activities that the respondent felt that they *could* do (Question 9) from the ones that they did regularly (Question 13, "Which of these activities do you use the library computers for?") - Helsper and Enyon (2013) proposed it as the most sensible course of action, as measurement of skill and measurement of use were not necessarily linked.

This framework influenced what was *not* asked as well as what was: while it could be argued that ethnicity would have been a relevant part of the demographic data to collect,

previous research (particularly Livingstone, Bober and Helsper, 2005) suggested that there were few significant differences between ethnic groups in terms of access and use. In contrast, that same research (amongst others) indicated that age, gender, and socio-economic status could influence access and use of ICT, thus providing a suggestion of what demographic information would be most useful. This is an example of previous research suggesting what to include and what not to include.

Both the survey and the interview were evaluated and reworked in conjunction with the researcher's supervisor and contacts at Derbyshire libraries. Piloting was carried out by staff at Chesterfield Library: the survey was emailed to several members of staff, who were asked to provide feedback. This feedback consisted primarily of changes to the structure and wording of the survey itself to make it clearer and more accessible to the respondents, and did not significantly alter the content of the survey. Several changes were made and different drafts were gone through. This process took approximately two weeks.

Copies of the final draft of the survey and informed consent documents are included in **Appendix 2**.

3.4 Administration

The surveys were administered in person at three Derbyshire Libraries: Alfreton Library (a somewhat small library), Long Eaton Library (a larger library in the middle of town), and Chesterfield Library (a large urban library with a correspondingly large user base and several computer support initiatives active at any one time). As mentioned above, it was decided that it would be best to get results from three different locations of different sizes with different levels of service provision, as this would result in the broadest scope of customers, requirements, and access to services. The choice of libraries available for this exercise was somewhat restricted by their accessibility via public transport, as the researcher was required to be there in person. The managers of these libraries were contacted ahead of time to get permission to carry out the data collection and to arrange suitable dates. The data collection was carried out over three days - Chesterfield Library on the 20th of October, Alfreton Library on the 21st of October, and Long Eaton Library on the 22nd. These sessions went on from within an hour of opening to within an hour of closing - data collection was carried out at Chesterfield Library between 9:30 and 18:30, Alfreton Library between 10:00 and 17:00 (the library closed at 17:00), and Long Eaton Library between 9:30 and 18:30. Staying until after 17:00 where possible maximised the chance of

catching people who worked full time, thereby increasing the amount of the population that could potentially be covered by this project.

The sampling method used for this research project was a convenience sampling; the respondents were people who were convenient for the researcher to access, which is not true randomness. (Bryman, 2012). The downside of using a non-probability based sampling method like this is that there is no way to guarantee that the sample is representative; it is extremely likely that some portions of the population will be excluded by this method, simply because members of that portion were not in the library during the days or times that data was being collected and thus could not be surveyed - perhaps because of work, or other commitments. This is connected to the concern that the sample may be unrepresentative of the population of computer users in Derbyshire Libraries, let alone the general population of Derbyshire. This is - again - hopefully neutralised by collecting data from multiple locations and attempting to remain in the library for the duration of its opening hours to maximise the opportunity.

The actual data collection method was very simple. Armed with a batch of blank surveys, the researcher patrolled the areas of the libraries that contained computers to wait for a potential respondent to sit down either at a computer or with their own device. At the smaller libraries, where there were fewer computers and thus a smaller turnover and correspondingly small amount of people to ask, the researcher set a rough pattern of patrolling every ten-to-fifteen minutes to check for people who had not yet completed the survey; she also set up a resting position in sight of all of the computer bays. Once the potential respondent had been identified, the researcher approached each individual, introduced the project, and asked if that person would have a couple of minutes to spare once they were done using the computers (or while they were waiting for things to load) to fill in the survey. Providing pens and any additional information the respondent required (such as "Where can I hand this in? - due to a prior arrangement, desk staff were aware of the project and willing to take in surveys if the researcher was not in the area.) seemed to encourage people, and the majority of people asked were willing to at least consider it. The exact number of rejections is difficult to estimate, as any survey that was not filled in was recycled and offered to the next user, but one hundred and fifty copies of the survey were distributed, and of *those* one hundred and forty-four were returned.

3.5 Data Analysis

Analysis of the survey data was carried out using Microsoft Excel. As the data was collected on paper, it was collected and input manually after each library visit. Any notes that the customer added to their form were also included in the results gathered.

4. Chapter 4: Results and discussion

4.1 Introduction

This chapter will focus on what services Derbyshire County Council was found to supply to assist in digital inclusion for its customers, and the results of the user survey that show whether these services are used. These results will be discussed here, and summarised in the **Chapter Five: Conclusions and Recommendations** with the relevant points that were raised here.

The services offered by Derbyshire Libraries will be presented first, followed by the results of the customer survey.

4.2 Services offered in Derbyshire Libraries

Libraries in Derbyshire have several options available for customers, taking into account both the physical and skills-based sides of the digital divide by providing access on both fronts.

4.2.1 Physical access

Physical access to computers and the internet is potentially the most straightforward part of the digital divide to solve. Infrastructure, while expensive in the initial outlay, is an expense that only needs to be put in place once and then maintained, as opposed to skills programs that require regular funding to set up and keep going.

With that in mind, one of the ways Derbyshire attempts to close the digital divide is by providing access to bookable desktop computers in most, if not all, Derbyshire libraries for the duration of their opening hours. There are approximately four hundred computers available for public use in Derbyshire, with approximately twelve thousand users per week (Derbyshire County Council, n.d.) This figure includes several "Quick Use" computers; while the majority of computers require users to have a library card to log into the computers, certain libraries in Derbyshire provide computers that customers can access for ten minutes at a time with or without a library card. This removes a barrier to entry for people who do not have their library card with them, or who may not be able to get a library card at all for one reason or another (for example, by being unable to provide a permanent address due to homelessness), and improves their chances and opportunities to access ICT.

In addition to this, Derbyshire also provides free wifi for use by the general public, so those with their own devices and/or laptops can bring them to the library for use there. This is especially useful for people who require help with devices; as there is wifi, they can bring their own devices to the library and show people the specific problem they are having and receive a solution, rather than trying to replicate it on a different device.

As part of the larger efforts of Derbyshire County Council, there is also an initiative called Digital Derbyshire, which aims to provide broadband internet access to even the most remote parts of Derbyshire by 2016 (Digital Derbyshire, 2014). While not strictly part of the library service, the library is providing information and sign-posting towards it. This will provide physical access to the internet for those who may not otherwise be able to acquire (for example, because they live in a remote part of the county where commercial networks do not cover.).

4.2.2 Access to skills

Access to *skills* is a more complicated beast, particularly because customers are often disinterested in events and initiatives that they do not believe are immediately relevant to them (Verdegem and Verhoest, 2009). Thus, users who may dismiss an iTea and Biscuits session one week may discover the next that they *do* actually need help getting online to email their relatives, or that they receive an eReader as a gift and need to know how to work it; this means that libraries must be flexible in regards to their offerings and have plans to deal with this situation. It can also be more difficult to provide, as skill

The main resources permanently available to members of the public who would like to learn more about using ICT and/or the internet, are the books and staff. All libraries in Derbyshire will have books on how to use various parts of ICT, with subjects as broad as how to generally use smartphones, computers and laptops, and as narrow as how to work specific editions of dedicated software. The skill levels these books are aimed at varies from absolute beginner to potential programmers. The main problem with these books is that they can very quickly go out of date, which means that their information may no longer apply to the customer's needs - and if the customer is not computer savvy enough to realise this, and staff are not on top of keeping their stock selections weeded and up-to-date, the books could actually hinder a customer's skills development as they struggle to work out why what they are reading and what their computer is like do not match up.

Another resource usually available to members of the public is one that is even more variable than the books; the library staff themselves. Customers have been known to seize upon library staff as people who can help with all problems, but using the staff as a permanent resource to help close the digital divide has its own set of problems. The main problem is that due to the number of staff on duty at any given time and the number of demands upon a staff member's time, there might not be many people actually available to help - and library staff often do not have the time it would take for a lengthy enquiry, such as walking a customer through setting up an email address. The secondary problem is much more severe, in that there is a chance that the library staff either might not have the skills they need to help customers in this manner, or might not feel confident enough in their own skills to help others. This problem could be alleviated somewhat by offering regular computer training and refresher courses to staff members who could benefit from them, but that would require there to be the budget available to fund them.

Another service that the library provides, albeit one that is less noticeable as a benefit, is that the library signposts to other services. The library contains information on local courses (including the WEA training courses or Adult Community Education) (D. Roberts, personal communication, September 10th 2014), information on the Digital Derbyshire project, leaflets on basic security online and how to access various online services, and staff are willing and able to suggest other places for customers to go to find the information and/or training that they need. This may seem like a minor point, but it can be very valuable for customers. It means that there is a central hub of information for them, and it means that the library does not have to dedicate funding and time to providing the training themselves.

A more reliable resource, albeit one that is not available at every point the library is open, is the volunteers used in Derbyshire libraries. These volunteers are recruited specifically to teach other library users how to use computers from the ground up (Derbyshire County Council, 2013a). What they are called upon to teach often varies upon what the customer requests - the basic options include tutoring on the internet, setting up and using email, the DCC website, subscription databases, Ancestry (a family-tree tracing database), Microsoft Office, and basic computing skills such as using a keyboard and mouse. All tutoring sessions are made by appointment only, as volunteers are not necessarily on call; this can be frustrating for users who want or need help that day, as the library is unable to provide it. The accessibility of volunteer sessions are also somewhat variable - while the program is

active across the entire county, obviously the number of volunteers provided depends entirely on who can be recruited - most libraries have at least one (R. Sharpe, personal communication, September 10th 2014). This program, while beneficial, has significant issues, such as the chance of unreliability in volunteers (whether through not attending sessions or through becoming unavailable, such as by getting a full-time job; as volunteers are not bound by payment, their commitment is much less secure than a paid employee.), or the issue of assessing volunteers to ensure that they actually have the ICT skills or ensuring that they are patient and clear enough to be able to explain them to others. That said, they are invaluable in providing this service, as it is one that library staff themselves cannot often provide - it is in fact the text-book definition of the correct use of volunteers as far as CILIP is concerned (CILIP, 2012). They are not replacing a service, but are supplementing it.

In addition to all of these, Derbyshire libraries provide several dedicated training courses to help users with specific aspects of computer use. Some examples of these services are provided below; this is not a necessarily comprehensive list, but it is a reasonable sample of activities that are currently available for use by customers.

First Steps Online is dedicated entirely to new users; it offers whole day sessions on the first Tuesday of the month where library users can come and be walked through the basics of getting online, such as setting up email addresses. (R. Sharpe, personal communication, September 10th 2014)

Another service provided was the Opening Up A New World programme, which went out to residents of care homes and other home library service users, and brought education and support with using ICT to them, rather than having to have them come to the library to seek it out. All of the participants reported that they benefited from the sessions provided (Derbyshire County Council, 2013b).

Currently, the library information team at Chesterfield Library are working on a new project, reaching out to job seekers to offer them one-to-one sessions that provide them with clear, basic help that covers everything from creating an email address to registering with Universal Job Match to basic trouble shooting (such as forgotten email addresses or passwords) to advice on where to look for jobs (D. Roberts, personal communication, September 10th 2014). It also covers important topics such as how to use the council website for benefits and support.

In the past, there have been several initiatives towards this aim as well, many of which were carried out in partnership with other organisations. In particular, Adult Community Education worked with the library in the past; as an example, in 2010 they partnered with local libraries to get them a little extra funding and hold a job week, which offered users taster sessions that involved help with writing CVs and carrying out job searches online (R. Sharpe, personal communication, September 10th 2014). iTea and Biscuits is a nationwide initiative, run in partnership with Age Concern, that had a series of sessions at various libraries around Derbyshire. It is specifically aimed at older members of the community with a focus helping them to get online for potentially the first time (Derbyshire County Council, 2013c).

4.3 Customer survey results

The customer questionnaire designed to survey Derbyshire library computer users was distributed to one hundred and forty-four respondents in the three locations specified over the course of three days. This was a paper-based survey that was piloted by DCC staff.

The distribution of this survey was carried out in person between the 20th and 22nd of September. This was a very short period of time and thus could only garner a limited sample of results, which may reflect poorly on the results gathered and make it harder to generalise from them.

One hundred and fifty surveys were distributed, with one hundred and forty-four responses filled in and returned to the researcher. Of these, five results were discarded as the respondent had completed the survey without signing the Informed Consent declaration. Due to the low number of responses, all of these responses were included.

The survey instructions were very clear that the questions were optional and could be skipped without consequence if the respondent was uncomfortable answering them (Questions that seemed from the outset that they might make a customer uncomfortable to answer also had "Prefer not to say" as an option, to make it clear that the question was acknowledged.), so some of the results and percentages may not reflect the amount of included responses. In addition to this, several questions were multiple choice and so will have more results total than respondents.

4.4.1 Demographic Questions

Questions 1-4 were demographic questions, asking about the respondents' age, gender,

Age	Number of respondents
18-24	16
25-44	50
45-64	55
65-74	17
75 or older	1
Prefer not to say	0

Chart 1: How old are you?

employment status and education level. The information gathered by these questions indicated that the majority of respondents were in age bracket of 45-64 (55 responses, or approximately 39.6%), with 25-44 being the second most frequent answer (50 responses, approximately 35.9%), although every age category was represented at least once.

The majority of respondents were male (85 responses, approximately 61.2%), with 53 female respondents (38.1%) and 1 person with another gender identity (0.7%). This could indicate that the survey may not generalise more broadly to the general public.

The majority of respondents were some flavour of unemployed (81 respondents, approximately 58.3% - of those, 52 respondents (64.2% of those who listed themselves as unemployed) were unemployed job seekers, with the rest being retired (16 respondents, 19.8% of the unemployed respondents) or not seeking work (13, or 16%).), followed by those in full or part-time employment (44 responses, 31.7%), students (6, 4.3%) and those who preferred not to say (5, 3.6%).

The question of education (question three) suffered from an uncaught error that made it unclear; were this survey to be carried out again, it would ask "What qualifications do you have?" rather than "What qualification level do you have?" as those are somewhat different questions and this may have skewed the results unfairly.

The majority of respondents to the survey had at minimum GCSE or O-Levels (72 respondents, 51.8%), and the majority had other and/or higher qualifications, with NVQs and A-Levels as the next most common (39 and 37 respondents respectively, with the corresponding percentages at 28.1% and 26.6%). 27 respondents (19.4%) had alternative qualifications, which were mainly work-related (a list of which can be found in **Chart 2: Other qualifications listed**), and 41 (29.5%) were educated to degree level (28 to

undergraduate level - 68.3% of those educated to degree level, 20.1% of overall responses; 13 to postgraduate level, 31.7% of those with degrees and 9.4% of overall respondents). Only 8 people (5.8%) confirmed that they had no qualifications.

Other qualifications listed	
City and Guilds	CACHE L1
Work related qualifications	City and Guilds - National Open College Network
Extensive coal mining qualifications	PGCSE
Registered Dental Surgery Assistant	RSA
Foundation degree	City Guilds Level 1 in Production Management
RSA 1+2 Typewriting	National Diploma
RSA 1+2 Word Processing	OCN
Apprenticeship Electrician (Industrial)	CSR
Chartered accountant	Ameme Mining
Fellow of the ambulance survey	Diploma in pre-school practice
FASI	ARCM
Celta	LRAM
Delta	FISM
Trade Qualification	FLCM
Electrical City & Guilds	Certificates of Profession Competence (CPC) Operations of truck and bus
City & Guilds Certificates in Catering Basic	Management services certificate + diploma (IWSOH)
City & Guilds Certificates in Catering Advanced	American high school graduate C+ average

Chart 2: Other qualifications listed

4.4.2 General Computer Use

69.1% of customers (96 respondents) confirmed that they did have access to some form of computer or device in their homes, whether it's a desktop computer, a laptop, a tablet, a smartphone, an ereader, or some other device. The majority had laptops (58 respondents, 31.9% of those with their own devices), with smartphones as the second most popular option (52 respondents, 28.6% of those with their own devices). Tablets were the next most popular options (37 respondents, 20.3%), with desktops (21 respondents, 11.5%), eReaders as the less frequently chosen options (8 responses, 5.8%) and other devices, usually non-smartphone mobiles (6 responses, 3.3%). 72.7% (101 respondents) confirmed that they had access to the the internet at home, work, and/or their place of education; the number with internet access at home came to 48.2% (67 responses.) These groups are especially important for two reasons; as previously established, library users with no other access to ICT are a particular target group of Derbyshire County Council, and thus this dissertation, and those without access to the internet in their own home are not always considered to be truly digitally included (Helsper, 2008).

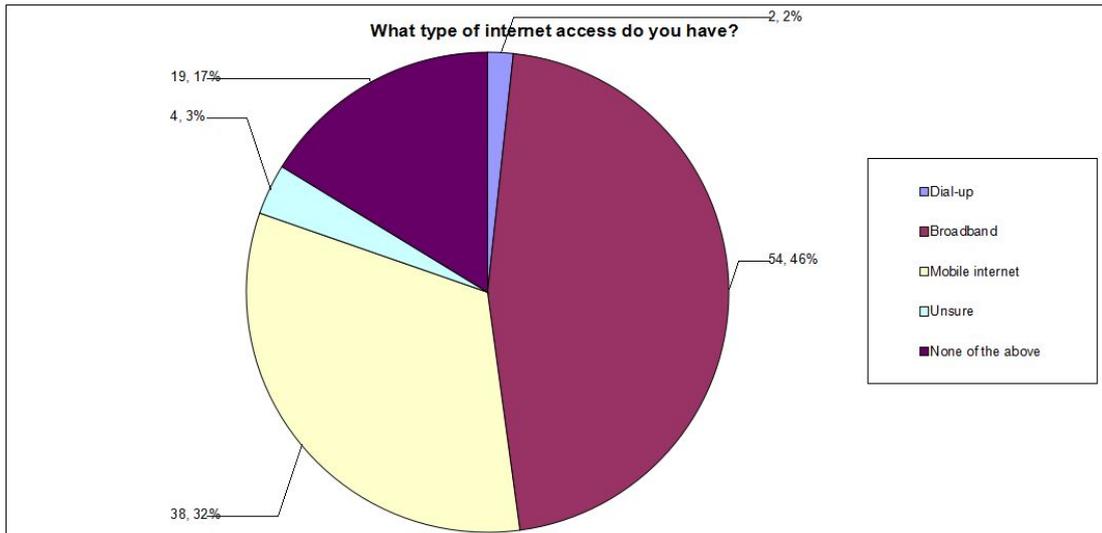


Chart 3: What type of internet access do you have?

The majority of respondents who said that they had internet access specified that they had broadband (54 responses); a further 38 had mobile internet, while 2 still only had access to dial-up internet, 4 were unsure, and 19 said that they had none of the above.

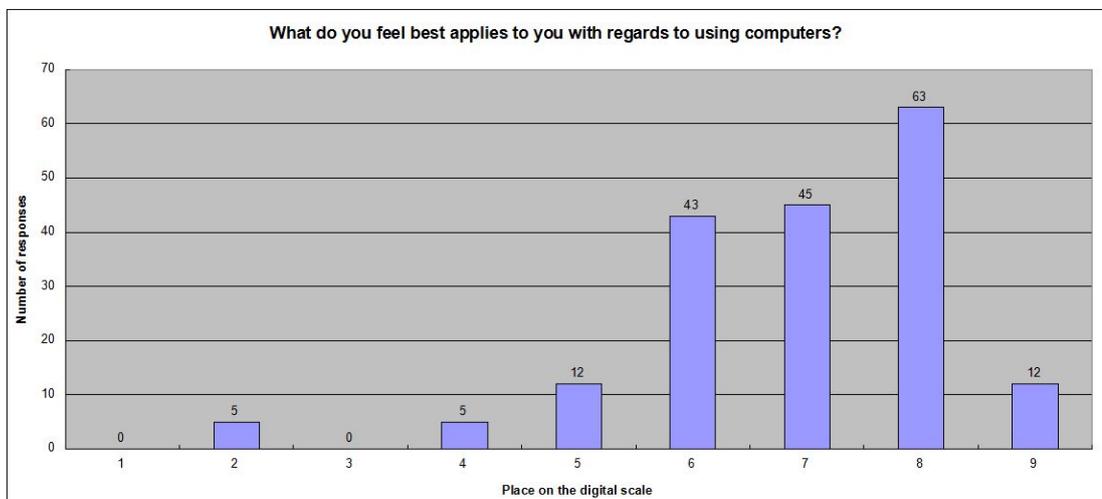


Chart 4: What do you feel best applies to you with regards to using computers? (For definitions of the scale, please refer to Chart 5.)

When respondents were asked to identify which statement they felt described them best out of the options given in **Chart 5: Responses to question eight**, the majority felt that they were confident in using computers. Many selected this option with another response - most commonly being able to use computers for specific tasks, possessing basic computer skills, and/or being confident computer users. 9 users indicated that they were able to use

Potential responses to question eight	Number of responses
1. I have never used a computer and never will	0
2. I used to use computers but no longer do	5
3. I would like to use computers but am no longer able	0
4. I use computers but do not want to	5
5. I am still learning how to use computers for basic tasks	12
6. I can use computers for specific tasks	43
7. I have basic computer skills	45
8. I am confident in using computers	63
9. I am an expert in using computers	12

Chart 5: Responses to question eight

computers for specific tasks, *and* had basic computer skills, *and* were confident computer users, while 12 indicated that they were confident in using computers *and* in possession of basic computer skills. There were 18 who declared themselves in possession of basic computer skills and able to do specific tasks. One individual even indicated that they used to use computers but no longer did so - but they were still confident that they had basic computer skills.

(Were this questionnaire to be run again, possibly specifying "only" specific tasks in question six would gather slightly more specific results.)

One of the implications of this could be that those who have

selected multiple options could be in the process of moving up the digital scale, however it is also likely that these individuals identified with the statements equally.

The proportions of these results do not necessarily match up with those of the digital scale for the UK, where 14% of the population are at stages 1-3, 7% are at stages 4-6, and 79% are at stage 7 and up (Cabinet Office, 2014). This was an unavoidable part of the sampling method - by choosing only people who were using ICT, the sample was tipped further up

the scale as a matter of course. If it were possible to sample a wider population, it may be possible to see if these results indicated that the population really was further up the digital scale as hoped.

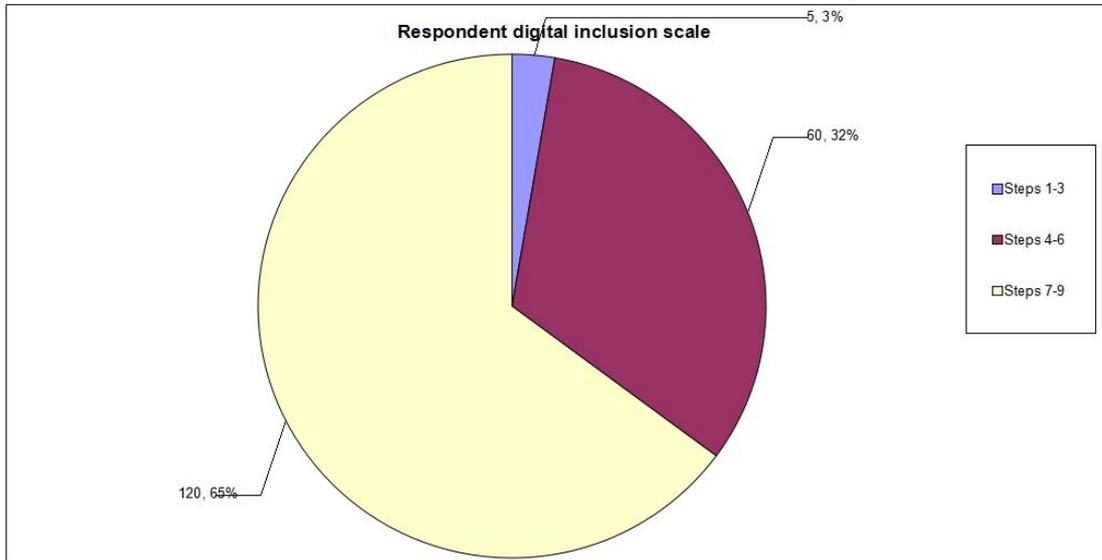


Chart 6: Respondent digital inclusion scale

There is also an age gap presented here: the younger someone is, the higher they are likely to rate themselves on the scale of digital inclusion. As shown on **Chart 7: Place on digital scale by age**, no one in the 18-24 bracket has indicated that they are anything lower than 6 on the scale (able to carry out specific tasks on the computer), and this demographic made up a quarter of the people who felt themselves experts in computers. Unfortunately, there were not enough people over the age of seventy-five to examine the true reversal, but those over the age of sixty-five seem to rank themselves less highly than those who are younger.

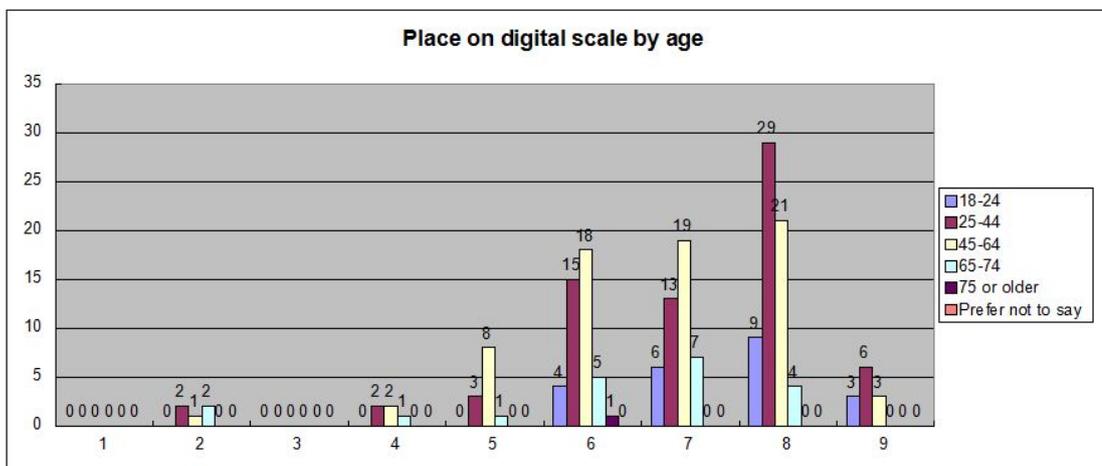


Chart 7: Place on digital scale by age

The final question of this section revealed the vagaries of self-assessment surveys; one respondent indicated that they were an expert in computer use, but for the question asking which computer tasks they felt they *could* do, did not indicate that they could use a mouse and keyboard or use an email account. While these are perfectly reasonable, it does show that this method of assessing computer skills is sometimes flawed.

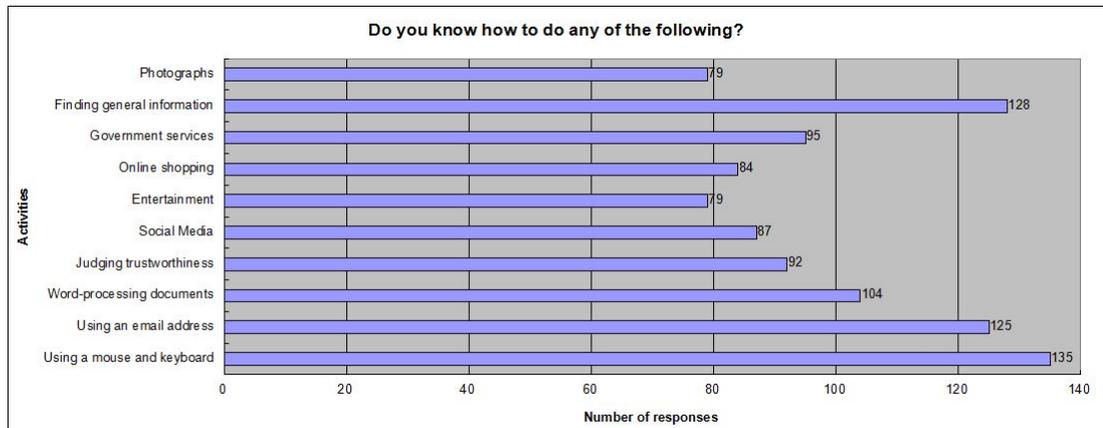


Chart 8: Do you know how to do any of the following?

Methodological weaknesses aside, question nine asked what tasks customers felt that they were capable of doing as a way to examine their level of digital competence. Only 47 respondents felt that they could carry out all of the tasks listed should they need to. The majority (135 responses) felt comfortable with using with a mouse and keyboard and that they could use the internet for finding general information. Similarly to the above point, the most well-represented group for this section was that of people aged 18-24, as the ones who are represented in every single task - in fact, they are the only people to indicate that they are comfortable with social media. And as **Chart 9: Digital skills by age** shows, the number of people who indicate that they can use a skill decreases as age increases - for example, the majority of any given age bracket indicated that they were able to use a mouse and keyboard, and that they were in possession of an email address, but the number of people in each group who could judge how trustworthy a site was (for example) is somewhat lower.

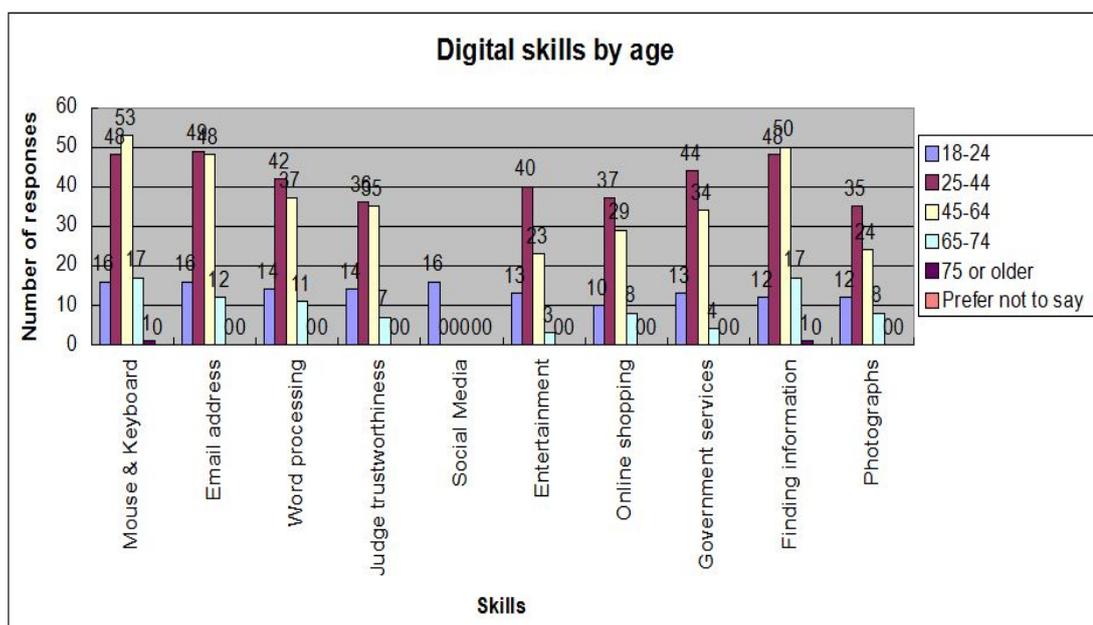


Chart 9: Digital skills by age

Somewhat alarmingly, only 92 users indicated that they were able to judge whether an email or website was trustworthy overall (as opposed to the 125 who have and use email, or the 128 who use the internet to find information). As trust is a major part of being online and of the Government Digital Inclusion Strategy, this could be the topic for further assistance from libraries.

4.4.3 Library Computer Use

Question ten asked customers if they used their own devices in the library, which only 45 respondents did. 92 said that they did not, and there were two abstentions. In contrast, in answer to question eleven 129 respondents said that they *did* use the library computers (question eleven), with 8 who did not - and all but one of the individuals who said that they did not use library computers also reported that they used their own devices in the library (question twelve), suggesting that they were likely to be using those instead.

Most customers seem to use the library multiple times a month (45 respondents, 32.4%), with there being a fairly even rate of those who use the library every week (31 respondents, 22.3%) and those who use it every day (30 respondents, 21.6%).

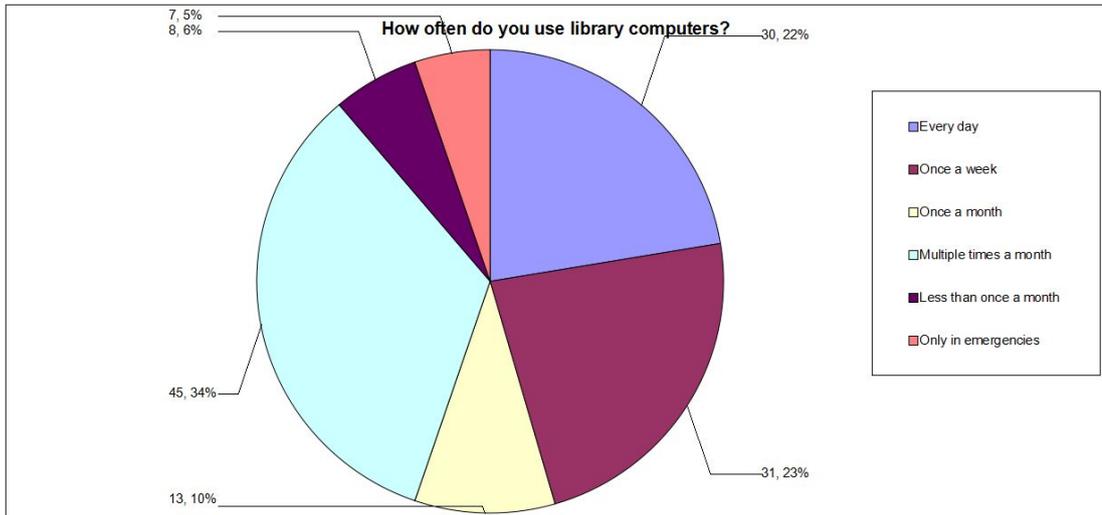


Chart 10: How often do you use library computers?

Question thirteen asked the respondents to identify which activities they usually used library computers for. The most frequent usage of library computers was for research (72 who use them for it regularly, 27 occasionally.), followed by printing (40 regular responses, 42 occasional.).

Of those who use the library every day, 24 (80% of responses from those who do use the library every day) are regularly using the computers to look for work, suggesting that this is the primary usage. Despite Research being the overall most popular category, job hunting is the most pressing for those who come in every day.

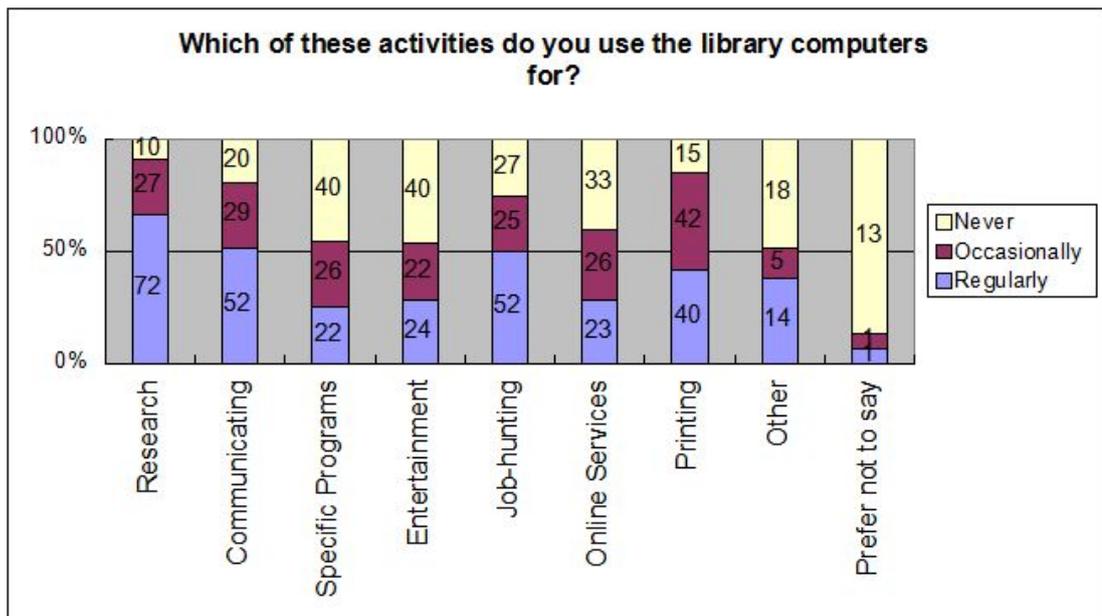


Chart 11: Which of these activities do you use the library computers for?

Questions fourteen through seventeen revolved around the services that the library offers to support users with gaining computer skills, asking them whether they were aware of services, had used them, and/or if they would use them in the future. The majority of customers responded to indicate that they had not heard of many of the services of offer in Derbyshire Libraries - the most well-known service was the books on Information Technology, which 88 people had heard of out of 139, but fewer than half had heard of the next most popular service (Internet taster sessions - one of the most well-promoted services the library offers). On top of that, regardless of how many people have heard of these services, only a handful have used them - and except for the books, which are available at all times, there are over double the number of people who *would* use the service than actually *have*. (See **Chart 12: Use and awareness of library services** for a comparison of these figures.)

This could suggest that the services were not being promoted actively enough, or that customers were simply not noticing services that had no implications for them at the time; certainly this would tie in with the point raised in section **3.2: Data collection: information on services** that it could be very difficult to find information on services. Failing that, it could simply be that the chosen sample for this study did not include sufficient people who had actually used the services mentioned.

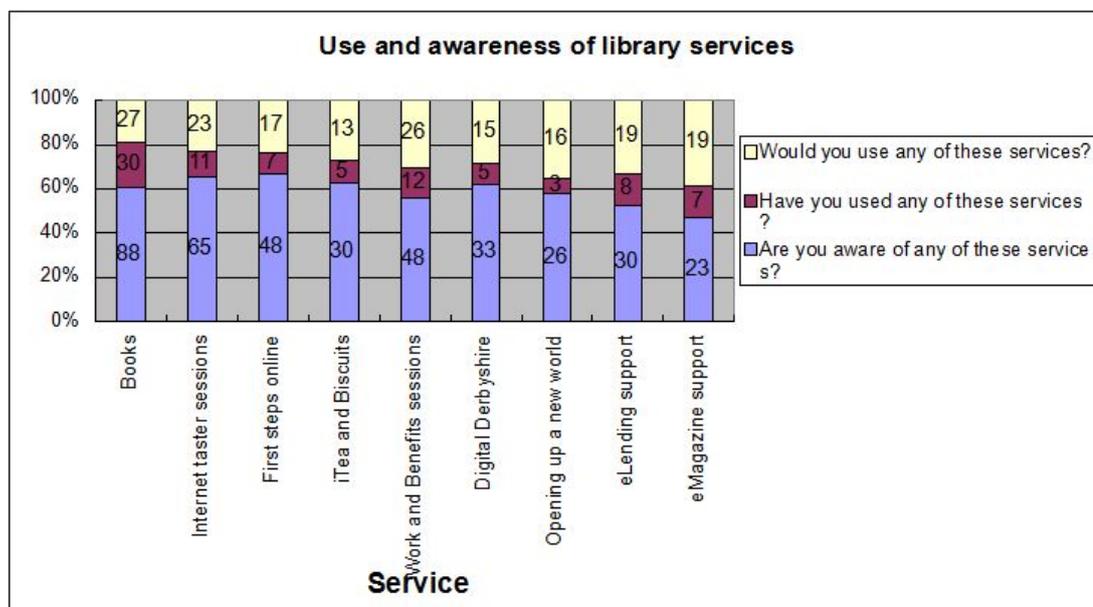


Chart 12: Use and awareness of library services

Question seventeen asked people if they had ever asked the library staff for help, to which the majority (71 respondents, or 51.1%) answered "Yes". When asked what they usually

needed help with, the majority answered with printing and/or logging into the computers, suggesting that the guidelines available for that are not necessarily clear. A full list of enquiry topics has been included (**Chart 13: Tasks respondents most commonly asked for help with**), sorted by frequency.

Generally, customers report being quite satisfied with the service that they have received; in answer to question eighteen, as 100 reported that they were satisfied as opposed to 4 who were not. Many of the responses were positive, stating how helpful the staff are (there are multiple examples that state that staff are "always helpful".)

Of the hundred respondents who were satisfied, there were even 34 customers who indicated that they had not actually asked for help from library staff, but would still like them to know that they were satisfied! (This was despite instructions asking them to skip to question nineteen.) The comments from these people involved messages such as "Whenever I see people ask for help when having computer difficulties on the computers, the staff are always more than happy to assist and show a great deal of patience with people", which suggest that they are satisfied with the the help other people are receiving. Or there are comments such as "Well I am now! I just use them when I need to. I am not in need of the services available. However, I did not know they were available until this, so I am now satisfied and impressed. :)" which suggest that the survey may have helped to make customers aware of several services, which could potentially help people - and has apparently helped people become satisfied with the library.

Task	Number of responses
Printing	22
Logging in	16
Computer crashing/slow/generally not working	7
Help accessing specific sites (e.g. Google, Ancestry)	3
Email	3
Scanning	3
Saving work or copying it to memory stick	3
Job hunting	2
Wifi	1
Account locked	1
Lacking knowledge of what to do	1
General enquiries for website details for local history	1
Basic computing	1
Word	1
Sorting problems	1
Changes to library website	1
Other	2

Chart 13: Tasks respondents most commonly asked for help with

(While the researcher cannot speak to the number of people who may or may not start to use library services they may have discovered during the course of this survey, she can confirm that at least two people completed the survey and approached librarians to ask about becoming computer volunteers, which suggests that even though the taster sessions are one of the most well-promoted services the library offers, they're still not registering with potential volunteers.)

There are some conflicting opinions, and some variations between libraries - at Alfreton Library, for example, a customer said that "The staff are usually competent computer users", while at Long Eaton one customer reported that "Staff don't have enough basic knowledge" and indicated themselves correspondingly dissatisfied. (However another respondent from Long Eaton said that they were "Extremely satisfied with staff assistance when called upon" - as neither respondent filled in the section asking them what they required help with, it is impossible to judge the reason for this discrepancy, as it is entirely probable that these people spoke to different members of staff, or had queries of varying difficulties.)

The other people who indicated they weren't satisfied cited reasons such as unhelpful staff members at Chesterfield Library ("There is a particular individual who pretends not to know what you are asking.") and "slow computers" - which is not necessarily a reason to be dissatisfied with the help from *staff*.

Question nineteen was the opportunity for customers to leave any further feedback they felt necessary. These comments are often complaints or suggestions. Some are about other users:

- "Some users are rude while using the computers, e.g. talking loudly/trying to engage with you."
- "Nice if the place was made to be silent as it used to be. The foul talking, it is not nice for a lady my age to listen to when they are next to you."

With many comments about the wifi:

- "The wifi in the library isn't fast enough, and the connection drops."
- "Wifi can be dodgy and doesn't always work..."

- "Frequently, wifi fails and printing is not possible, which has on at least two occasions caused me to be unable to apply for jobs or attend interview."

But a number of these comments were very positive and praised the efforts of the library!

- A wonderful idea to get hesitant older people to use the internet in an informal and friendly setting. I have no one at home to help me become computer literate so this is a great bonus and I do appreciate all the help.

But most importantly, and perhaps the best summary of the user experience in Derbyshire Libraries is one comment from a member of the public: "I know that help is there if required."

5. Chapter Five: Conclusions and Recommendations

5.1 Introduction

This section discusses the conclusions and recommendations for both Derbyshire Libraries and future research that can be made based upon the previous chapters. These conclusions will then be related back to the original aims of this piece to see if they have been achieved.

5.2 Recommendations regarding digital inclusion

From the data gathered during the course of this dissertation, it can be concluded that Derbyshire has made significant efforts to close the digital divide. They offer a number of services in terms of both physical access and gaining skills. It would be hard to say from the survey data that the support programs that the library have invested in are effective, as the reported usage rate of the skills training is quite low, but the sample size was quite small so these results may not be representative. Regardless, physical access is quite high and used regularly, and in the comments provided by customers, they report that they are generally happy with the help provided by library staff with using computers. Thus it is possible to say that the initiatives described here have had an effect on digital inclusion in Derbyshire.

Based on the services on offer, recommendations would include the following. Keeping stock up to date so that customers are not confused or driven to out-of-date material. Instituting regular computer training and refresher courses for staff members who are uncomfortable with computers so that they can be a better resource for others would also go a long way to maintain the most well-used resource of the service and would improve the experience of the staff. Promoting services more clearly would also be helpful; as shown by the data, people are not necessarily aware of all of the services on offer, but would be open to using them if they were - and there are some who would certainly benefit from them.

A particular recommendation, if budget permits, would be to offer further courses - especially as many of the respondents didn't feel that they could identify whether a website was trustworthy or not. It may be worth offering opportunities for them to learn how to recognise for themselves what may or may not be trustworthy, as this is one of the major points of digital inclusion identified in the Government Digital Inclusion Strategy (Cabinet Office, 2014).

Finally, having a centralised list of services available for customers and staff, and/or listing the services that *are* available more clearly on the Derbyshire County website would make it easier for people to find services that could help them - as already shown, most of the users surveyed were capable of finding basic information, but no matter how good someone is, something that does not exist cannot be found.

5.3 Recommendations for further research

As this study was, in the end, heavily limited by both time and the researcher herself, it is suggested that someone return to this topic and look at the matter in more depth; by conducting the research over a longer time period or with a focus on specific activities, it may be possible to get a more reliable view of what can be done. Similarly, a follow-up study in a few years time may be able to measure whether or not progress has been made.

In addition to this, it might be worth doing comparative studies in other counties, to judge whether these reveal similar results; by doing this it may be possible to triangulate the most effective methods of improving digital inclusion.

A more qualitative approach may also be appropriate, in that it would allow the researcher to investigate exactly *why* customers were using or not using services, and whether their feelings about ICT changed afterwards. Were the researcher to carry out this project again, including more scope for qualitative answers and the depth of response that could come from this would definitely be a priority; it would also then be possible to pass onto Derbyshire Libraries why their training sessions are or are not being used, and whether they are or are not particularly effective. In addition to this, using a broader sampling method would give the opportunity to see if Derbyshire really *is* moving people up the digital scale, or if this research suffered from vagaries of its own data collection. Furthermore, after the staff survey was rejected as impractical it was proposed that interviewing key members of staff would be the best way to place this work in its context of the wider goals and efforts of Derbyshire County Council, as well as gaining further background information on previous projects carried out by Derbyshire Libraries. While the researcher did not have the time to carry out these interviews, it would be valuable for anyone considering similar research to consider it as an option.

5.4 Research aims and objectives

The aims of this research were to establish how and to what extent Derbyshire Libraries contributed to and/or enhance the digital inclusion of adult users, with a particular focus on those with no other access to ICT.

The objectives were to:

- Review existing literature on the topic on the digital divide and digital inclusion, which was carried out to an acceptable degree of thoroughness given the time constraints and the sheer volume of literature on this topic.
- Identify what services Derbyshire County Council have made available to the public to enable or contribute to digital inclusion. While the interviews that were intended to support this objective were not carried out,
- Design, test and carry out a questionnaire for library customers. This was carried out with some success, and provided enough responses to draw some conclusions, although not enough for statistical validity.
- Analyse results obtained in this way. This was completed, and despite the small sample size sufficient methods of contributing to access and digital skills were identified that it is possible to declare the primary aim achieved, albeit without as much of a focus on computer users with no other IT access as intended.

Word count: 12,911

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Appendix 1: Ethics declaration

Information School Research Ethics Panel

Letter of Approval

Date: 30th June 2014

TO: Susan Tarrier

The Information School Research Ethics Panel has examined the following application:

Title: How public libraries in Derbyshire contribute to or enable digital inclusion for those sections of the community who do not have access to ICT

Submitted by: Susan Tarrier

And found the proposed research involving human participants to be in accordance with the University of Sheffield's policies and procedures, which include the University's '*Financial Regulations*', '*Good Research Practice Standards*' and the '*Ethics Policy Governing Research Involving Human Participants, Personal Data and Human Tissue*' (Ethics Policy).

This letter is the official record of ethics approval by the School, and should accompany any formal requests for evidence of research ethics approval.

Effective Date: 30th June 2014



Dr Angela Lin
Research Ethics Coordinator

Appendix 2: Ethics Approval Application Documentation

The University of Sheffield
Information School

Proposal for Research Ethics Review

Students		Staff	
This proposal submitted by:		This proposal is for:	
	Undergraduate		Specific research project
X	Postgraduate (Taught) – PGT		Generic research project
	Postgraduate (Research) – PGR	This project is funded by:	

Project Title:	Digital Derbyshire: How public libraries in Derbyshire contribute to or enable digital inclusion		
Start Date:		End Date:	

Principal Investigator (PI): <i>(student for supervised UG/PGT/PGR research)</i>	Susan Tarrier
Email:	sptarrier1@sheffield.ac.uk

Supervisor: <i>(if PI is a student)</i>	Peter Willett
Email:	p.willett@sheffield.ac.uk

Indicate if the research: <i>(put an X in front of all that apply)</i>	
	Involves adults with mental incapacity or mental illness, or those unable to make a personal decision
	Involves prisoners or others in custodial care (e.g. young offenders)
	Involves children or young people aged under 18 years of age
	Involves highly sensitive topics such as 'race' or ethnicity; political opinion; religious, spiritual or other beliefs; physical or mental health conditions; sexuality; abuse (child, adult); nudity and the body; criminal activities; political asylum; conflict situations; and personal violence.

Please indicate by inserting an "X" in the left hand box that you are conversant with the University's policy on the handling of human participants and their data.

X	<p>We confirm that we have read the current version of the University of Sheffield <i>Ethics Policy Governing Research Involving Human Participants, Personal Data and Human Tissue</i>, as shown on the University's research ethics website at: www.sheffield.ac.uk/ris/other/gov-ethics/ethicspolicy</p>
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Part B. Summary of the Research

B1. Briefly summarise the project's aims and objectives:

(This must be in language comprehensible to a layperson and should take no more than one-half page. Provide enough information so that the reviewer can understand the intent of the research)

Summary:

The aim of this dissertation is to establish how and to what extent Derbyshire libraries contribute to and/or enhance digital inclusion for its adult users, with a focus on members of the community without other access to ICT.

B2. Methodology:

Provide a broad overview of the methodology in no more than one-half page.

Overview of Methods:

This study will involve two questionnaires. The first will be a paper-based survey distributed by hand in three Derbyshire libraries to adult computer users, with the intent of measuring the user experience and assessing the impact that Derbyshire libraries (if any) has had on their computer-use skills. The second will be an online survey distributed via email to staff members of Derbyshire libraries to assess the impact that digital inclusion for customers has had on staff and their assessment of computer use and skills.

If more than one method, e.g., survey, interview, etc. is used, please respond to the questions in Section C for each method. That is, if you are using both a survey and interviews, duplicate the page and answer the questions for each method; you need not duplicate the information, and may simply indicate, "see previous section."

C1. Briefly describe how each method will be applied

Method (e.g., survey, interview, observation, experiment): Survey

Survey

Description – how will you apply the method?

For the customer questionnaire, the questionnaire will be printed off and distributed by hand. The survey will contain three parts; the first will be basic demographic data (age, gender, level of education, employment status, etc.) to create demographic profiles of respondents. The second part will ask users about their computer usage (whether they have access to ICT/the internet at home, what they use the internet for if they use it, level of confidence or skill at using computers) to establish . The third part will cover the library aspect (for example, whether they have used any of the library services available to them, whether they feel more confident in the library, whether they had received any help from library.).

For the staff questionnaire, the questionnaire will be created using Google Drive and made available during July (dates as yet to be decided.). The survey will ask staff for information about customer queries (whether they have requests for computer support and approximate numbers of queries, whether they're approached primarily by beginners or competent users, for example.) to support the data gathered from the previous survey.

About your Participants

C2. Who will be potential participants?

Participants will be adult computer users in Derbyshire Libraries for the customer survey, and desk-trained librarians for the staff survey.

C3. How will the potential participants be identified and recruited?

For the customer survey, participants will be approached in three libraries and invited to complete a brief survey. For the staff survey, participants will be identified as desk-trained librarians using the staff list and sent an email using the staff network.

C4. What is the potential for physical and/or psychological harm / distress to participants?

Participating in this research will cause no more harm than participating in everyday life.

C5. Will informed consent be obtained from the participants?

X	Yes
	No

If Yes, please explain how informed consent will be obtained?

The customer surveys will have an Information Sheet/Consent form attached as the front page. The researcher intends to distribute the surveys personally and will thus be available to answer questions, and an email address will be included as part of the surveys.

The online survey will have the Information Sheet/Consent Form as the first two pages, so the participant would be unable to proceed without agreeing. An email address will be provided in case participants have questions not answered by the information sheet.

If No, please explain why you need to do this, and how the participants will be de-briefed?

C6. Will financial / in kind payments (other than reasonable expenses and compensation for time) be offered to participants? (Indicate how much and on what basis this has been decided)

No compensation or honoraria will be offered.

About the Data

C7. What data will be collected? (Tick all that apply)

	Print	Digital
Participant observation		
Audio recording		
Video recording		
Computer logs		
Questionnaires/Surveys	X	X
Other:		
Other:		

C8. What measures will be put in place to ensure confidentiality of personal data, where appropriate?

No personal or identifiable information will be collected.

C9. How/Where will the data be stored?

Data will be stored and analysed on the researcher's laptop, which is only used by the researcher. The paper survey will be converted to digital forms for analysis.

C10. Will the data be stored for future re-use? If so, please explain

The data will be destroyed after analysis, the report is submitted and the mark received.

About the Procedure

C11. Does your research raise any issues of personal safety for you or other researchers involved in the project (especially if taking place outside working hours or off University premises)? If so, please explain how it will be managed.

There are no anticipated issues of personal safety to the participants or researchers.

Research Ethics Review Declaration

Title of Research Project: Digital Derbyshire: How public libraries in Derbyshire contribute to or enable digital inclusion

We confirm our responsibility to deliver the research project in accordance with the University of Sheffield's policies and procedures, which include the University's '*Financial Regulations*', '*Good Research Practice Standards*' and the '*Ethics Policy Governing Research Involving Human Participants, Personal Data and Human Tissue*' (Ethics Policy) and, where externally funded, with the terms and conditions of the research funder.

In submitting this research ethics application form I am also confirming that:

- The form is accurate to the best of our knowledge and belief.
- The project will abide by the University's Ethics Policy.
- There is no potential material interest that may, or may appear to, impair the independence and objectivity of researchers conducting this project.
- Subject to the research being approved, we undertake to adhere to the project protocol without unagreed deviation and to comply with any conditions set out in the letter from the University ethics reviewers notifying me of this.
- We undertake to inform the ethics reviewers of significant changes to the protocol (by contacting our academic department's Ethics Coordinator in the first instance).
- we are aware of our responsibility to be up to date and comply with the requirements of the law and relevant guidelines relating to security and confidentiality of personal data, including the need to register when necessary with the appropriate Data Protection Officer (within the University the Data Protection Officer is based in CiCS).
- We understand that the project, including research records and data, may be subject to inspection for audit purposes, if required in future.
- We understand that personal data about us as researchers in this form will be held by those involved in the ethics review procedure (e.g. the Ethics Administrator and/or ethics reviewers) and that this will be managed according to Data Protection Act principles.
- If this is an application for a 'generic' project all the individual projects that fit under the generic project are compatible with this application.
- **We understand that this project cannot be submitted for ethics approval in more than one department, and that if I wish to appeal against the decision made, this must be done through the original department.**

Name of the Student (if applicable):

Susan Tarrier

Name of Principal Investigator (or the Supervisor):

Peter Willett

Date: 13/06/14

Appendix 3: Customer Survey

**The University of Sheffield.
Information School**

Digital Derbyshire: How public libraries in Derbyshire contribute to or enable digital inclusion

Researchers

Susan TARRIER - sptarrier1@sheffield.ac.uk

Purpose of the research

This research is measuring how effectively Derbyshire's libraries are helping people to use computers and access the internet. This involves 1) assessing whether library users have access to computers and the internet, 2) are aware of the services provided by the library, and 3) whether these services are being used or found to be useful. This research is being carried out with the support and permission of Derbyshire Libraries.

Who will be participating?

We're inviting adult users of the computers and wifi provided in Derbyshire Libraries to participate.

What will you be asked to do?

You will be asked to complete a short nineteen-question survey about your use of computers and services provided by Derbyshire Libraries.

What are the potential risks of participating?

The risks of participating are the same as in everyday life.

What data will we collect?

The only data collected will be the responses given to this survey; these are predominantly multiple choice answers with the option to state opinions.

What will we do with the data?

The data will be analysed for inclusion in a Masters dissertation, after which it will be destroyed.

Will my participation be confidential?

Your participation will be completely confidential, and no identifying information will be collected.

What will happen to the results of the research project?

The results of this study will be included in my master’s dissertation which will be publicly available. Please contact the University of Sheffield iSchool in six months. Derbyshire County Council will be made aware of the results as feedback on services.

I confirm that I have read and understand the description of the research project, and that I have had an opportunity to ask questions about the project.

I understand that my participation is voluntary and that I am free to withdraw at any time without any negative consequences.

I understand that I may decline to answer any particular question or questions, or to do any of the activities. If I stop participating at any time, all of my data will be purged.

I understand that my responses will be kept strictly confidential, that my name or identity will not be linked to any research materials, and that I will not be identified or identifiable in any report or reports that result from the research.

I give permission for the research team members to have access to my anonymised responses.

I give permission for the research team to re-use my data for future research as specified above.

I agree to take part in the research project as described above.

Participant Name (Please print)

Participant Signature

Researcher Name (Please print)

Researcher Signature

Date

Note: If you have any difficulties with, or wish to voice concern about, any

aspect of your participation in this study, please contact Dr. Angela Lin, Research Ethics Coordinator, Information School, The University of Sheffield (ischool_ethics@sheffield.ac.uk), or to the University Registrar and Secretary.

Demographics

1. How old are you?

- 18-24 25-44 45-64 65-74 75 or older Prefer not to say

2. What is your gender?

- Male Female Another identity Prefer not to say

3. What is your employment status? (Tick all that apply.)

- Employed - Full Time Employed - Part Time Unemployed - Seeking Work
- Unemployed - Not Seeking Work Student Retired
- Prefer not to say

4. What qualification level do you have? (Tick all that apply.)

- O-Levels/ GCSEs A-Levels BTEC NVQ
- Undergraduate degree Postgraduate degree Other None of the above

If you answered "Other" please specify:

General Computer Use

5. Do you have access to any of the following at home? (Tick all that apply.)

- Desktop computer Laptop Smartphone Tablet (e.g. iPad, etc.)
 eReader Other If you answered "Other", please specify:

6. Do you have internet access at any of the following places? (Tick all that apply.)

- Home Work School/College

7. If yes, what type of internet access do you have? (Tick all that apply.)

- Dial-up (Wired or wifi) Broadband (wired or wifi)
 Mobile internet Unsure None of the above

8. Which of the following do you feel best applies to you with regards to using computers? (Tick all that apply.)

- | | | |
|---|--|---|
| <input type="checkbox"/> I have never used a computer and never will. | <input type="checkbox"/> I used to use computers but no longer do. | <input type="checkbox"/> I would like to use computers but am no longer able. |
| <input type="checkbox"/> I use computers but do not want to. | <input type="checkbox"/> I am still learning how to use computers for basic tasks. | <input type="checkbox"/> I can use computers for specific tasks. |
| <input type="checkbox"/> I have basic computer skills. | <input type="checkbox"/> I am confident in using computers. | <input type="checkbox"/> I am an expert in using computers. |

9. Do you know how to do any of the following? (Tick all that apply. Please tick the ones that you feel you CAN do, whether or not you do them.)

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> I can use a mouse and keyboard. | <input type="checkbox"/> I have and can use an email address. | <input type="checkbox"/> I can word process documents. | <input type="checkbox"/> I can judge whether a website or email is trustworthy. |
|--|---|--|---|

I can use the internet for:

- | | |
|--|---|
| <input type="checkbox"/> Social Media (e.g. Facebook, Twitter, Snapchat, etc.) | <input type="checkbox"/> Entertainment (e.g. Games, watching television shows.) |
| <input type="checkbox"/> Online shopping (e.g. groceries, clothing, holidays) | <input type="checkbox"/> Government Services (e.g. Universal Job Match, applying for benefits, paying bills.) |
| <input type="checkbox"/> Finding general information (e.g. checking the weather or train times.) | <input type="checkbox"/> Uploading and storing photographs |

Library Computer Use

10. Do you use your own devices in the library (e.g. laptop, smartphone, or tablet)?

Yes No

11. Do you use the library computers? If no, please go to question 14.

Yes No

12. If yes, how often do you use library computers?

Every day Once a week Once a month
 Multiple times a month Less than once a month Only in emergencies

**13. Which of these activities do you use the library computers for?
(Tick all that apply.)**

	Regularly	Occasionally	Never
Research (for work, education or pleasure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating (e.g. social media, email, writing letters.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific programs (e.g. Ancestry.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entertainment (e.g. watching videos, listening to music, reading.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job-hunting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online services (e.g. bills, government services.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Printing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The library provides a range of services to help people with IT. These questions are related to your awareness and use of these services.

14. Are you aware of any of these services? Tick all that you have heard of.

15. Have you used any of these services? Tick any that you have used.

16. Would you use any of these services? Tick any that you would use.

Books on how to use computers/tablets/smartphones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet Taster Sessions (Helping people use the internet, email, the DCC websites, Ancestry, subscription databases, or Microsoft Office)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First Steps Online (Drop-in sessions to guide people through using the internet for the first time.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iTea and Biscuits (Help for older people who want to use computers, supported by Age UK.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work and Benefits sessions (Sessions to help job seekers use the internet to look for work.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digital Derbyshire (Initiative to improve broadband access for most of Derbyshire.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opening Up A New World (Introducing computers and the internet to Home Library Service users.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eLending Support (Helping users with eReaders and eAudio Books)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eMagazine Support (Helping users with downloadable copies of magazines.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you are interested in any of the services mentioned here, please speak to a librarian for more information! If you would like to become a volunteer to help beginners use computers, please go to our website:
<http://www.derbyshire.gov.uk/leisure/libraries/services/volunteering/default.asp>

17. Have you ever had to ask for help from the library staff with computer use?

Yes

No

If no, please go to question 19. If yes, what sort of help do you usually ask for? (e.g. Help with printing, logging in, accessing specific websites.)

18. Are you satisfied with the help and support services provided by Derbyshire Libraries?

Yes

No

Please state why you feel that way.

19. Do you have any further comments on the computer help and service provided?

Thank you very much for completing this survey! Please return this survey to a member of staff.

Appendix 5: Access to Dissertation

Access to Dissertation

A Dissertation submitted to the University may be held by the Department (or School) within which the Dissertation was undertaken and made available for borrowing or consultation in accordance with University Regulations.

Requests for the loan of dissertations may be received from libraries in the UK and overseas. The Department may also receive requests from other organisations, as well as individuals. The conservation of the original dissertation is better assured if the Department and/or Library can fulfill such requests by sending a copy. The Department may also make your dissertation available via its web pages.

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To be completed by the Author – Select (a) or (b) by placing a tick in the appropriate box

If you are willing to give permission for the Information School to make your dissertation available in these ways, please complete the following:

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Name Susan Tarrier

Department Information School

Signed Susan Tarrier

Date 02/11/14

To be completed by the Supervisor – Select (a) or (b) by placing a tick in the appropriate box

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Name

Department

Signed

Date

THIS SHEET MUST BE SUBMITTED WITH DISSERTATIONS BY DEPARTMENTAL REQUIREMENTS.