


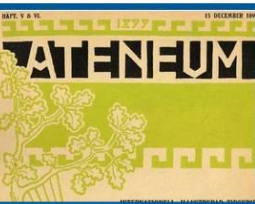
## Aviisi - Evaluation report


DIGI - NATIONAL LIBRARY'S DIGITAL COLLECTIONS

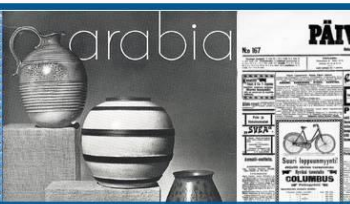
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DIGI.KANSALLISKIRJASTO.FI
10,473,725 PAGES




### NEWSPAPERS

Digitized 4,252,511 pages.  
Free use 1,963,869 pages (46%) (-1910).  
Copyright based material 2,288,642 pages (54%) (1911-).

Free

Copyright




### JOURNALS

Digitized 6,091,749 pages.  
Free use 1,154,175 pages (18%) (-1910).  
Copyright based material 4,937,574 pages (82%) (1911-).

Free


Copyright



### EPHEMERA

Free use 129,465 pages.

Free



### OTHER DIGITAL COLLECTIONS

Welcome to the Finnish history and old times with the help of digitised newspapers!

The National Library has digitised newspapers published in Finland from 1771 to 1910. They are available online. Some newspapers published after 1910 have also been digitised and are available in [legal deposit libraries](#)

### CLIPPINGS

[Instructions for clippings \(video\)](#)

It is now easier to collect images, advertisements and articles from the digital collections of the National Library. You have access to your own personal page for collected clippings with the possibility to private comments. These clippings are searchable for all users via the "Clippings"-page. You can share your clippings in social media. Login in the right hand corner.

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## Aviisi - Evaluation report

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## Table of contents

1 Introduction	4
1.1 Aviisi project	4
1.2 Evaluation activities	4
1.3 This report	4
2 Online survey	5
2.1 Survey respondents	5
2.2 Uses of materials	6
2.3 Visit	10
2.3.1 Frequency and motivation of visits	10
2.3.2 Understanding <i>one visit</i>	11
2.4 Materials	14
2.4.1 Best finds	14
2.4.2 Topics	15
2.4.3 Missing materials	16
2.5 Services	19
2.5.1 Best value: digitisation and search-ability of materials	19
2.5.2 Evaluating functionalities	20
2.5.3 Room for improvements	23
3 <i>Aviisi</i> use case: Digital historical newspapers in school	25
3.1 Materials and sources for preparing classes	25
3.2 Benefits from historical newspapers	26
3.3 Constraints of teachers in the choice of materials	28
4 Conclusive thoughts	30
Bibliographical references	31
Annex: Survey questionnaire	32

# 1 Introduction

## 1.1 *Aviisi project*

The target of the Aviisi project is to achieve a wider usage of copyrighted newspapers in addition to the open digital collection of historical newspapers (1771 - 1910). In a series of collaborative pilots during 2016 in the Mikkeli area, this material has been made freely available in a single point of access provided by the National Library of Finland (<http://digi.kansalliskirjasto.fi>). Regional newspaper publishing companies, the National Library of Finland and Kapiosto have joined to build new models, which enable testing of the digital, copyrighted newspaper materials within the pilot area.

Through this project, a number of research and educational institutions of the Mikkeli area have been granted access to copyrighted newspaper material (Maaseudun Tulevaisuus 1916-2013 and Länsi-Savo 1917-2013): a public local library, regional museums and archives, an adult education institution, several schools and higher educational institutions.

## 1.2 *Evaluation activities*

This evaluation was carried out in partnership with an investigator from the University of Helsinki undertaking her doctoral research on the use of digital cultural heritage materials in school education. The evaluation was managed throughout the year by the Digitisation and preservation centre of the National Library of Finland in Mikkeli and was possible, thanks to the engagement of the users of the portal and that of a number of teachers in the area.

Between January and September 2016 a series of activities were organised aimed at evaluating the reception and use of the materials presented at <http://digi.kansalliskirjasto.fi>. These activities included:

1. Presentations of materials and workshops on the use of Digi in education institutions of the Mikkeli area.
2. Interviews with teachers in an upper-secondary school (lukio) from the Mikkeli area.
3. An online survey activated on Digi, the publishing and presentation system for digitised and digital newspapers, journals and ephemera of the National Library of Finland.

## 1.3 *This report*

This report focuses on the use(s) that emerge in research and educational contexts of the materials at hand. It is structured in two parts, providing a user-oriented evaluation of the materials and services in Digi (Chapter 2) and details about the use of the materials in lukio (Chapter 3).

The following pages inform about the great diversity of the people using the materials. Among them there are those who use the materials for their every-day research work and are familiar with the portal; but as well people just realising about

its existence and the possibility to use these materials. The opinions and suggestions of some hundred anonymous people can be summarized in these words: *“Hyvä palvelu joka voi vain muuttua paremmaksi kunhan siihen saadaan mukaan uudempia kuin yli 100 vuotta vanhoja sanomlehtiä”*.

## 2 Online survey

A scaled online survey was done in 2016 on Digi – the publishing and presentation system for digitised and digital newspapers, journals and ephemera of the National Library of Finland. It collected overall 125 responses.

A preliminary general survey collected responses during three weeks (25.5.-15.6.2016). This survey was designed to learn about the overall interest and feedback on the use of the materials as well as evaluate the services of Digi. Responses to this survey (r1=56) gave an impression of who is visiting the portal, what they think of it and how they use the materials. This survey round was opened at time when school and universities started their holidays, so it was decided to conduct an additional round after the holidays.

The second survey round was launched shortly after the new design of Digi was operable and collected responses during two weeks (30.8.-13.9.2016). This survey was shorter and more focused, respondents (r2=69) were asked to describe their visit, to give some information about the use of materials, and to comment about the service.

### 2.1 Survey respondents



*Illustration 1: Map of responses*

Most respondents were from Helsinki (34), followed by Mikkeli (13) and Tampere (9). Espoo, Oulu and Jyväskylä each collected 5 responses. Municipalities with three respondents were Turku, Lahti and Vantaa. There were three responses from abroad (Denmark, London and Montreal). Other individual responses are marked on this map.

Women (67) and men (50) among respondents were quite equally distributed. Six out of ten respondents were 40-59 years old. Respondents of age-group 60-69 follow (17%), then 30-39 (12%), 70 or more (11%), 20-29 (9%). There was one respondent under 20.

Overall sixteen respondents knew they were **participating in Aviisi**, while 39 were not sure. Four were respondents within the National Library, four from the elementary schools (peruskoulu) followed by three at the city library in Mikkeli. Other Aviisi respondents were from: upper-secondary school (lukio), University of Helsinki (Ruralia and FinClarín) and the Folklife archives of the University of Tampere.

Taking a look at the occupation of respondents, we can identify more respondents who fall within the interest of Aviisi. The most numerous group being that of museum, archive or library staff (32 respondents)

followed by researchers (22 respondents) and retired people (23 respondents). Nine students, seven teachers, and three journalists were among respondents.

When asked to specify their professional field or research interest, *history* was the most often mentioned, followed by smaller groups of *information science* (from IT and programming, to research on media), *education* (äidinkieli, mediakasvatus, historia, yhteiskunta), *ethnography* and *design*. Other fields mentioned were: *art history, architecture, oriental studies, literature and translation*; even *human resources* or *building*

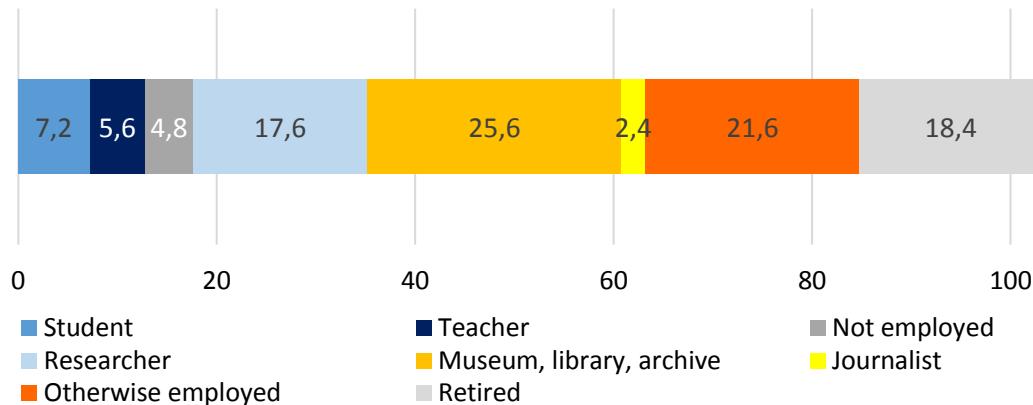


Table 1: Main occupation (percentage of  $n=125$ )

systems (kiinestoteknika).

## 2.2 Uses of materials

This section provides an overview of the uses of historical periodicals, ephemera and other collections in the digital portal of the National Library of Finland.

Apart from reading materials, nearly half of respondents plan to use the materials for documentation purposes. A third of respondents plan to publish it in some way, either for a publication or for a presentation in education or professional context as seen in the table below.

	Resp.	%
Read it	69	55.2
Use it for documentation or reference, with no intention of publishing	55	44.0
Publish it as part of scientific research (thesis, dissertation, article...)	23	23.2
Distribute it as such or in edited format to others (education, presentation, report...)	22	17.6
Other	28	22.4

Table 2: What do you plan to do with the materials? (n=125)

When asked about other uses, some respondents gave details of how they plan to use the materials. Most comments had to do somehow with sharing, most commonly among family members and in publications. Respondents mentioned: publishing in books, embedding on websites or a family blog, sharing on Facebook groups or sending privately to a family member. Other uses mentioned: part of a thesis (*lopputyö*), include the material in a research database, or modify it for a collage.

Based on the analysis of responses to other questions in the survey, six non-exclusive user groups are recognisable: researchers (students, academics or professional researchers), family researchers or hobbyists, staff of cultural heritage institutions, browsers, teachers and journalists.

1. The most numerous group of respondents mentioned that their use of Digi is motivated by some kind of **research, related with their institutional or academic work, including studies (49)**. Among this group, some mention their research topics (e.g. sports history, food ration, famine, the origin of the word *socialism* or glasswork in Riihimäki). Due to the large amount of respondents providing details about their research topics, an overview is given in section 2.4.2 Topics. What characterises this group is that they are moved by very specific questions, they use advanced operators to restrict search results or improve the chance to retrieve relevant materials, and have the need to access the materials with less restrictions.

*Tarkka haku digistä mahdotonta. Ei riitä aika tulosten selaamiseen*

*Haun rajauksia voisi parantaa ja vahojen tekstien sumeaa hakua tarkentaa*

*Tutkijana olisi hyödyllistä päästä tekijänoikeudellisiin aineistoihin käsiksi myös omalta koneelta...*

*Kaikki aineisto voisi olla julkista, siis netin kautta leltavaa ainakin vuoteen 1920 saakka tai mieluummin vieläkin uudempi aineisto voisi olla muualtakin luettavissa kuin vapaakappalekirjatoissa. siinä olisi oiva lahja tutkijoille, kun suomi täyttää sata vuotta.*



2. Respondents doing **family research or hobbyist (48)** range from people who just read old newspapers as a hobby to people currently planning to publish their own or a relatives' biography:

*Mukavaa löytää lisää tietoja entisaikojen elämästä. Sukututkija voi tehdä yllättäviäkin löytöjä sanomalehtien uutisista, ei ollut ennen tietoa yksityisyydensuojasta.*

*Käyttää taustatietona isoisoisäni vuoden 1901 päiväkirjan muistiinpanoihin - päiväkirja julkaistaan kuukausittain suljetuissa facebook-ryhmissä*

*Etsin helmikuun 1927 Viipurin sanomalehteä, jossa olisi ollut tietoa isoisoäitini \*name\* onnettomuudesta, johon hän kuoli (sähkötapaturma tms).*

*Paras löytö: löysin maininnan iso-iso-isästäni vuodelta 1888 joka aukaisi uuden luvun sukututkimukseeni.*

3. Respondents **working in the cultural heritage sector (21)**, were represented in this survey. By looking at their detailed answers, many professionals in cultural institutions cannot be separated from the above mentioned group of professional researchers. At least six respondents were library workers (five of them at the National Library) and two of them were assisting library visitors. Two archivists and four museum people gave details of their searches, hinting towards more investigative practice. Most are looking for background information or for documentation purposes. Among this group, ephemera and product catalogues are popular materials, one planned to include articles in the collection catalogue, others used the material to complement object or person-related research:

*Kaikki kuvalliset katalogit, kuvastot, mainokset, esitteet ovat kullannarvoisia, koska niistä pääsee käsiksi esineiden oman aikaiseen tietoon.*

*Hinnastot ja katalogit (etenkin valaisimet) ovat usein käytettyjä.*

*Pienpainatteen ovat erinomainen lähdeaineisto mm. Esinetutkimuksessa.*

*(...) etsii tietoa tietystä taiteilijasta, näyttelystä tai taideteoksesta. Sanomalehdistä näkee usein, mitä teoksesta aikanaan kirjoitettiin, miten se silloin tulkittiin. Sanomalehdistä löytyy myös tietoa erilaisista tapahtumista menneisyydessä. Ilman tekstihakua artikkeleiden löytäminen olisi aivan liian työlästä ja hidasta esim. museotyössä, jossa ei voi käyttää loputtomasti aikaa arkistotyöhön.*

*Etsin sanomalehtiarvosteluja erästä taideteosta taidemuseon kokoelmaluettelo varten. Tein sanomalehtien tekstihaun taiteilijan nimellä, teoksen nimellä ja aikarajauksen avulla.*

*Jos vain löydän jonkin vanhan kuvaston ja pääsen selaamaan sitä ja löydän sieltä tietoa luetteloinnin alla olevasta museoesineestä (ajoitus, suunnittelija, versiot) se on aivan mahtavaa! Joskus tärppää, useimmiten ei.*

4. **People just browsing or looking for inspiration (17)**, with no particular topic or question in mind. This group of users is relevant to mention; specially when re-thinking the content and presentation of materials on the portal. They would be more open to explore suggestions

made on the main page rather than use the search functionality. This group often overlaps with others (e.g. teachers, hobbyists or researchers).

*Halusin lukea vanhoja uutisia*

*Tulin vastaamaan tähän kyselyyn, yleensä käytän sivustoa tutkimuksen tekemiseen tai aineistojen selailuun muuten vaan silkasta uteliaisuudesta.*

*Yritin etsiä sanoma- ja aikakauslehtiaineistosta kuvitusideoita esitykseen. Minulla ei ollut aivan selkeää ideaa siitä mitä olin etsimässä, joten en käytettävissä olleen rajallisen ajan puitteissa löytänyt mitään sellaista mihin olisin ollut tyytyväinen.*

*Kiva laittaa joku ihan satunnainen sana, vaikka "hautakivi", ja sitten katsella vanhoja hautakivimainoksia.*

5. A special interest of this report is to identify key issues for **teachers and educators (7)**. Among respondents of this survey, not many teachers are found. As other activities such as teacher interviews and a visits to a school were undertaken, chapter 3 is dedicated to this group and the use in school of historical newspaper material.
6. Very few **journalists (3)** responded to the survey, giving insufficient information to create a profile of this user group. Nevertheless their use of the materials (for publishing or for getting background information), is consistent with the first group of researchers:

*Etsin valokuvia juoksukilpailuista aiemmin vuodelta 1906 löytämäni doping-artikkeliin liittyen. Latasin pari Suomen Urheilulehden numeroa. Käytän niitä on-line satiirisivuston (\*name\*.com) aineistona.*

*Etsin artikkeleita koska kirjoitan sanomalehteen kolumnia ja tarvitsin taustamateriaalia.*

These user groups more or less comply with previous research done on similar services. In her recent study on the employment of scholarly digital resources at the National Archives and National Library of Finland, Tiina Hölta devotes attention to academic researchers and research user-groups (Hölta p.88-98). One could also affirm as well, that *every kind of information seeking in archives counts as research* (Staffan Smedberg in Sundqvist, 2007 p.629). To complement findings of this ongoing topic of research, the following sections of this chapter focus on the uses of these materials and the service as well as on its context. This is possible because many survey respondents took the opportunity to describe in detail their use of the materials and the service, thus contextualising their inquiries and research practice.

## 2.3 Visit

### 2.3.1 Frequency and motivation of visits

The motivation of most users to use Digi is both for satisfying an inquiry and, at times, people do not look for anything in particular, they are just browsing or looking for inspiration.

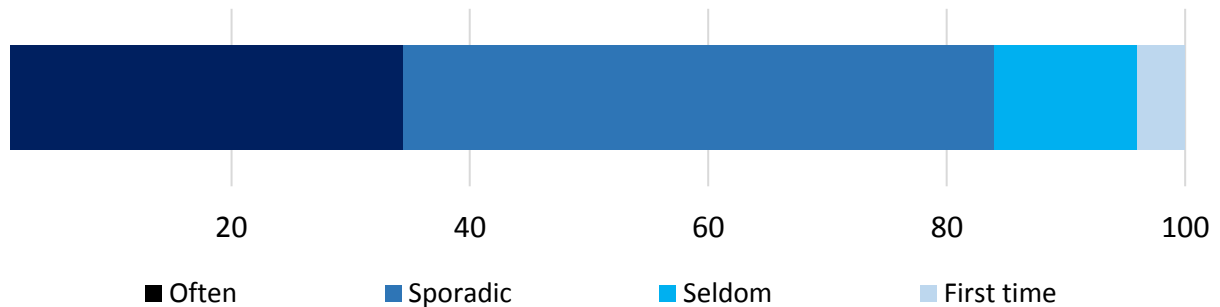


Table 3: Frequency of visits to Digi (percent from  $n=125$ )

When asked about the **frequency** of their visits, the largest group are sporadic visitors (49%), almost half of respondents, visit once or twice a month or irregularly. The second largest group (34.2%) uses Digi at least once a week. Therefore, we can affirm that eight out of ten respondents are well acquainted and familiar with Digi.

In the first longer survey version, respondents ( $n=56$ ) had the option to inform **how they became aware of Digi**. There was not one poignant point of entry to Digi. Respondents in equal manner found out about Digi browsing the internet, hearing it in an education institution or from the homepage of the National Library of Finland (each ca. 20 respondents). Surprisingly only 3 people were informed of this service while visiting a library, other referrals mentioned were friends or colleagues, Facebook and Google. From these results, it is safe to say:

- Google is already quite effective for raising awareness towards *Digi*,
- Digi should maintain the flow of information to educational institutions,
- A more prominent display on the National Library web-pages could significantly contribute to increasing visits.

Here is the breakdown of responses on the **reason of the last visit**:

	Resp.	%
Research for my institution / company	16	28.6
Research for private reasons	12	21.4
Family research	12	21.4

Academic professional research	10	17.9
Other reason	8	14.3
I'm just browsing today	7	12.5
Higher education assignment	3	5.4
School assignment	1	1.8
High school or vocational education assignment	0	0

Table 4: What was the reason of your visit? (n=56)

### 2.3.2 Understanding *one visit*

When looking at web statistics, it is hard to determine if what is counted as a visit is actually one person or several. In the case of the Digi-portal, there are two factors that difficult trusting this kind of measurements. The first is related to the Aviisi project itself. Participants in Aviisi share group-IPs by which the activity of each pilot-group is monitored, but individuals cannot be identified. Additionally, the National Library of Finland and other institutions have computer terminals with access to the legal deposit material from where it is difficult to determine whether in the same session only one person was sitting in that terminal or more.

This is why we asked participants to estimate the **duration of their visit**, which is here evaluated in relation with what they did during the visit and if they found what they were looking for. 51 respondents estimated the length of their visit. With an average length of 1h 15min, visits spread from a one minute (*"Vierailu kesti minuutin verran, kun mitään ei löytynyt"*) to eight hours in the course of a day (*"7 tuntia, illalla katson vielä tunnin kaksi vuosia ennen vuotta 1910"*).

24 long (more than 1 hour)

30 medium (15-60 minutes)

20 short (10 minutes or less)

Learning about the details of one visit unfolded the complexity of this concept and made more explicit the relationship of the respondents with this digital space. A few respondents explained about **combining sessions at home with visits to the National Library** in order to read restricted materials in the same day, coming up with ideas on how it would be easier to combine such visits.

*Kaipa vanhaa versiota, jossa haku toimi koko digitoidusta aineistosta. Niistä lehdistä, joista haku tuotti tuloksen, mutta ei voinut lukea omalta koneelta, oli maininta että lehteä voi lukea Kansalliskirjastoss (...) Ennen kirjastoon menoa pystyi tekemään itselleen listan llehdistä, joita haluaa käydä selaamassa kirjaston koneella. Näin pystyi suunnittelemaan ajankäyttönsä kirjastokäynnillä.*

*Olisi todella paljon helpompi tuon hakumuodon avautuessa etsiä ensin kotona ajankohdat, mistä lehdistä hakemaansa asiasanaa voisi etsiä ja suunnata sitten esim. Vapaakappalekirjastoon.*

*[Kansallis]Kirjasto menee yleensä arkisin kiinni klo 17 ja viikonloppuna se on aina kiinni? (...). Ehdotankin siksi ettäkun Kaisaniemen kurssikirjastotalo on pitempään iltaisin auki niin ettekö voi sijoittaa sinne paria tietokonetta joilla voisi tutkia v 1910 jäkeen julkaistuja sanomalehtiä*

**Short visits.** Twenty respondents spent **10 minutes or less** on their visit. From them, nine people found what they were looking for, eight did not and three were not looking for anything in particular. These 'fast visitors', were quite specific and rarely mentioned more than one topic, section of Digi or publication.

...looking for specific information	<i>Yritin etsiä fraasilla OTK Paitatehdas, mutta mistään ei tullut yhtään hakutulosta. Vierailu kesti minuutin verran, kun mitään ei löytynyt.</i>  <i>Etsin tietoa ja kuvia pellavan käsittelystä</i>  <i>(...) söka information om personer och omständigheter på 1830-1860-talet.</i>
...looking for materials that are probably not in Digi	<i>Etsin Helsingin Sanomia 1950-1988, koska etsin artikkeleita erästä teemasta.</i>  <i>Etsin punk lehtiä, esim. Hilse</i>
...learning to use Digi	<i>Selailin aikakauslehtileikkeitä, katselin millaisia kuvia sieltä löytyy ja millaisin käyttöehdoin (siis millaisiin käyttötarkoituksiin niitä voi käyttää)</i>  <i>Olen tutustunut digiversioon pikaisesti aiemmin ja tänään kävin muistin virkkistykseksi katsomassa.</i>
...working in a library, archive or museum	<i>I am gathering material for an exhibition</i>  <i>Opastin asiakasta sanomalehtiarkiston käytössä</i>  <i>Etsin aineistoa Seurasaaresta, hain vapaasanahauulla aineistoa ulkomuseon perustamisesta.</i>

**Medium visits.** Thirty respondents spent **between 15 minutes to one hour** on the site. Here, the success rate was higher: eighteen found relevant information, six did not and other six were not looking for anything in particular. These respondents were motivated by the same reasons as the group before, therefore we can safely assume that they engaged in a longer visit due to finding relevant information already in the first search attempt.

... looking for specific information	<i>Viipurin juomatehtaid</i>
--------------------------------------	------------------------------

	<i>Tietoa painovapaaudesta</i>
...searching one or several publications or sections	<p><i>Etsin tietoa Rintamamies-lehdestä</i></p> <p><i>Tällä kertaa jostain syystä aikakauslehtihaku ei suostunut rajaamaan vain Mehiläiseen, en tiedä miksi. Sanomalehtihaussa hain OWS:aa, se onnistui.</i></p> <p><i>Etsin keihäänheiton tuloksia vuodelta 1904 ja 1905 ATFS:n projektia varten. Etsin aikakausi- ja sanomalehdistä.</i></p>
... looking for articles about one person (a family member or historical figure) or one place	<p><i>Etsin sukulaiseen liittyvää uutista tai mainintaa. Etsin samalla paikallishistoriaan liittyviä uutisia. Käytin sanaomalehtiä.</i></p> <p><i>Tällä viikolla etsin Digistä sumealla haulla artikkeleita, joissa käsitellään sivistystä ja mainitaan Snellman.</i></p> <p><i>Uutisia, jotka liittyvät Elimäkeen vuosilta 1880-1910</i></p> <p><i>Länsi-Savon aineisto: paikallisen tapahtuman ajankohdan tarkentaminen</i></p>
...working in a library, archive or museum or getting familiar with Digi	<p><i>Etsin sanomalehtiartikkeluja eräästä taideteosta taidemuseon kokoelmaluettelo varten. Tein sanomalehtien tekstihaun taiteilijan nimellä, teoksen nimellä ja aikarajauksen avulla.</i></p> <p><i>Opiskelen kirjastoalaa ja tunnilla kävin näillä sivuilla.</i></p> <p><i>Käyntini syy oli lähinnä tutustumista materiaaliin.</i></p>

**Long visits.** Twenty-four respondents admitted to have spent **more than one hour** for their visit. The longest visit lasting a whole working day and an additional hour at home in the evening. Twenty affirmed having found relevant materials, three did not and one was not looking for anything in particular. The largest group were doing academic work (for a thesis, other publication or teachers of a higher education institution), as well as family researchers. The word *browsing* came up a couple of times but most responses hint towards undertaking several search actions within a session.

...search in different sections	<p><i>Tietoa maaseudun rakennussuunnittelusta 1920- ja 1930-luvuilla monista aikakauslehdistä (mm. Pienviljelijä, Pellervo, Suomen pelot, Kotitalous jne.)</i></p> <p><i>Etsin aineistoa kemiallisista tulensammuttajista, niiden valmistajista, milloin ovat tulleet Suomeen, käyttöarvosteluja jne. Tein erilaisia hakuja kaikista perusaineistoista ja jatkoin jo edellisenä päivänä aloittamaani hakuprosessia</i></p>
...looking information about more than one	<p><i>Etsin Viipurin venäläisen reaalikoulun oppilaita ja heidän vanhempiaan.</i></p> <p><i>Selasin sukututkimukseeni liittyvän paikkakunnan lehdistä eri tutkimuksen</i></p>

person

*piiriin liittyvistä henkilöistä lisätietoja. Hain tiettyjen sanomalehtien numeroista henkilöiden ja paikkakunnan nimillä.*

...visit is embedded in  
longer research process

*Teen graduani historiasta, aiheeni on sirkushistoria. Haen tiettyihin sirkusperheisiin liittyviä lehti-ilmoituksia, jotka kerään omaan leikekirjaani ja prosessoin sitä kautta eteenpäin.*

*Keräsin tutkimuksen aineistoa.*

## 2.4 Materials

One thing for which web statistics are quite reliable is to explore the interest of users, what they look for and what materials are the most popular (Rautiainen, 2016). This information is complemented by responses to the online survey. In this chapter best finds and materials that visitors missed is taken a closer look.

Here is an overview of what type of materials were accessed by respondents of the longer questionnaire (r1=56). They were displayed a list of materials from which they could check what materials available in Digi they had used so far.

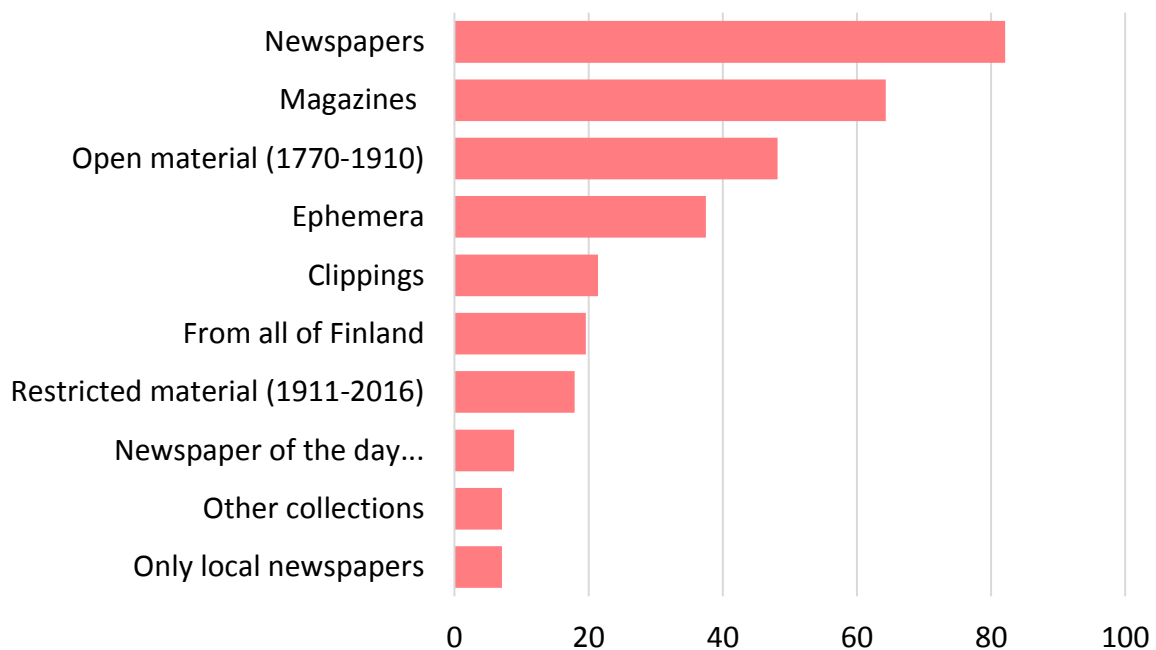


Table 4: Materials used so far (percent of r1=56)

### 2.4.1 Best finds

Respondents were asked to describe positive impressions they had about materials or what was the best article they could find. Looking among “best finds” here are some examples:

*Hienoin löytö toistaiseksi on jatkokertomus "Suomen Ruhtinat eller Minne af Finlands Drottar" (1773) jossa ensimmäistä kertaa moneen vuosikymmeneen/-sataan kerrotaan Kaarle-herttuan ja kuolleen Klaus Flemingin "kohtaaminen" - teema joka sitten 1800-luvulla päättyi historiallisiin romaaneihin, maalauksiin jne.*

*Kansan Lehden numeroa 26.6.1910 jälkeen jossa Tainio puhetta referoitu*

*Opintojani varten olen löytänyt paljon hyvää materiaalia koskien nälkävuosia*



## 2.4.2 Topics

Analysing the answers various topics were extracted and are here organised in topic-families: Family members, Historical people, Local history, Historical events, Industry-related information.

### Family members

*Hain Pietarissa koleraan 1908 kuolleen isoisäni \*name\**  
*Löysin vaimoni sukulaisen, joka on kuljettanut rahtia Suomesta Hollantiin 1870-luvulla*  
*Löysin maininnan iso-iso-isästäni vuodelta 1888*  
*Etsin sukuani koskevia ilmoituksia, esim. kuolinilmoituksia.*

### Famous historical people

*Klaus Fleming*  
*(Elias) Lönnrot*  
*(Tavi) Tainio (2)*  
*(Johan Vilhelm) Snellman*  
*Kalle Päätalo*  
*Matti Kurikka*

### Local history

<i>Länsi-savo paikallisten tapahtuman</i>	<i>Elimäki</i>
<i>Mikkelin alue</i>	<i>Vetelin</i>
<i>Viipuri (2)</i>	<i>Taivalkosken Jokijärven kylä</i>
<i>Pietarin</i>	<i>Ruotsin puolella valtakuntaa laaditun</i>
<i>Salmin Mantsinsaaresta</i>	

### Historical events/periods

*Suomen itsenäisyyden*  
*Nälkävuosia*  
*Kuinka "sosialismi" saapuu käsitteenä suomen kieleen*  
*Ensimmäisen maailmansodan vuosilta*  
*[a respondent asking to continue digitisation...] especially up to the war years as much research is done in that timeframe*  
*Keihäänheitto*  
*Juoksukilpailuista 1906*

### Industry and economy related information

<i>Tuotetietoja</i>	<i>Rihimäki lasitehdas</i>
<i>Hinnastot</i>	<i>Plastik kuvatehdas</i>
<i>Mainos</i>	<i>Viipurin juomatehdas</i>
	<i>OTK Paitatehdas</i>
<i>Ruoka (voikauppa, ruoansääntelyyn)</i>	<i>Seurasaaren ulkomuseon perustamisesta</i>
<i>Tavaramerkkirekisteristä tupakkatehtaan</i>	
<i>Maaseudun rakennussunttelu</i>	
<i>Kemiallisista tulensammuttajia</i>	

### 2.4.3 Missing materials

There were two kind of materials that were visibly missed by respondents, newer materials, specific publications and somehow making images more accessible. We asked respondents to rate some statements regarding materials:

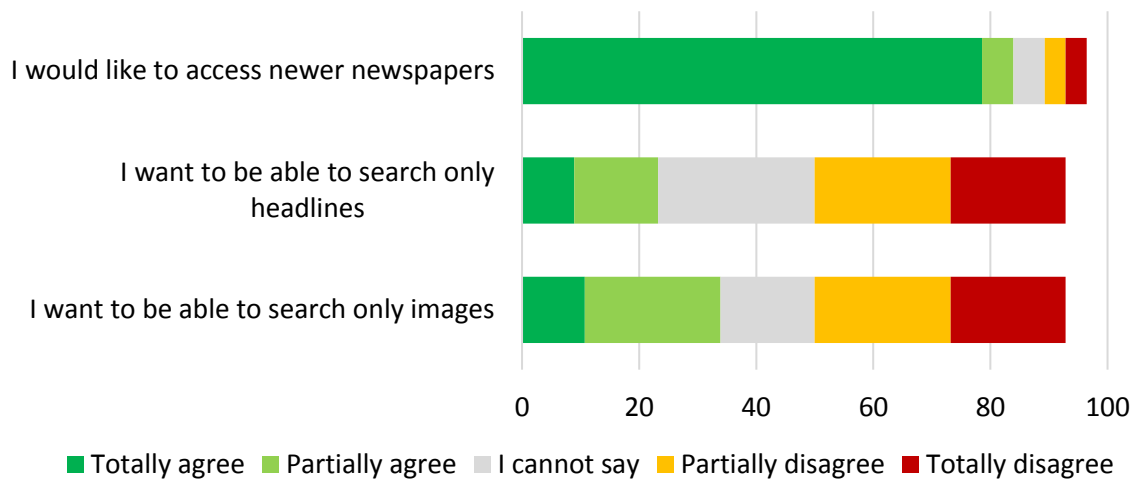


Table 5: Rate following statements (percent of r1=56)

**Material after 1910** was the most repeated remark made among respondents. All can be summarised in this sentence: *“Uudempaakin materiaalia saisi olla vapaasti saatavilla. Piilossapitoajat ovat turhan pitkiä”*. Seen that newer materials are in demand, it is worth also to analyse among responses what time-periods are the most interesting (see graphic below). The 1910s are as popular as the period of open access materials (1800s), followed by the 1920s, the second world war. There was only one respondent interested in materials from the last 60 years.

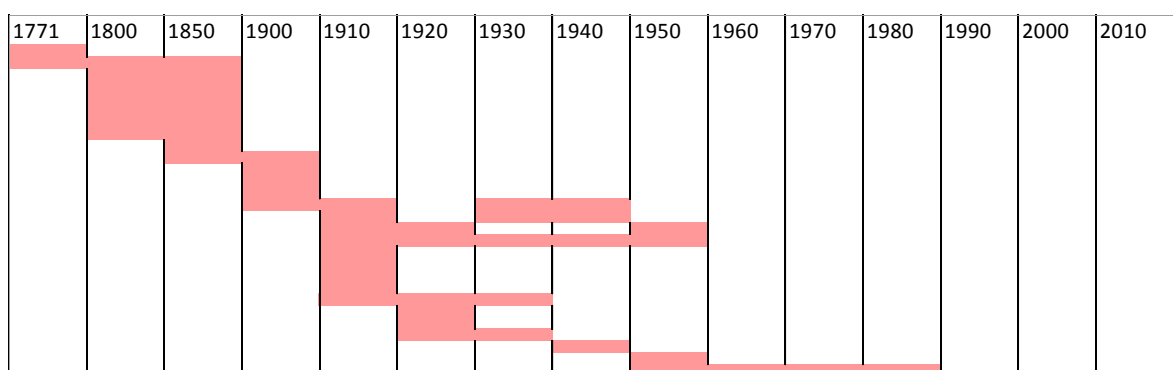


Illustration 2: Mention of time periods by 29 respondents

International policy on **copyright** is shifting towards openness and facilitation of materials for research, especially regarding holdings of public institutions (European Union OJ, 2011:42). Many respondents have mentioned in their comments the limit set by copyright and some have questioned if copyright should be so strict with this material:

*Kaikki digitoitu aineisto pitäisi olla vapaasti netissä katsottavissa. Vuosilukuraja on keinotekoinen, kun kaikki aineisto on kuitenkin nähtävissä ja kopioitavissa vapaakappalekirjastoissa. Tutkijoille tulee turhaa matkustamista*

*Sanomalehtien aikarajausta pitää ehdottomasti saada eteenpäin vuodesta 1910! (...)*

*Siinä olisi oiva lahja tutkijoille, kun Suomi täyttää sata vuotta. suuri osa aineistosta on jo nyt vapaata tekijänoikeuksista ja kaupallisesti merkittävää aineistoa on todella vähän.*

*Hartaasti toivon, että avaatte lisää lehtiä lain sallimissa puitteissa ainakin 1915 asti.*

*(...) jos tekijänoikeuksien selvittäminen ei ole mahdollista, käyttömahdollisuus vapaakappaletyöasemilla on paljon parempi kuin ei mitään*

In the survey respondents were prompted to name **materials they would like to find**. Most answered in more general terms (such as time periods) but some took it as an opportunity to make a shopping list of specific publications:

*Olisi hyvä, jos digitoitaisiin myös pikkulehtiä kuten Toinen vaihtoehto, Hilse ja niitä vieläkin pienempiä.*

*Itse toivoisin Turun, Salon ja Porin seudun sekä rajantakaisen Karjalan sanomalehtiä ja lisäksi esim. Pietarin suomenkielisiä ja samoin Amerikan suomalaisten sanomalehtien digitoituja vuosikertoja. Esim nämä kiinnostavat: Pietarin Viikko-Sanommat ilmestyi 1879-1883 ja Inkeri-lehti 1884-1917.*

*Etsin Helsingin Sanomia 1950-1988, koska etsin artikkeleita eräästä teemasta.*

Some respondents point at **materials that will possibly never be available on this digital catalogue**. This evidences a problem that characterizes digital cultural heritage, fragmentation. Many reasons are to blame for this fragmentation, mainly the very nature of collecting institutions; not all materials are available in one place, and not all collected materials are in digital format. Today the limits of digital libraries are being tested and responses imply a collective desire to see connections among repositories and digital collections.

*Esim. patentti- ja tavaramerkkirekisterit, kaupparekisterin jne. duodecim, sotilaslääketieteellinen aikakauskija ja muut lääketiteen lehdet pitäisi saada mukaan. asetuskokoelma pitäisi olla myös ja valtiopäiväasiakirjat, svt. ja stv. oppikoulujen, yliopistojen vuosikertomukset yms, yliopistojen ja korkeakoulujen luettelot, laivakalenterit ja suomen kauppalaivast, kansakoulukalenterit. Näiden jälkeen voisi digitoida puhelinluettelot osoitekkalentereita siellä jo on (...) suuri osa aineistosta on jo nyt vapaata tekijänoikeuksista ja kaupallisesti merkittävää aineistoa on todella vähän.*

*Pitäisi digitoida vanhat 1800-luvun asetuskokoelmat ja valtiopäiväasiakirjat.*

Though photojournalism was not established as a genre until 1930s, also in older material **image materials** were highly valued by respondents. Eight respondents were looking just for image materials and further 19 expressed interest in looking for images. From the open responses, some argued for a procedure to make this material more accessible as a whole:

*Kuvahaku; haku siten, että avainsanat ovat samassa artikkelissa (en ole jaksanut perehtyä hakuehtoihin kovin laajasti, ehkä näin voikin jo tehdä?)*

*Kuvien tai kuvallisten juttujen hakua pitäisi helpottaa.*

*Katalogit, kuvastot, mainokset, esitteet ovat kullanarvoisia, koska niistä pääsee käsiksi esineiden oman aikaiseen tietoon.*

Materials considered images in these responses would be catalogues and commercials. But actually already among the newspaper prior to the popularisation of photojournalism, so much more than catalogues and advertisements constitute this corpus of images: caricatures, illustrations, illuminations and ornaments as well as early photographs can be found. Unfortunately, no respondent from the second survey (n=69) commented on the image search function, introduced with the last interface update.

## 2.5 Services

In this section comments about the *Digi* services are summarised. What functionalities respondents find useful, what are common problems encountered when trying to find materials on *Digi* and what suggestions they have.

During the first survey, respondents were asked to rate several statements, how each fit their experience (see table below). According to respondents, most tend to agree with the overall usability of *Digi* but few expressed satisfaction with specific functionalities (clipping and social media tools):

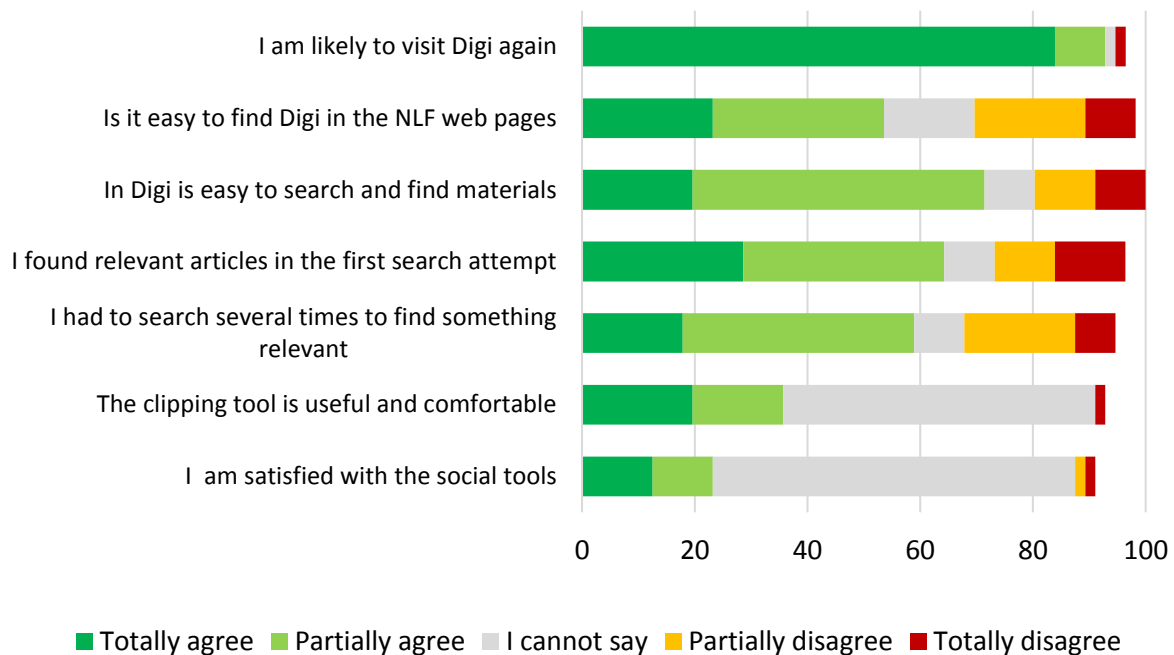


Table 6: Rate following statements (percent of  $n=56$ )

### 2.5.1 Best value: digitisation and search-ability of materials

It is in the responses given to open questions where there is more useful information about the level of satisfaction of users towards the services of the *Digi* portal. It was very helpful that both positive remarks as well as critique were accompanied by a detailed description or a clarification. Overall *Digi* has been praised several times, while there was no stand-alone negative comment about the portal.

*Erinomainen palvelu*

*Niin hienosti ne ovat skannattuja, että parempaa en voi kuvitella*

*Mielestäni Suomen kansalliskirjaston aineisto on paras (kattavin) ja hakutyökalut ovat hyvät*

*Positiivisinta oli oikeastaan huomata, että tällainen palvelu ylipäätään on olemassa!*

*Vanhon aineistojen lataaminen kaikkien saataville on todellinen kulttuuriteko*

First and foremost, it should be mentioned something that seems self-evident today but has had a great impact in the way researchers work

today, the fact that **the text corpus of historical newspaper is fully searchable**. This is what has collected most praise. Some respondents have taken the opportunity to reflect about what does digitisation mean:

*Olen todella kiitollinen ja iloinen siitä, että sanomalehti ja aikakauslehti -aineistoja voi hakea tekstihaun avulla*

*Se on nykyään aivan käsittämättömän helppoa verrattuna aikaan ennen lehdistön digitointia.*

*Ainoastaan digitaalinen sanomalehtiaineisto tekee käyttämäni kysymyksenasettelut mahdolliseksi; muuten työ veisi aivan liikaa aikaa*

*Haut nopeuttavat työtä ja antavat täydellisempiä löytöjä kuin esim. mikrofilmeiltä lukeminen*

*It is fantastic to have access to the papers in digital form, and no more in microfilm! It is so accessible, without going to the library, moving big files and delicate papers, and wondering how to copy it.*

*Ilman tekstihakua artikkeleiden löytäminen olisi aivan liian työlästä ja hidasta...Digitoidut aineistot ovat valtavan suuri apu työssäni. Kiitos siitä!*

### 2.5.2 Evaluating functionalities

All services and functionalities of Digi have been used to some extent by respondents. In the table below, there is an overview of the services used by respondents of the longer questionnaire (n=56).

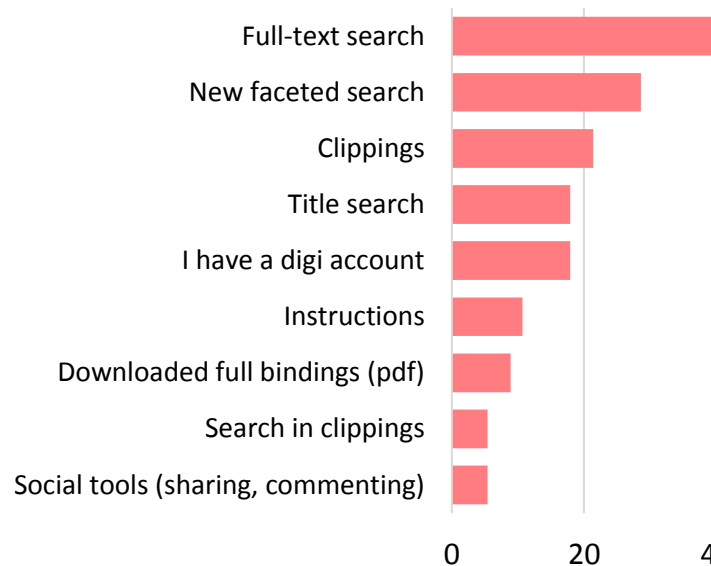


Table 7: Services used (percent)

There are two surprising things from this table, one is that **only half respondents used the full text-search**, this might be affected by the aforementioned group of “browsers”. Nevertheless, there was a significant amount of comments describing uncertainty about using the search or unawareness of functionalities that exist. At the

same time, relatively few people (6 of 56) paid attention to the instructions available on the site. Some respondents, seem to need more help or could not find help:

*Nykyinen haku on parantunut edellisestä, mitä en oppinut käyttämään.*

*Ehkä sivuilla on jossain piilotettuna FAQ tai perusteellinen hakuopas (...) Jos sellainen on, linkki pitäisi nostaa esille haun etusivulle, niin sanhakuihin tottuneen olisi vähemmän raivostuttava käyttää palvelua.*

*Homma toimii hyvin näinkin, mutta ehkä hakunappuloissa voisi olla vielä lisäkehitystäkin ja/tai helposti löytyvät ohjeet ja vinkit erilaisten hakujen tekemiselle.*

*Earlier newspapers are harder to read because of the fancy font that is used, I am able to determine what they say but many people have hard time reading from that period, a tool that lets you see what the transcription is would be useful.*

In the verge of turning 10 years-old, respondents' thoughts about Digi evidence that, other than a digital catalogue or a microfilm reader, Digi has turned into a search engine. Comparisons with Google are found among responses, and expectations of its further development point at improvement of relevance of search results:

*Toteutukseltaan palvelu kuitenkin vaikuttaa raivostuttavasti siltä, että sen suunnittelija on lähtenyt luomaan digitaalista mikrofilmiselainta eikä 2010-luvun hakukonetta.*

*Kokemukseni mukaan haku ei toimi kovinkaan hyvin: esim haulla Riihimäen lasi tulee hakutulokseen kaikenlaista riihimäkeen liittyvää turhaa, ja haluamaansa on vaikea löytää. Googlen kautta löytää paremmin digistäkin.*

*Tuntuu vaikealta saada kunnan relevanssihakua niin että saisi rajattua tiettyyn ajanjaksoon ja tiettyyn hakusanaan.*

*Hakujen jälkeen tulevat tulokset pitäisi pystyä valitsemaan joko niinkuin nyt eli sivu ja pätkä tekstiä vierekkäin TAI vanhempi tapa, jossa hakutulokset näkyivät vain tekstinä. Nyt hakutuloksia ei viitsi esim tulostaa itselle muistilistaksi*

What characterises comments about the services is the duality. Except from the calendar which received a couple of compliments, there was not a praise towards a functionality of *Digi* that remained uncriticised. This evidences the heterogeneous crowd that visits and re-visits this portal and the difficulty to take into account or satisfy all when developing the portal. On the new search interface two people comment:

<i>Helppokäyttöinen, visuaalisesti hauska</i>	<i>Haluaisin vanhan käyttöliittymän takaisin, se toimi erittäin hyvin, tämä toimii huonosti</i>
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**Fuzzy / exact / phrase search** this functionality has been made more evident in the new search interface, comments about operators and search methods imply that a better understanding of how this works would facilitate the search.

<i>Fraasihaku on toimiessaan erinomainen, sillä näin hakutulokset eivät ole liian suuria</i>	<i>Yritin etsiä fraasilla OTK Paitatehdas, mutta mistään ei tullut yhtään hakutulosta</i>
<i>TAI- ja JA-ehtojen hauissa on mukavampi kuin entisessä versiossa...</i>	<i>Lainausmerkkeihin laitetut hakusanat pitäisi käsitellä haussa kiinteänä kokonaisuutena eikä sallia sumean haun kaltaista hakuammuntaa.</i>
	<i>Esim. Sumea haku on pois päältä. Haetaan "kissa koira"~10. Harmillisesti "koira" tuottaa myös tulokset "koi" ja "korina" ja niitä on moninkertaisesti "koira"an verrattuna.</i>

Due to the overwhelming amount of comments about **having access to newer materials from home**, it is significant to also look at some comments about this:

<i>Erinomaista että tätä voi käyttää kotoa käsin (osaa aineistosta)</i>	<i>Näin voisi tutkija säästää aikaa ja rahaa, kun voisi tehdä tutkimusta kotona</i>
<i>Hienohan tuo on kun voi paljon löytää kotitoimistolla</i>	<i>Olisi mukavaa, jos v. 1910 jälkeistä materiaalia voisi tutkia kotona netissä</i>
<i>Todellinen aarreaitta historiasta kiinnostuneelle. Ja toimii myös ulkomailla.</i>	<i>Aineistoa ei ole saatavilla digitoituna verkossa. Työskentelen ulkomailta käsin, joten minulla ei ole mahdollisuutta tulla työskentelemään Kansalliskirjastossa</i>
<i>Tietenkin olisi hienoa, jos olisi mahdollisuus lukea myös uudempaa materiaalia, vaikka maksua vastaan.</i>	<i>Suuri osa aineistosta on jo nyt vapaata tekijänoikeuksista ja kaupallisesti merkittävää aineistoa on todella vähän.</i>

**The clipping tool** collected several comments. Some users seem unaware that this tool facilitates working with Digi, for example to print individual articles.

<i>Leikkeiden tallennus on tosi hyödyllinen ominaisuus</i>	<i>Olen tehnyt pari leikettä. Kaipaisin selkeämpää ohjetta leikkeen nimeämiseen ja avainsanojen valintaan. Nyt pelkään että leikettä ei löydy</i>
<i>Haen tiettyihin sirkusperheisiin liittyviä lehti-ilmoituksia, jotka kerään omaan leikekirjaani ja prosessoin sitä kautta eteenpäin.</i>	<i>Vaikea hahmottaa leiketoimintoa. Jos kokoan leikkeitä omalle Google tililleni voivatko kaikki käyttää niitä.</i>



*Parannettavaa: ainakin tällä hetkellä ja näillä aineistonkeruumenetelmillä helpottaisi, mikäli leikkeet saisi 'luokiteltua' kansioittain. Ts. samaa aihepiiriä tai teemaa (esim 'sääntely') voisi laittaa samaan kansioon. Tai toisaalta asiasanojen 'managerointiapu' niin, että muistaa mitä asiasanoja eri leikkeille on antanut.*

*Olisi tärkeää asiakkaiden kannalta saada tietyistä artikkeleista kopio. Nyt en löytänyt mitään keinoa tulostaa muuta kuin koko sivu.*

### 2.5.3 Room for improvements

The main service of Digi, its **search**, as it is expected, has collected the most critical comments along with the **main page** and this could be summarised in one single impression: *“Digin etusivu on tällä hetkellä sekava ja vaikeasti hahmottuva. Pääasiat eli aineiston selailu ja haku ovat kahden klikkauksen takana, eli turhan vaikeasti löydettävissä.”*

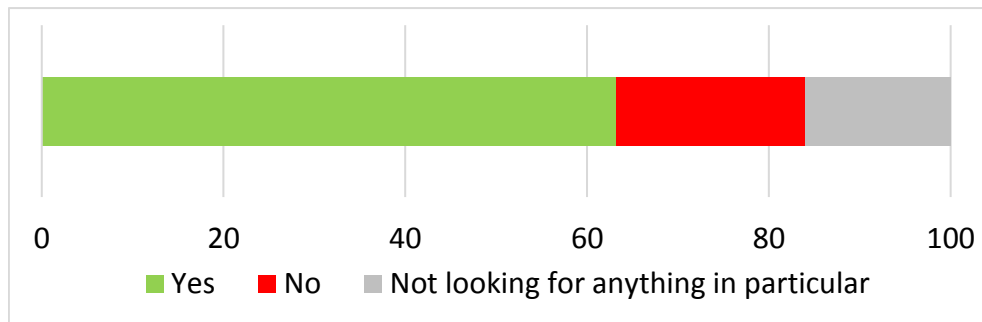


Table 8: Did you find what you were looking for? (percent of  $n=125$ )

Most users did find what they were looking for; seven out of ten respondents have found relevant information, but six out of ten agree to having found materials after several attempts (see Table 6). Fortunately, some respondents who did not find what they were looking for, gave some details that to a certain extent can explain **why they had difficulties**:

*A man (50-59) visited the magazines and the newspapers of the day comments: “Hakutoiminnot ovat aivan onnettomat. Tosi vaikea löytää pääsivuilta! (...) Jos hakutoiminnon onnistuu löytämään eli muistaa miten sinne päästään niin paljon löytyy. Ensikäyttäjälle ja harvemmin käyttäjälle tosi vaikeaa!” He wishes: “Haku palvelu selvästi joka sivulle!”*

*A retired woman (60-69) starting research on her family, apparently gave up the idea after using Digi: “Etsin helmikuun 1927 Viipurin sanomalehteä, jossa olisi ollut tietoa isoisoäitini \*name\* onnettomuudesta, johon hän kuoli (sähkötapaturma tms) (...) Jos olisin löytänyt tietoa, olisin kirjannut omaan sukuselvitykseeni.”*

*A lecturer (age 50-59) in a higher education institution gives details of his failed search attempt: “tällä kertaa jostain syystä aikakauslehtihaku ei suostunut rajaamaan vain Mehiläiseen, en tiedä miksi. Sanomalehtihaussa hain OWS:aa, se onnistui, lienee siis ollut jokin tilapäinen häiriö. Hain sitten Rikkauden avain -haulla kaikista aikakauslehdistä, osumamäärä ei ollut mitenkään mahdoton, mutta en silti löytänyt etsimääni. Ehkä juttu ei ollut Mehiläisessä alun perinkään.”*

Other respondents who were not fully satisfied, in return for their *complaints*, volunteered suggestions **pointing towards the improvement of the services** in the hope of using a trusted source more comfortably in the future. Some comments evidence a latent wish to know more about the service, and how it is built:

*Aikakauslehtien alanmukainen jaottelu...*

*Haku siten, että avainsanat ovat samassa artikkelissa (en ole jaksanut perehtyä hakuehtoihin kovin laajasti, ehkä näin voikin jo tehdä?)*

*...saisiko mukaan 'Tyhjennä hakuehdot'-painikkeen?*

*Toivoisin että www sivuilla kerrotaisiin tulevista sanomalehtien digitointisuunnitelmistanne. Mitä sanomalehtiä on tulossa digitoiduiksi syksyllä 2016 entä keväällä 2017?*

*Että hakujen pelkät viitetiedot voisi tallentaa samalla tavalla kuin leikkeet omaan leikekirjaan.*

*...mikä on OCR:n taso lehdissä, mitkä ovat yleisimmät OCR-virheet sanomalehdissä, miten "sumea haku" käytännössä toimii, mitä tutkimusartikkeleita sanomalehtikorpuksen liittyen on jo julkaistu, mikä on KORPin ja digitaalisen lehtiarkiston ero, onko mahdollista ladata kotikoneelle koko korpus...*

*Virheellisesti OCR-luettu teksti pitäisi voida korjata, näin myös haut toimisivat paremmin.*

Other suggestions deal with **making the materials and the service more accessible**, which could lead to an effective dissemination of information about the repository, re-thinking partnerships or aggregating content elsewhere:

*Onko jossain suora linkki Digiin Kansalliskirjaston sivuilta? Löysin reitin vain Digitointi- ja säilytyspalveluiden kautta ja silloinkin se vaati kolme klikkausta. Digitointi- ja säilytyspalvelut ei nimenä anna oikein vinkkiä, että aineistoa pääsee tutkimaan. Digi etusivulle suorana linkkinä niin, että sen myös huomaa!*

*Jäi epäselväksi, onko tämä aineisto Finnassa?*

*...ehkä asiakokonaisuuksienkin suhteen järjestetty asiasanahakemisto Ylen Elävän arkiston tapaan olisi kätevä. Lista siitä, mitkä lehdet ja painatteet kertovat lähinnä minkäkin alueen asioista olisi kätevä, samoin näiden painatteiden valinta helposti hakukriteereiksi. Asiasanat, ehkä lehdet ja muut painatteetkin voisi pisteyttää suosituimmuuden mukaan, ja linkittää muihin vastaaviin; "Muut tästä asiasta kiinnostuneet hakivat myös näitä..." Myös käyttäjien leikkeet voisi pisteyttää samoin.*

*Olisi todella paljon helpompaa tuon hakumuodon avautuessa etsiä ensin kotona ajankohdat, mistä lehdistä hakemaansa asiasanaa voisi etsiä ja suunnata sitten esim. vapaakappalekirjastoon.*

*I'm not sure if this is possible to do. But with Länsi-Savo, the local newspaper, you could make in their web-version, there could be a contest of something like that. It could be like humorous questions about the past and there would be the question 'Do you remember what happened then...', and then 'go and see from the archives'. And people could go to the libraries or with free access... I guess that would increase the curiosity.*



### 3 *Aviisi* use case: Digital historical newspapers in school

In the course of 2016 six secondary school teachers (Finnish language, history and philosophy, lukio and ylakoulu) were interviewed about using digital materials when teaching heritage-related topics, with a special interest on digital newspapers and the use they make of materials available at <http://digi.kansalliskirjasto.fi>.

This interest arises from the fact that all teachers interviewed read newspapers, not for the sole purpose of keeping informed but as well they collect articles that might relate to current issues and important events they discuss with their students.

*Yes, also on weekends, yes. And I have my scissors taken out (laughs). And also in summer time. I must read all the newspapers*

*When I read newspapers I can spot something, it is something I like to use with Suomi2-groups. Of course this is not very good, if I try to relax and I am in bed and then, aha, work... but that is what I do.*

*Yes, I do, actually. But I do everything digital, I hate paper scrapbooks, so when I find a good article I copy them in my computer. I'm not sure if that is a better way to collect them, but at the moment I find them better that way.*

The ideas portrayed in this chapter proceed from these face-to-face interviews (done mostly in English language). In addition to this material, this report includes feedback provided during a workshop organised in April 2016 in which 18 teachers were introduced to the materials and use of Digi – the National Library digital collection. And finally, this also includes teachers' responses of the online survey (Chapter 2).

#### 3.1 *Materials and sources for preparing classes*

Though some of the teachers interviewed were aware of the existence of the digital newspaper collection at the National Library of Finland from before, the general knowledge about this resource is that materials after 1910 are restricted, and only a few teachers find uses for older newspapers. It is only during *Aviisi*, that some could access from their school newer material from two regional newspapers: *Maaseudun Tulevaisuus* 1916-2013 and *Länsi-Savo* 1917-2013.

For most, this is a new kind of resource and source of information that they have to evaluate, try out in class and add to a long list of sources that teachers collect since their college years. The fact that the school where most interviews took place has a subscription the digital archives of *Helsingin Sanomat*, makes it a bit hard to popularise this resource only within the time that *Aviisi* has been going on. Also, this adds to the list of suggestions from other teachers accumulated in Facebook groups dedicated to the subjects they are teaching.

*I have to say that I use e-sources when I prepare my lessons and so on, but unfortunately not so much because I am rather clumsy with them, of course I use for example, the archive of *Helsingin Sanomat* and I use *Suomen Kuvalehti*, those digital sources. And when I prepare*

*something, you know pedant?*

*If I want to read something by myself, to get some background. I use Jyväskylän Yliopisto. They have good databases. They have a lot of things in internet. I think they have maybe a longer tradition than Helsingin Yliopisto (...) For instance, this winter I had to teach about Klassismi [Classicism] in lukio luokka. Of course I remember the general picture, but I didn't have the details, and I knew maybe what Wikipedia knows, so pfff [gestures a thumb down] no-go. So I then went there and checked a couple of articles, found some French and English authors.*

*But really the best way to get materials is the Facebook [laughs], because there are a lot of groups of different teachers. I am part of the Finnish religion teachers Facebook-group, there's probably 1000 teachers in the group. Whenever one of us finds a good article we link it there.*

There is a twofold reason for sharing teachers' thoughts and opinions about the materials. The first is to provide examples towards the teaching community itself. The stories in this chapter are told by teachers open and eager to experiment with newer materials who can inspire others more hesitant towards digital platforms, or who have not yet given much thought on how to use older newspapers in their class. The second reason is, that their experiences provide evidence for the need of opening digital materials in a more use-friendly way to teachers, because unlike professional researchers, they cannot spend a working day looking for materials. Regarding their students, many agree that their pupils engage fast in activities that involve searching things on the internet, which is an activity that comes up regularly when discussing with teachers the activities they organise in class involving digital technologies:

*[On a class where students had to find and evaluate information published on the internet about 'Cyberwar' their teacher describes] It's a very difficult topic. They had 20 minutes time to find sources and then discuss 15 minutes. It was excellent, (...) they had to evaluate sources too. They had to discover information and they found... it was impressive how many things they found in 18 minutes, it was a topic which they got intsanly<sup>1</sup>.*

### **3.2 Benefits from historical newspapers**

When asked what teachers could do with historical newspaper material, most teachers would like to use these materials more than they actually do. When asked spontaneously what these activities could be, teachers usually come up with good ideas and very specific examples:

*It would be very nice to read old newspapers and look what kind of church related news or events during the years (...) Helsingin Sanomat, or typical magazines. Of course, what happened in church affected all society, if you go to Helsingin Sanomat there's basically everyday religious-related news happening in the world. That is very interesting, and it would*

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<sup>1</sup> Partly in Finnish: *It's a very difficult topic. They had 20 minutes time to find sources and then discuss 15 minutes. It was excellent, they found they ehm, he evaluoida lahdetta myös, he löydettävä tietoa, ja he löysivät... se oli aivan hammastettava kuinka paljon he löysivät asioita 18:ssa minutissa, se oli aihe jonka he saivat ihan sina hetkessa*

*be interesting and I would like to use some time to study with the students, to read through different ages, or years.*

*Mostly they [students] can compare the text of Minna Canth, if she is writing about 'child labour' or 'gender inequality' (lapsityövoima, naisen asema), then I have some text they can compare on how it is today, and how people write about it today. But mostly we think about context. (...) I know little about this Aviisi, but I think it is very nice way to use, so that they can do something in literature. Then they can try to find context from the newspaper.*

Other topics for which teachers have mentioned historical newspapers would be good materials are: change in *nutrition habits through the years*, the concept of *health care* or look at the *reception of literary classics on their own time*.

Teachers find that newspaper articles illustrate or make more vivid history or theoretical concepts:

*Olen käyttänyt sanomalehtiä värittämissä historianluentoja. Oli aihe mikä tahansa Suomen historiaan liittyvä, aikalaistekstillä voi elävöittää teoreettista näpertelyä*

*[- Do you use regional newspapers?] - Little, but I think now it's very good that they can use it more, because when you are thinking students, of course they are more interested in things which happen in this area.*

*I try to vary on the things we do. In the first course they have to do a portfolio. So they have to read and find fallacy in the internet or the newspaper (...) Logical fallacy, that means that someone is arguing something very badly, they [the students] have to find bad arguments. They have to understand why it is a bad argument. (...) Well, probably the two 'best publications' on the internet right now for fallacy is 'Vauva foorumi' (in which women are really hard on each other) or 'suomi24', those kind of forum webs are the easiest to find these logical fallacy; or 'Magnetti media'...*

In school, often history or heritage-related issues are handled in relation to the present or the situation today, and this aspect is possible to handle when materials from different decades are available in one place.

A teacher from Finnish language and literature organises a course with her oldest students (17-18 y.) about culture and identity every year. For this class students have a number of topics to choose from and a list of materials and sources to read (fiction literature, newspaper articles and internet sources). Once the students choose a topic they have three weeks to present their conclusions in a format of their choosing, a written essay, a presentation, a discussion or a video. Among the topics this year, some were specifically chosen, so that they could use newspaper material from today and from the past: Changes in newspaper advertisement/articles/photography in recent decades; taking a closer look in one of the most influential news from this century and how it is represented in the Finnish media (e.g. 9/11 terror attacks, Tsunami 2005, school shootings, the rise and fall of Nokia...); propaganda and war-time

newspapers; representations of *Finnishness* (woman, man, household...) through the decades<sup>2</sup>.

Other activities mentioned by teachers that can be easily related with these materials are:

- Students doing their own journalistic articles or editing the school newspaper.
- Recognising and being able to write different text-formats (*'tekstilajit'*) such as 'opinion' articles.
- Written assignments related with identifying, using and evaluating different sources.
- Discussion and debate is an activity undertaken in most lukio classes... Islam, bullying, freedom of speech and media moderation, Brexit or cyber-war are current issues that teachers have discussed with their students and have mentioned to use newspapers for preparing their discussions.
- Imagery found in newspapers (photographs, commercials, cartoons...), is valuable for media literacy and in arts education: *'Kuvia voi käyttää esimerkiksi kuvaamataidon ja mediakasvatuksen materiaaleina. Kuvilla ja tekstileikkeillä voi käydä läpi historiallisia tapahtumia ym.'*

### **3.3 Constraints of teachers in the choice of materials**

The most important for lukio teachers is that students 'engage somehow' with history. Introducing heritage materials is a plus and finding good materials to use in class facilitate the work of teachers who often collect and re-use materials that have proven interesting and useful in one class. But searching materials is a practice that runs along many others.

The design of their courses has to fit very short-timed activities, teachers have a limited number of classes for the amount of content to cover and the duration of courses is short, from four to seven weeks at a time. And students' school work in its entirety entails a very intensive combination of very different subjects.

On paper, teachers are quite free in the choice of materials they use, but curriculum guides them and constraints them. Another issue brought by some of the interview partners seems to be related with their age; teachers close to retirement have come to rely in other methods of teaching and have different attitudes towards the period of transition when it comes to digital materials.

*For instance, democracy, it started in Greece and what was the democracy idea in the Antique time, what is it now. We compare it. And all these concepts, monarchy and aristocracy... [When asked how to use Länsi-Savo as material in class:] It's not about big politics. Of course, there are some advertisements and what you could buy in the shops at that time, but we do not have time enough for those little things. And in the newspapers hundred years ago, they did not write so much about politics.*

*In Finland teachers have quite high degree of freedom in their work, but still the curriculum says you have to teach this, this and this. And you have only this very limited number of hours to teach it. And then there's the matriculation exam (...) so I feel as their teacher, I am*

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<sup>2</sup> This activity is part of ongoing research.



*morally obligated give them the information they need to get a good mark on that exam. Because it affects their future a lot.*

*[On using digital environments:] I like reading, I like books, I like newspapers, and to have them in my hands (laughs) and read them so, not in [gestures a screen], yes in digital way. I have still four years left and I must learn. For instance, this afternoon a young teacher, was helping me. We were discussing some two hours together, how she makes her lessons.*

*[During a workshop a teacher looks for articles on the death of JFK] It took a little while to find something relevant, I am interested to look at the reception of these news in the Finnish newspapers of the time. This is part of the curriculum, but very shortly.*

Regardless these limitations, all teachers participating in the interviews routinely update the content of their lessons and are active in collecting new materials that go far beyond a designated text book. This points at a general positive interest towards resources such as Digi.

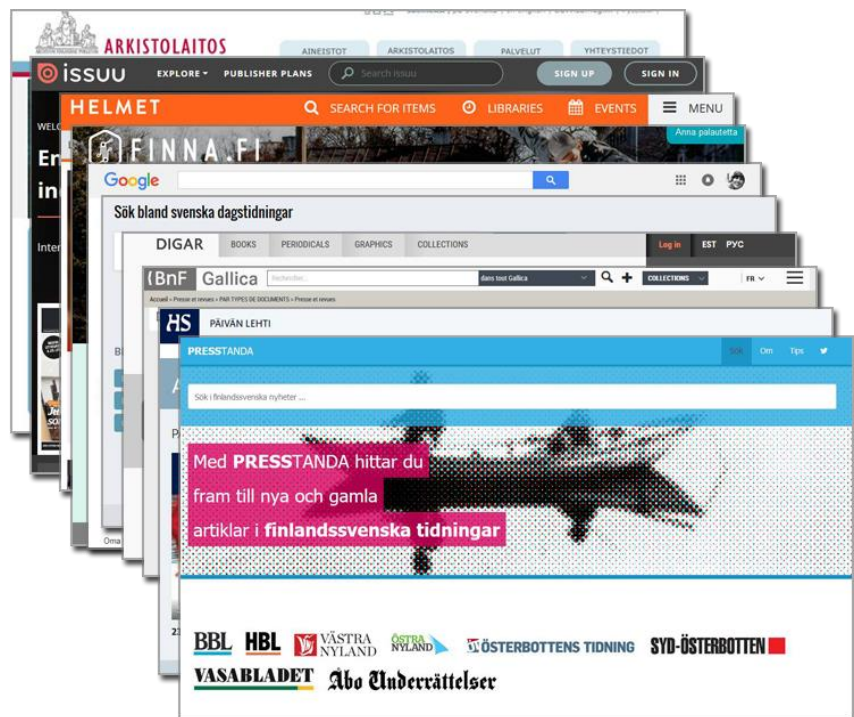
In order for this resource to become more established among teachers there are other requirements that are more easy to take into consideration:

- Teacher need materials with clear terms of use: *“Ainestot, joissa on selkeät käyttöehtomerkinnot tekevät käyttämisen ja hyödyntämisen helpommaksi”.*
- To be able to print them or to link in their digital environments (usually pedanet, but also teachers are very active in Facebook groups) which they use for communicating among them or with students.
- As seen in the beginning of this chapter, when talking about newspapers, having access to these materials whenever teachers get inspired is important. And this does not only occur during school hours.
- The possibility that Digi could be use as well as the collecting tool (e.g. using the clipping tool) was regarded positively among the teachers. But if the materials now available stop being accessible, this would jeopardize all the efforts that teachers invest in finding and curating collections of article clippings.

## 4 Conclusive thoughts

Here are some conclusive ideas for the future of Digi based on the usage of the materials described in the responses of this survey and this use case:

1. The search and all information relating to searching materials is the first concern of users. Adequate information about the service and how it works needs to be visible on the front-page.
2. An event that happened in a familiar place, a grandmother or an influential politician, the development of a concept through time... most inquiries are motivated by a topic rather than a specific type of publication. This suggests that maintaining separated sections for newspapers, magazines or other materials might hinder finding relevant materials.
3. Family research is not an isolated interest of a large group of people, but a common interest among all user groups of Digi. Apart from newspaper material, other resources might be useful for those who contemplate a serious family investigation. How about creating a section with information on where to look for these materials or to exchange information among themselves?
4. School teachers use newspapers in class as teaching material and are active in collecting articles from newspapers. But they cannot afford to spend a lot of time searching relevant materials. A space for collectively collecting articles would allow those who like to curate their materials, help those who have more difficulties with the portal.
5. A significant group of “browsers” looking for inspiration, the recurrent visitors that 'hop in' to see what is new, or more experienced users who show real interest in the technical background of digitisation... could be more engaged with some curated content or if they are offered to do something in relation with developing the portal.
6. When asked where would they find similar materials some respondents mention other spaces. These are valuable points of reference to connect with or find inspiration from.



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## Annex: Survey questionnaire

*Note:*

*Questions marked with \* were asked in both survey rounds*

### Digi.kansalliskirjasto.fi - User survey 2016

Tell us what you think about digi.kansalliskirjasto.fi, the publishing and presentation system for digitised and digital newspapers, journals and ephemera of the National Library of Finland.

To understand better our visitors and improve in the future our services, we invite you to participate in this online survey.

Sections:

- Your visit
- Materials in Digi
- Services
- Background information

This survey takes ca. X minutes. Only questions marked with (\*) are necessary to send your answers but we encourage you to take your time and provide as much detail as you can.

Note that the form does not let you save incomplete data, make sure you have some time. If you would like to respond later, the survey will be active until 12.6.2016

Thank you for participating!

#### 1 Your visit

\*♦ Tell us about this visit: (please, choose one)

- I use Digi often (at least once a week)
- I use Digi sporadically (maybe once, twice a month or irregularly)
- I use Digi seldom (I have used it before)
- It's my first visit

\* Where did you first heard about Digi?

- Education institution (school, university, vocational school...)
- Library
- Newspaper
- Radio / TV
- Website of the National Library of Finland
- browsing the internet
- By recommendation of a friend or colleague
- I do not remember
- Other \_\_\_\_\_

\* What was the reason of your visit? (you may choose 1 or 2)

- School assignment
- High school or vocational education assignment
- Higher education assignment
- Academic professional research
- Research for my institution / company
- Research for private reasons
- Family research

- I'm just browsing today
- Other \_\_\_\_\_

\* ♦ Is the institution / company where you work participating in Aviisi project **In the framework of the Aviisi project some institutions have access to restricted materials, if you are not sure, check the institutions listed in the next question.**

- yes
- no
- I don't know

\* ♦ If you are participating in Aviisi, please choose a point of access (1aviisithis)

- Kansalliskirjasto
- Kopiaisto
- Kaakon Viestintä Oy / Länsi-Savo
- Viestilehdet Oy / Maaseudun Tulevaisuus
- Mikkelin seudun peruskoulu
- Mikkelin seudun lukio
- Mikkelin kansalaisopisto
- Mikkelin kaupunginkirjasto
- MAMK
- Helsingin yliopisto - Kieliteknologian laitos / FinClarín
- Helsingin yliopisto - Maa- ja metsätaloustieteellinen tiedekunta / Ruralia
- Tampereen yliopisto - Yhteiskunta- ja kulttuuritieteiden yksikkö Kansanperinteen arkisto
- Mikkelin Maakunta-arkisto
- ELKA (Suomen elinkeinoelän keskusarkisto)
- Mikkelin museot

\* ♦ Did you find what you were looking for today?

- Yes
- No (if this is the case, you can write below why do you think this is)
- Not looking for anything in particular

\* ♦ If you want, describe in your words, what you did on the website today:

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## 2 Materials

\* ♦ What do you plan to do with the articles found? (You may select more than one)

- Read it
- Use it for documentation / reference with no intention of publishing
- Publish it as part of scientific research (thesis, dissertation, article...)
- Distribute it as such or in edited format to others (education, presentation, report...)
- Other \_\_\_\_\_

\* What materials have you visited so far? (You may select more than one)

- |  |   |
|--|---|
| <input type="checkbox"/> Newspapers                      | <input type="checkbox"/> Only local newspapers          |
| <input type="checkbox"/> Journals                        | <input type="checkbox"/> From all of Finland            |
| <input type="checkbox"/> Ephemera                        | <input type="checkbox"/> Downloaded full bindings (pdf) |
| <input type="checkbox"/> Other collections               | <input type="checkbox"/> Clippings                      |
| <input type="checkbox"/> Open material (1770-1910)       | <input type="checkbox"/> Instructions                   |
| <input type="checkbox"/> Restricted material (1911-2016) | <input type="checkbox"/> Full-text search               |

- |   |   |
|---|---|
| <input type="checkbox"/> New faceted search | <input type="checkbox"/> Search in clippings                |
| <input type="checkbox"/> Title search       | <input type="checkbox"/> I have a Digi account              |
| <input type="checkbox"/> Papers of the day  | <input type="checkbox"/> Social tools (sharing, commenting) |

♦ Positive impressions about the materials (e.g. your best find, how are they useful for work...)

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If you are an educator, please give us your opinion of the educational value of these materials / ways you can use them in your teaching.

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♦ Critique and suggestions about the materials (e.g. a publication you miss ...)

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### 3 Functionalities and services

Rate the following statements (fully agree, partially agree, I cannot say, partially disagree, fully disagree).

Finding and navigating Digi:

*Is it easy to find Digi in the National Library web pages*

*Digi is easy to navigate*

*I am likely to visit Digi again*

Searching and finding materials

*I found relevant articles in the first search attempt*

*I had to search several times before finding relevant articles*

*I could not find at all what I was looking for*

*I would like to access newer newspapers*

*I want to be able to search only headlines*

*I want to be able to search only images*

Services:

*The clipping tool is useful and comfortable*

*I am satisfied with the social tools (sharing, commenting)*

Do you have ideas or further comments about the findability, search or services (e.g. other things you would like to do, places where there should be information about Digi...):

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#### 4 Background information

This information is collected for statistical purposes; it will be maintained private at all times.

\* ♦ Gender

- Woman
- Man
- I'd rather not say

\* ♦ Your age group

- 19 or less
- 20-29
- 30-39
- 40-49
- 50-59
- 60 - 69
- 70 or more
- I'd rather not say

\* ♦ Where do you live?

City or Region: \_\_\_\_\_

\* ♦ Your occupation: **Choose the occupation that takes more of your time**

- School pupil
- High school or vocational education student
- Higher education student
- Teacher in secondary education
- Teacher in higher education
- Teacher in vocational or other level of education
- Researcher
- Library, archive or museum employee
- Journalist
- Otherwise employed or self-employed
- Unemployed at the moment
- Retired
- Other

♦ Your sector or field / Teachers: subject(s) you teach \_\_\_\_\_

Your most trusted source for keeping informed \_\_\_\_\_

Do you read online newspapers?

- Often (at least once a week)
- Sporadically (maybe once, twice a month or irregularly)
- Seldom (once or few times in a year)
- Never

♦ Outside Digi, where have you found similar material? \_\_\_\_\_

**Thank you very much for participating in this survey!**