

FINAL
REPORT

**Culture.ca:
Qualitative Assessment of
Initial Design Concept**

Presented to:

Department of Canadian Heritage

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SECTION 1: EXECUTIVE SUMMARY

1.0 EXECUTIVE SUMMARY

1.1 INTRODUCTION AND BACKGROUND

This report presents the results of a qualitative evaluation of a design concept for www.culture.ca, a site intended to be a “gateway” into Canadian culture on the web. The research discussed in this report was intended to gather insight from members of the intended audiences for this site relative to the adequacy of the initial design. It was expected that the feedback from this process would serve to validate aspects of the design that work, and to highlight necessary changes from the perspective of eventual users. The findings described in this report were derived from a series of sixteen focus group sessions held in Toronto, Winnipeg, Vancouver, Montreal, Moncton and Sherbrooke during the first weeks of May 2003.

The reader of this report is reminded that the results discussed herein emanate from qualitative, as opposed to quantitative methodology. As such, these qualitative results should not and cannot be construed as representative of the larger population of Canadian youth, adults or teachers in any statistically significant manner. The high degree of consistency on some issues between groups and the general convergence of opinions encountered with respect to the various issues explored in this process does, however, provide us with a high level of confidence in the validity of the results reported herein.

1.2 OVERVIEW

1.2.1 Appeal Across Target Audiences

The majority of participants and the majority of groups endorse the efforts undertaken to develop *culture.ca*, as testified to by the widespread conclusion that this represents a reasonable and worthy expenditure of public funds. This general appraisal of the site was upheld by the different composing elements of our research audience, including Francophones inside and outside of Quebec, members of visible minorities and other ethnic communities, aboriginals and teachers. Dissenting points of view relative to the above, which were in the clear and small minority, tended to be concentrated among younger participants, and occasionally with adults who felt that this sort of “focus” and effort was unreasonable, and to some degree frivolous.

The youngest of participants in this process constitute an exception to the above. During the course of this process, the site was exposed to 12 to 14 year olds, and 15-17 year olds, and both of these groups tended to the same sorts of conclusions: They generally would ascribe a certain *utility* to the site, conceding that the cultural and Canadian focus of the content would provide a specificity that they may not find elsewhere, and even lauded the focused search tools therein, but otherwise failed to ascribe much *appeal* to the site. It would appear that the *abstraction* that “culture” represents is somewhat daunting to many in this group. More to the point, the site was generally deemed to be “uninteresting” – useful if forced there for school-related purposes, but hardly the sort of site where one would come to “hang out”. Interestingly, this seemed primarily a function of the focus on the abstraction of culture, because there were many *manifestations* thereof that were of interest.

1.2.2 Understanding of Site Objectives and Perceived Value

This endorsement described above also provides clear indications that the purpose, mission and intended audience for *culture.ca* were widely understood, and valued by participants. In a more detailed sense, it was equally clear that the proposed “modes of use” inherent to “share/find/explore” all have their place on a site like this, and were each appreciated by some proportion of participants. Our findings also indicate that the decision to incorporate *all three modes* on the home page is the source of some confusion and a wider critique of organizing principles used in the construction of the home page. These are evident in the following:

- Widespread confusion about what the “*idée maitresse*” or “focal point” of the home page. Clearly, many participants seized on all three presented modes, but had considerable difficulty – and doubts – about which one should be adopted.
- In this context of competing “modes of usage”, participants often come to erroneous conclusions about what the overarching intent behind the site actually is. Those who seize on “share” mode, for example, conclude that the site is all about “building Canadian identity”. On the other hand, those who seize upon the “find” mode tend to see the whole site in kind, and many of these presume that the site caters to visitors to Canada, both domestic and foreign.

Finally, over the course of our 16 groups, a loose consensus emerged that “culture”, and by extension a website about culture, should adopt and favor the “explore” mode, and that this intent – to browse around things cultural and to “taste” or “partake” of that which sparks an interest is by far the most intuitive participants can envisage for such a site.

1.2.3 Labeling and Nomenclature

One of the explicit objectives for this site was to assess the extent to which the labeling and nomenclature used on this site was endorsed by participants, and provided a clear, differentiated and complete information architecture for the collective material on the site. Based on the findings of this research, we can conclude that the *general* architecture, which is to say the six or seven category taxonomy proposed on the home page, meets these standards. By and large, and despite some problems with vocabulary among younger and Francophone participants, we found that most:

- Clearly understood the labels, and had expectations with respect to the underlying content of each label that matched the sub-menu architecture;
- Endorsed the convention of using paired words in the labels. These were thought to expand the breadth of the suggested content, making each category conceptually *wider*. While some paired terms were considered synonymous, very few participants objected, and most indicated that the benefits here outweigh any disadvantages.
- Most participants felt that the six or seven categories (there was some confusion about whether “Festivals and Events” was meant to be part of the whole) were *generally* mutually exclusive. This said, many also seemed to recognize that “culture” is arguably vast, and that many topics would *naturally* fall under two or more labels.
- Finally, very few participants felt that any explicit or even uniquely Canadian content warranting its own label was missing. A label for “society and law” catering to the potential need for foreign users’ inquisitiveness about human rights and our systems of government was one of only a few exceptions.

Findings with respect to second level menu structure were somewhat less positive, as participants encountered some counter-intuitive content under some of these labels. This said, the test material provided at these levels was incomplete, and not part of specific metrics identified for this exercise. Details are nonetheless provided in Section IV of this report.

1.2.4 Site Name and Designation

Participants generally liked, understood and endorsed the name “culture.ca” for this site, including the artistic rendering of the name (with the “.ca” aligned vertically) on the home page. The only problems to emerge in this respect have to do with the *visibility* of this name. Many, if not most participants failed to see it upon their first looks at the home page, and this contributed tangibly to some confusion about its general orientation.

1.3 CONCLUSIONS

Based on the findings derived from this process, we conclude that participants generally endorse the broad design and orientation of www.culture.ca, and that the objections raised throughout this process are not sufficiently fundamental to the design of the site to impede its impending launch. Over the evolution of the site, however, this process has highlighted the following as areas that should preoccupy the efforts and concerns of the site’s managers and designers:

- The lack of clarity surrounding the central and primary usage mode intended for the site. While participants endorse the presence of all three modes – find, share and explore – they were also confused by the presence of all three on the same page. In a related vein, many participants also indicated that each mode might in fact warrant a more fully developed page of its own, therefore more fully catering to the full potential of each. Further, many participants felt that the “explore” mode is the one that would most benefit from this singular focus.
- The lack of visibility relative to the site’s name or designator, and its constitution as a collection of links. This aspect of the site’s fundamental design – that it presents a “gateway” to a collection of exclusively Canadian cultural sites that have been vetted for content – was not readily apparent to many participants. Furthermore, many participants felt this very aspect has the potential to increase both the perceived credibility (or objectivity) of the content, and the general interest of the site.
- A host of other, more minor concerns expressed about the various other sub-levels of the site, including sub-menu architecture, the orientation and design of the search engine, and so on, as found in Section IV of this report.

SECTION 2: OBJECTIVES

2.0 OBJECTIVES

The objective of this study was to test a design concept for www.culture.ca. In general terms, this project was intended to submit a design *draft* to a sampling of prospective users of the site, for their constructive criticism. More specifically, this design concept was tested for *adequacy* against a series of standards and measures that will help determine its strengths and weaknesses. Specific aspects of the design concept considered were:

- the clarity of the home page, and specifically the degree to which the home page design lends itself user's ability to identify the nature, content, mission and target audience(s) for culture.ca;
- the information architecture or taxonomy used on this design to divide "culture" into sub-categories
- the clarity of menu options and labels;
- the "look and feel" of the site;
- the appeal and perceived appropriate of some elements of content.

As is generally the case for such "pre-test" sorts of projects, the findings from this project were expected to re-align future iterations of the site design by highlighting both what "works" and what doesn't from the perspective of eventual users.

SECTION 3: METHODOLOGY

3.0 METHODOLOGY

3.1 CHOSEN METHOD

Given the objectives set out for this study, focus group discussions were selected as the most appropriate method. This choice was reinforced by the preliminary nature of the design in question, and the fact that no operational prototype site designs were ready for testing. This precluded the need for smaller groups, and internet-ready facilities.

3.2 NUMBER AND LOCATION OF GROUPS

A total of 16 focus groups were held with three different audiences over two weeks, in the following distribution:

| City | Youth | Teachers/Educators | Adults 25-49 |
|-------------------|-------------------|---------------------------|---------------------|
| Toronto | 15-17 (1 English) | 1 English | 1 English |
| Winnipeg | 15-17 (1 French) | | 1 English |
| Vancouver | 12-14 (1 English) | 1 English | 1 English |
| Moncton | | 1 French | 1 English |
| Montreal | | 1 French | 2 French |
| Sherbrooke | 12-14 (1 French) | 1 French | 1 French |

3.3 RECRUITING CRITERIA

In addition to the specifications indicated above, participants were recruited according to the following imperatives:

- All have regular access to the Internet;
- Groups were recruited so as to ensure the participation ethnically diverse participants, including aboriginals.

In addition, the recruiting process was designed to ensure that all groups were composed of:

- Roughly equal proportions of men and women;
- Individuals representing a spread of ages, income and education levels;
- Individuals who had no prior focus group experience on a similar topic.

3.4 PARTICIPANT INCENTIVE FEES

All participants with the exception of teachers were offered an incentive of \$50 for their participation in this process. Teachers were offered \$100.

3.5 MODERATING AND ANALYSIS

John Patterson of *Patterson Langlois Consultants* moderated all groups and was responsible for all analysis and report writing.

3.6 DISCUSSION GUIDE AND RECRUITING SCREENER

A screening questionnaire was developed prior to contacting potential participants to facilitate the recruiting process and to ensure that all conform to the stipulated criteria. This screener was submitted for approval prior to the groups. In addition, the moderator's guide, which serves as a tool for outlining the nature and sequence of topics addressed in the sessions also underwent the same approval procedure. Copies of these documents are appended to this report.

SECTION 4: DETAILED RESULTS

4.0 DETAILED RESULTS

4.1 GENERAL OBSERVATIONS ON DESIGN

Some of the general observations with respect to the site's design, and how the different target groups received it are as follows:

The majority of participants endorses the site, and considers it a reasonable expenditure of public funds. While some concerns arise, occasionally, about the government of Canada's ability to be the disseminator of a *complete or unbiased* view of Canadian culture, most participants concede that governments in the end are the most obvious entities to undertake such a task. Governments are, in the view of most participants, the only ones with the means, resources and broad-based credibility to do so. By the same token, most participants missed, or failed to sufficiently grasp the collaborative nature of this site. To this end, they tended to notice only the presence of corporate sponsors.

The site apparently does not succeed in conveying its mission, subject matter or intended audience readily to all participants. While most eventually arrive at the right conclusion, some hesitation is evident, and competing notions to this effect are not uncommon. Among the more common competing interpretations is that this is a site for foreign visitors or potential immigrants to Canada, or, alternatively, a travel and tourism site that may be used by Canadians and foreigners alike. The problems in this sense are, however, attributable to minor aspects of the home page design.

Target Audience

Most participants agree that the site caters to a general audience, but not one that would intuitively include the youngest of our participants. 12 to 17 year-olds, on the whole, may find *utility* in such a site (perhaps in the context of a school research project), but otherwise show little interest in the abstract nature of culture, nor do they see much in the presentation

of this material that would indicate a direct appeal to their tastes or affinities. Their interest rises, however, when culture is raised in tangible form, indicating that their lack of enthusiasm may stem more from the manner in which the content was presented than because of any lack of interest in culture per se. For younger participants, other problems lie with the level of vocabulary and the overall graphic appeal of the site. Teachers, on the other hand, were generally quick to seize on the *potential* utility of the site for teaching purposes. These participants tended to seize upon the search capabilities and “vetted” content as aspects that would reinforce this conclusion.

Perceived Utility and Usage Modes

While most participants concede that there is, and should be a place for all three modes of use indicated (share, explore, find) on the home page, most participants also agree that the exploratory mode is one that is most *intuitively appropriate* for the experiencing of culture. In a related fashion, it is apparently harder for participants to imagine a natural context where they would be looking to “find” something about Canadian culture. There is insight in these two perspectives about the broad design principles that may come into play, and while these endorse the presence of the three modes -- “explore, find, share” – they do not necessarily support making all three readily available on the user’s first contact with the site. In some subtle sense, it may be more intuitive to “explore” culture in this setting simply because the abstraction of culture may imply a more diffuse body of material than an explicit one. In this sense, users may feel that they are more likely to come – and to stay on the site when in “browsing” mode.

By the same token, some of our discussions suggest that a site that caters to the “browse culture” mode might embrace a different set of design principles than the ones that are evident in the version tested. Among other differences, such a site might:

- Be more content-laden than the current version, or at least point more directly to direct, tangible manifestations of “culture”;

- Be organized to cater to “browse mode”, which in turn implies a structure that presents “snippets” or “tidbits” designed to excite the viewer, draw him or her into the material more directly. In the extreme, a site designed according to such principles might be organized more along the lines of a gallery or collection of galleries – of Canadian music, visual arts, literature, and so on.

Indeed, the participants with whom we discussed this idea were tangibly excited by such a prospect.

As it is currently designed, with all three modes present and available in a single home page, the site tends to be perceived in very different lights depending on which one the viewer seizes upon:

- Those who seize upon “find” mode tend to see the site’s utility in terms of a planning tool, typically for travel or immigration purposes. From this perspective, the site has many features and elements that reinforce this perception: it prominently displays a search engine, and has what appears to be a complete and “dictionary-like” breakdown of “culture” into separate topics.
- Those who seize on “share” mode tend to see the site’s utility in terms of nation building Canadian identity or patriotism. From this perspective, there is also some aspects of the current design that reinforce this notion: the “my perspective” box is large, prominently displayed and in a brighter and more vibrant color than the rest.
- Those who seize on “explore mode”, on the other hand, tend to see personal enrichment and education as the primary utility of the site. Here too, the prominence of the gray “zone”, and the menu structure and content all serve to reinforce this impression.

In the end, we see evidence to suggest that *some* of the confusion arising at initial contact with the site arises not from anything therein that is explicitly unclear, but rather because several different (and compelling) possibilities arise at the same time. In light of the fact that all three modes seem both plausible and appropriate, but not compatible on the same page, there may be reason to consider separating each of these modes onto different pages, and more fully indulging in the principles that will cater explicitly to each.

Other Broad Observations

The broad reaction of participants to the site as a whole, and to the individual components tested does not appear to have differed significantly according to geography or language. While the younger participants appeared generally less interested, teachers and “general adult” groups tended to arrive at similar appraisals of the site as a whole.

- An important proportion of participants fail to grasp the intended meaning of “gateway”, setting up unrequited expectations as to the nature and extent of this site. While most are ultimately satisfied with a “gateway” design, the idea that this site “points” to other sites is insufficiently clear. Moreover, the fact that “culture” is conveyed through a number of independent sites (and apparently not just Government of Canada sites) ultimately increases both the interest in and credibility of the general offer here. The augmented credibility here, however, is predicated on the presumption that the government has “vetted” each of the links both for accuracy and appropriateness to all intended audiences.

4.2 HOME PAGE

4.2.1 Identification Issues



Based on the reactions, commentary and apparent abilities of participants, we can assert that the home page is not *entirely* conducive to the ready identification of the site's topic matter, audience, mission or intended mode of use. While most participants eventually "get" that the site is about Canadian culture, there is a noticeable measure of time involved, indicating *minor* problems in this respect. The problems in this respect appear to be primarily attributable to the layout of the different elements on the home page: While individual components on this page are generally clear, there seems to be no singular focal point that consistently attracts the attention of viewers. Currently, several zones on home page compete for this attention, including the basic "My perspective" box, the white "explore, find, share" box, the red "find" search tool, but also the photographs and faces.

The lack of this singular focal point is either cause or symptom of other related deficiencies such as:

- The fact that few recognize “culture.ca” as the designator or title of the site. Most *like* the design of the site’s title (in the upper left hand corner), but fail to see it or recognize it as the title. Among those who recognize this as the site’s title, more appear to have seen it in the central portions of the page.
- The fact that many misconstrue “culturefind” as the title of the site;
- The fact that many misconstrue this site to be something put together by the CBC, or by others among the corporate sponsors. As a case in point, many participants did not recognize the CBC capsule as recurring, independently derived contribution to the site, presuming instead that the site is in some sense *authored* by the CBC.
- The fact that many miss the point that the site is a “gateway”. This problem is in part attributable to the small size of the title, and to a generally less precise understanding of the term than was intended. (This term is broadly understood to mean “a bridge” or an “opening” to culture, but this sense does not widely extend to the notion of what the younger participants call a “link site”.)
- As a result of the above, many, if not most participants do not immediately come to grasp the uniqueness of this site, namely its focus on Canadian culture and its “vetted” content.

It should be noted that the location of the corporate sponsors was slightly problematic. While few objected to the presence of these, it would appear that the lack of “focus” on the page contributes to the possibility that viewers misconstrue these to be of greater importance than they actually are. In short, some participants infer that the role of these sponsors is greater than that of the Government of Canada.

4.2.2 *General Home Page Architecture*

Some issues arose with respect to the *architecture* of the home page, as follows:

- Many participants commented that the home page is *cluttered*, and that it presents too many options. As mentioned previously, this tends to confuse some viewers.
- Some participants tend to seize upon the faces presented as clues to the intended audience of the site. In this context, the faces of children are often construed as evidence that the site is intended for children, and that of ethnically diverse people suggest that the site is intended for potential immigrants and so on. In the same fashion, the photos of landscapes suggest an audience of travel planners to some.
- Some commented on the location of the principle menu, and how it's position on the left hand side of the page may indicate something of secondary as opposed to primary importance. Most participants did not recognize "Festivals and Events" as part of this primary menu.

4.2.3 *Menu Labeling and Broad Information Architecture*

One of the primary elements of concern in testing this site was the information menu, and the degree to which it presents a complete, clear and intuitive taxonomy of "culture". Generally, our findings suggest that the tested structure and labels meets or exceeds the reasonable standards for such a menu. The labels on that menu are *generally* clear: Participants were able, with few exceptions, to correctly divine what content the labels suggest. Occasionally, certain terms proved too sophisticated for younger participants, namely words like "médias" which was often seen as a singular evocation of "news" media, "édition", and a few other choices in lower menu levels.

Otherwise, the broad taxonomy of menu option was apparently adequate in terms of its ability to convey the breadth of the topic: "culture" is arguably vast, but the six options provide largely intuitive choices that also appear complete. Participants were able to come up with only a few possible elements that they would consider "missing" (based on their estimation of what is specific and germane to *Canadian* culture). These might include such

things as language, religion, “law and society” (where topics such as systems of government, rights and freedoms, etc. could be addressed) and cuisine. Most of these, however, seemed to fall intuitively under one of the existing choices.

Other points with respect to menu labeling and architecture are as follows:

- While some terms and labels garnered different reactions in French and in English, these are exceptions. Generally, the results of this process suggest no other substantive differences in reactions to the overall information architecture and labeling.
- While always intuitive, and occasionally repetitive, most participants ended up endorsing the paired wording of the menu labels. On the whole, these contribute to a conceptual “expansion” of the notion being evoked, and broaden the understanding of what’s to be found there. For a topic such as “culture”, this seemed appropriate. Only one participant picked up on an additional utility to the paired terms, and that this is related to their ability to provide a *temporal* distinction between culture as manifest in the *past* (i.e. “*history*”) and culture as it is manifest in the *present* (i.e. “*Heritage*”).
- The term “diversity” was unfamiliar to some of the younger participants who tend to think of this topic in terms of “multiculturalism”;
- Younger participants thought the final site should have “popup” descriptions of the labels;
- While most participants did not comment on the red monogrammed initials next to each menu item, a few felt that icons would be more appropriate, and add to the clarity of meaning here. Moreover, appropriate icons are not difficult to imagine for such menu labels;
- The label “Gens d’ici” was occasionally problematic in Quebec because this term has some subtle *Québécois*, or *local* overtones. The problem with this label is clearly a matter of subtle inference, as most concede that the term really does refer to “people here”. No better substitutes were readily apparent to participants.

4.2.4 Look and Feel

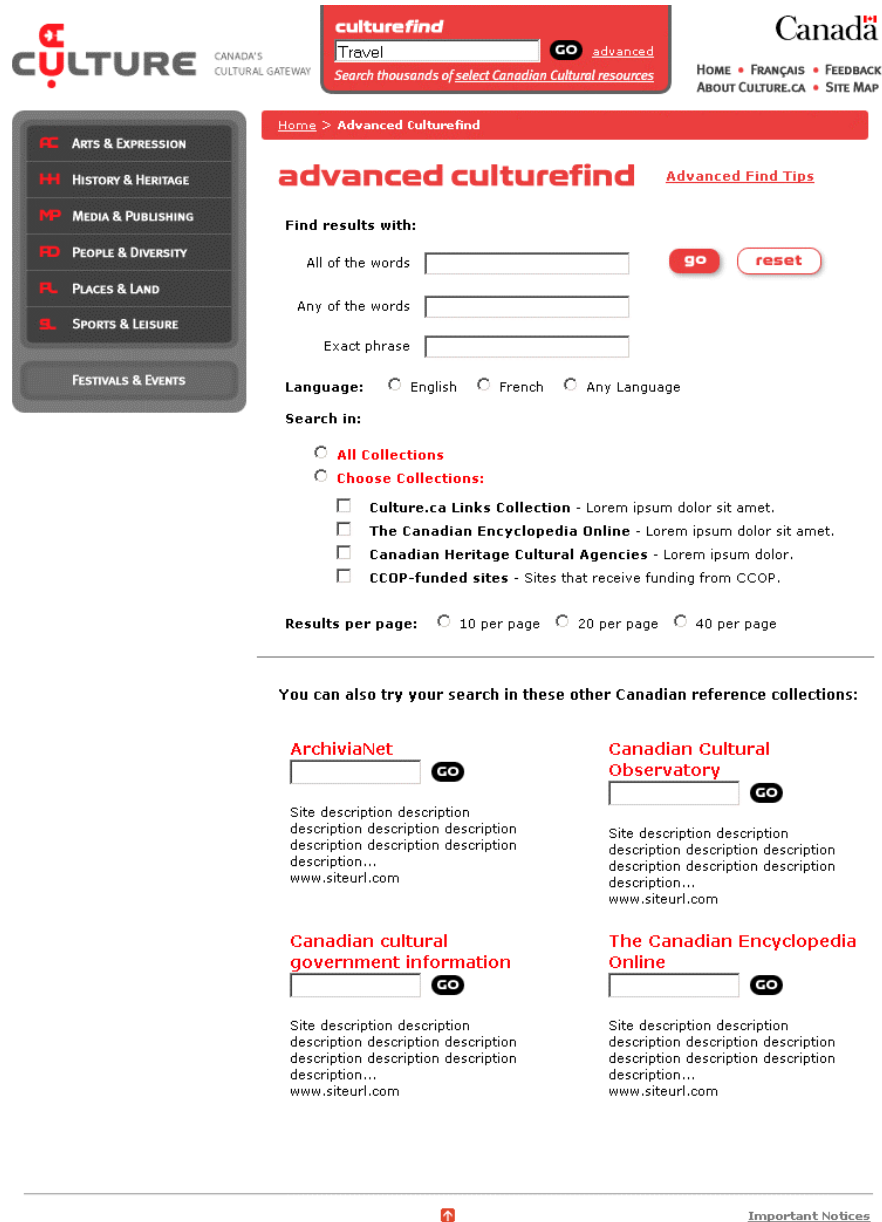
Most of the commentary we heard about the “look and feel” of the home page tended to be critical, but mostly for aesthetic reasons. The page is often described as “drab”, “platte”, dull and so on, mostly as a result of the prominence of the gray color. It should be noted, however, that these objections were largely devoid of any functional implications, and that to some participants, the site appears “serious” and “professional”.

Some of the more important aspects of the site’s appearance are as follows:

- The choice of colors. While clearly subjective in nature (and therefore not important in a functional sense), a good proportion of participants simply didn’t like the prominence of the gray, and the impact of the yellow (although this may have been a distortion from the projection).
- The choice of faces: As mentioned previously, the faces on the home page are often interpreted as cues to the intended audience, and in a setting that appears to offer several plausible such scenarios, this effect appears pronounced.

Finally, a few of the participants concluded that while this is a government site, and not consistent with the standard “look and feel” of government sites, that there was nonetheless little to mourn in this loss of livery.

4.3 CULTUREFIND (SEARCH ENGINE)



The reactions of participants to the advanced search engine indicate that this is an area that could benefit from additional work. While clearly a valued potential feature to this site, there many elements here of *actual* utility that participants failed to grasp. Additionally,

some of the features and benefits that are presented in this section of the site are less than intuitively valuable to most participants:

- First, and of primary importance is that many participants did not grasp the specificity of the search tool, namely that it presents a focused (exclusively on Canadian culture) and vetted (screened content) database. This is attributable to deficient presentation, and specifically to insufficient descriptive text in the advanced search section.
- Failing to grasp the above, many participants fail to recognize that the “view of culture” being presented here is more multi-dimensional than they might have presumed. The fact that this site points viewers to other sites is a “plus” in the eyes of most participants. It should be noted, however, that once this is made clear, many participants would hold the government to a very high standard, expecting that all of the content accessible under culture.ca will be credible, and appropriate to all audiences. This point was made explicit in several groups, and clearly implied in many others.

From a purely functional point of view, the “advanced search” capability here is also less than intuitive to many. The *utility* of being able to restrain search results according to different databases is only apparent to a few participants, and even then, presumes that the user would already be in possession of the distinctions attributable to these different sources. Very clearly, this presumption is not borne out by the comments of participants, who can generally only guess at what difference searching in an “online encyclopedia”, for example, would bring to the process.

Our discussions on this issue suggest that other potential filters may be of equal or augmented value. Some of these additional filters deemed to be of potential utility are as follows:

- By images only: If one is in “exploratory” mode, restraining search results to images (as is currently offered in Google) is of obvious utility;
- By current events;
- By government or non-government source (which is implied in the tested version, but not sufficiently clear);

Teachers, for their part, would likely find augmented utility in being able to restrain search results according to the particular needs they have. Some ideas raised in this context were:

- By lesson plan;
- According to learning objectives;
- By chronological order.

Finally, a few other points raised about the advanced search engine were as follows:

- General confusion reigned about the distinction between databases and “collections” as they are currently defined. While the results here do not definitively indict the utility of this feature, it is certain that the descriptions of the databases or “collections” would have to be made much clearer, and in a manner that ties directly into their impact on search results for this feature to win the endorsement of a majority.
- The above applies specifically for the distinction between “collections” and “other Canadian reference collections”;
- Care should be taken not to use acronyms such as “CCOP”, which virtually no one understood.

4.4 MY PERSPECTIVE

The screenshot shows the 'My Perspective' section of the Culture Canada website. At the top, there is a search bar with 'Travel' entered and a 'GO advanced' button. Below the search bar is a navigation breadcrumb: 'Home > Perspectives > My Perspective'. The main content area is titled 'my perspective' and features a video by Andreas Scrivens from Victoria, BC, titled 'What does Canadian culture mean to you?'. Below the video is a large block of placeholder text starting with 'Sed ut perspiciatis unde omnis iste natus error sit voluptatem accusantium doloremque laudantium, totam rem aperiam, eaque ipsa quae ab illo inventore veritatis et quasi architecto beatae vitae dicta sunt explicabo...'.

The sections entitled “My Perspective” and “Other Perspectives” were the object of some divided (and compelling) divergence of opinion. To some, and even to many, this content is largely devoid of interest. As several participants put it, one would have to be “pretty bored” or very unoccupied to spend much time here. Interestingly, this is a perspective that was most common to “mainstream” Canadians. To ethnic and visible minority participants, and particularly to recent immigrants, however, the idea had much more merit¹:

¹ Several participants seemed to make this point on behalf of immigrants, suggesting a particular desire or need on their part to express what “being Canadian” means to them.

- To some, a forum where one could share freely on one's feelings about Canada constitutes a "privilege";
- To some, sharing about culture and Canada has the potential to increase one's sense of what it means to be Canadian, with concomitant effects on one's national pride;
- Most participants had both expectations that the government would edit this material for content, setting the questions and editing the answers for content. By the same token, some of these same participants expressed concerns that something akin to censorship may also occur. The most explicit articulation of this concern was that the government would edit out, or omit politically unpopular points of view about Canadian culture or what it means to be a Canadian. Some participants expressed the view that this section would be more compelling if there were an opportunity for *passive* audience participation, i.e. a "vote" on the perspectives.
- For many, the idea of "browsing" the perspectives of others has more merit and presents more interest than "contributing";
- For many, and particularly for younger participants, the presentation of this material in AV format – the ability to see and hear a video clip – tangibly augments interest.
- More participants found interest in the collections of opinions about a given topic than in the one perspective being offered on the home page. This in turn indicates that it may be sufficient to simply highlight the *question* on the home page and point browsers to the collection at a lower level.

While participants were screened to represent a culturally diverse audience, the above were the only examples of *specific* findings attributable to them.

4.5 LOWER MENU LEVELS

The screenshot displays the 'culturefind' search interface at the top, with the 'CULTURE CANADA'S CULTURAL GATEWAY' logo on the left and navigation links on the right. The main content area is titled 'places & land' and includes a sidebar with categories like 'ARTS & EXPRESSION', 'HISTORY & HERITAGE', and 'PLACES & LAND'. The 'PLACES & LAND' sidebar lists various sub-topics such as 'Architecture (120 sites)', 'Railroads (17)', and 'Maps and Geographs (118)'. The main content features a 'featured site' section with a 'Near Brunswick Online' article and a 'cbc archive capsule' section with a 'Canadian Amateur Musicians' article. Below these is a 'my perspective:' section with a 'What does being Canadian mean to you?' article by Francine Cassidy. At the bottom, there is a list of 10 site entries, each with a title (e.g., 'Site Title #1') and a brief description followed by a URL.

While our test only included a single lower menu level (for “Places and Land”), there were some insights derived from our discussion of these that may be important to the subsequent construction of the site as a whole:

- First, we noted that many participants only cued in to the fact that the site is a “gateway” upon their contact with the second menu level. At this point, this realization may come as a disappointment if for no other reason that it is a surprise.
- Some menu labels, particularly “natural history” and “urban planning” are too complex and unfamiliar to younger participants;

Finally, and with respect to the intuitions surrounding “places and land”, it was clear that while some were comfortable with a structure that lays out topics first (on menu level 1) and places next (provinces and territories under “travel” at menu level 2) is counter-intuitive. While no “hard and fast” rules exist that would provide a prescription for the structure of subsequent menu levels, it is clear that many intuit a structure that would provide a list of *places* (perhaps made explicit in graphic form) first, and *topics* related to those places second. A few participants also noticed redundancies in the lower menu (maps appears twice, among others).

The screenshot shows the Culture Canada website interface. At the top, there is a search bar with the text 'culturefind' and 'GO advanced'. Below the search bar, the text reads 'Search thousands of select Canadian Cultural resources'. To the right of the search bar is the Canada logo and navigation links: 'HOME', 'FRANÇAIS', 'FEEDBACK', 'ABOUT CULTURE.CA', and 'SITE MAP'.

The main content area is titled 'places & land' and includes a sub-header: 'Re-discover Canada and find new places to visit along the way, from breathtaking landscapes in pristine wilderness to ancient and rich historical gems.' Below this is a breadcrumb trail: 'Home > Places & Land > Travel'.

On the left side, there is a navigation menu with categories: 'ARTS & EXPRESSION', 'HISTORY & HERITAGE', 'MEDIA & PUBLISHING', 'PEOPLE & DIVERSITY', 'PLACES & LAND', and 'SPORTS & LEISURE'. Under 'PLACES & LAND', there is a list of sub-categories with their respective site counts: 'Agriculture (115 sites)', 'Railroads (117)', 'Maps and Geography (118)', 'Atlases and Maps (113)', 'Geographers and Explorers (115)', 'Travel (218)', 'Atlantic Provinces (88)', 'Quebec (48)', 'Ontario (37)', 'Prairie Provinces (37)', 'British Columbia (83)', 'Territories (34)', 'National and Provincial Parks (33)', 'Natural History (144)', and 'Urban Planning (315)'. There is also a 'FESTIVALS & EVENTS' button at the bottom of the menu.

The main content area displays a list of 10 search results, each with a title and a description. The titles are: 'Site Title #1', 'Site Title #2', 'Site Title #3', 'Site Title #4', 'Site Title #5', 'Site Title #6', 'Site Title #7', 'Site Title #8', 'Site Title #9', and 'Site Title #10'. Each result includes a description and a URL: 'http://www.site_url.com'. At the bottom of the results list, there is a pagination control with 'previous' and 'next' buttons, and a series of numbered links from 1 to 10.

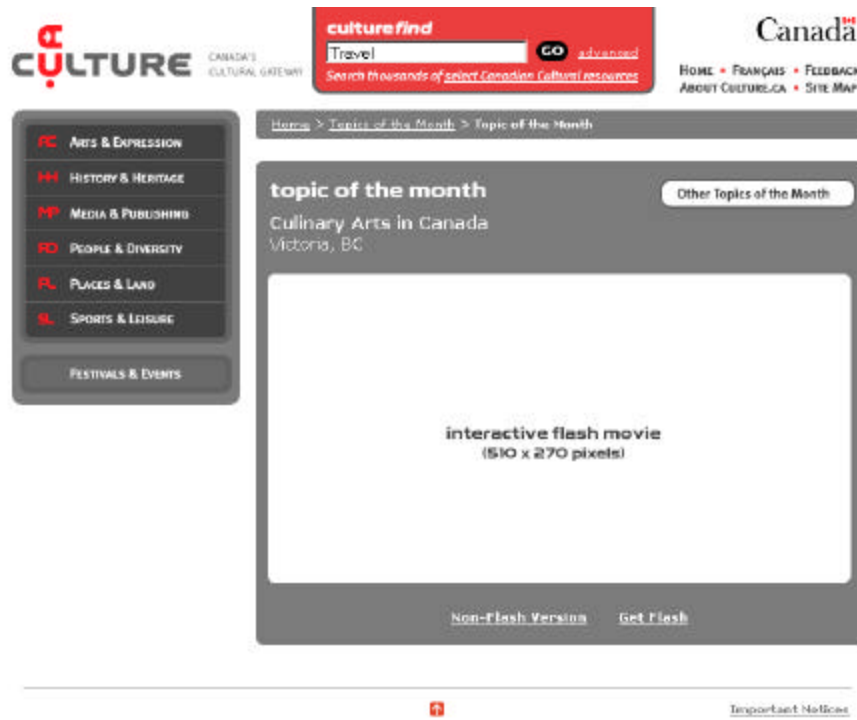
Another point that emerged in only a few groups was how a listing of links doesn't make intuitive sense on the first and second "sub-layers" of the site (as seen in levels 1 and 2). The problem here is that it is not entirely clear how these links are related to that level's menu structure: while some presume that the list of links would simply be the first in the long series of grouped items (in this case "architecture 115 sites"), this is not obvious to

4.6 FESTIVALS AND EVENTS

The screenshot shows the 'culturefind' website interface. At the top, there is a search bar with the text 'Travel' and a 'GO advanced' button. Below the search bar, the text reads 'Search thousands of select Canadian Cultural resources'. The main navigation menu on the left includes categories: ARTS & EXPRESSION, HISTORY & HERITAGE, MEDIA & PUBLISHING, PEOPLE & DIVERSITY, PLACES & LAND, and SPORTS & LEISURE. The 'FESTIVALS & EVENTS' category is highlighted. The main content area displays a list of search results for 'festivals & events'. Each result includes a 'Site Title' and a truncated description. At the bottom of the page, there is a pagination bar with 'previous' and 'next' buttons and a sequence of numbers from 1 to 10.

While this page was not looked at by all groups, those that did found little to criticize here. The layout provoked some of the same commentary about “dullness” attributed to other sub-pages where gray is prominent, but garnered no other apparent criticisms. A few participants pointed out that they expected to see a “calendar” of events, and that it would be logical to organize these regionally, presuming that a browser in one corner of the country would unlikely to be interested in the events of the *whole* country.

4.7 “TOPIC OF THE MONTH”





Generally, reactions to the “topic of the month” feature were positive, even though the images presented in this box on the tested home page design often caused participants to presume that the site has a tourism-oriented mission. What was positive to most participants was the idea of *varying* content, which would augment the interest in the site by ensuring new and fresh content. By the same token, few participants indicated that they would be likely to visit the site on a recurring basis, which is a prerequisite to the implied value of this feature.

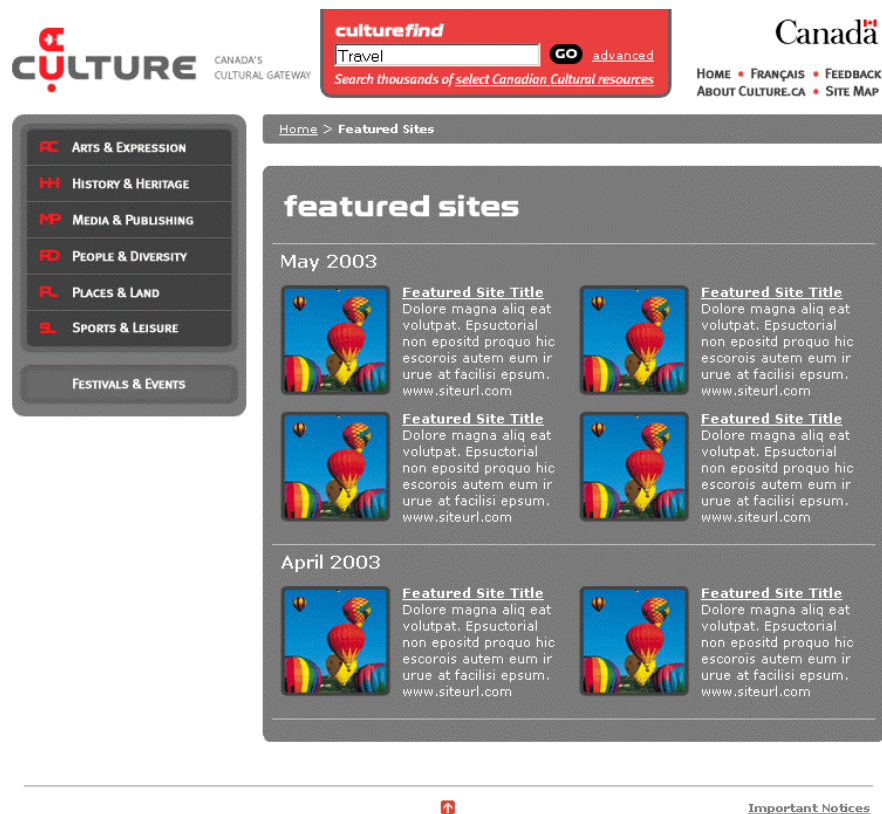
The “Topic of the Month” page itself was apparently of some surprise, and perhaps even of greater interest that many participants had presumed. This was suggested by the added

interest in the “flash movie” presentation, which many like, and by the suggested topic “Culinary Arts in Canada” – a topic many found of inherent interest.

Finally, the collected “topics of the month” sub page was of even greater interest, as many participants understood this to be a sort of “shop” where an abundance of topics could be browsed according to the individual’s interests.

4.8 “FEATURED SITE”

Generally, reactions to the “Featured Site” feature were also positive, albeit somewhat less so than was the case for the other, and similarly organized “topic of the month” feature. Here again, the idea of *varying* subject material has the potential to augment interest in the site, although the notion of having to *leave* culture.ca was itself a detractor.



ANNEX

GUIDE DE L'ANIMATEUR

| | |
|--------------------------|--|
| Sujet : | Évaluation du concept <i>Culture.ca</i> |
| Dates et horaire: | Tel qu'indiqué dans la scédule |
| Durée : | 90 minutes |
| Paiement : | \$50 aux adultes et jeunes de 15-17 ans, \$100 Professeurs/enseignants et certificats cadeaux de Future Shop d'une valeur de \$50 pour les 12-14 ans |

1. INTRODUCTION

[10 MIN.]

1.1 PRESENTATION DE L'ANIMATEUR

1.2 **Sujet:** Évaluation d'un concept de site web.

1.3 EXPLICATIONS QUANT AU DÉROULEMENT DE LA DISCUSSION:

- rôle du participant:
 - opinion honnête et sincère
 - pas de bonne ou de mauvaise réponse;
 - consensus non nécessaire.
- rôle de l'animateur: poser des questions, neutralité quant au sujet discuté, n'est pas un employé du gouvernement ou du créateur du site.
- observateurs derrière le miroir;
- discussion enregistrée audio et vidéo;
- durée (environ 90 minutes).

1.4 PRÉSENTATION DES PARTICIPANTS :

- Prénom, situation de famille
- Occupation → spécifique pour les professeurs/enseignants: où, quelle matière, à qui enseignent-ils...
Étudiants → ce qu'ils étudient, etc.
- Niveau d'expérience sur internet

2. RÉCHAUFFEMENT :

[5 MIN.]

Premièrement, parlez-moi de vos habitudes d'utilisation d'internet.

- À quelles fins utilisez-vous internet et pourquoi?
- Avez-vous déjà eu besoin de rechercher quoi que ce soit en regard avec la culture canadienne sur internet? (Inventoriez brièvement)

3. ÉTAPES D'ÉVALUATION

[45 MIN.]

Mise-en-place pour l'évaluation

Mentionner aux participants que l'objectif de la discussion est d'évaluer le design et le plan d'un nouveau site web et de juger de la valeur des décisions prises en regard de l'organisation de ce site. Certains aspects critiques doivent être pris en compte dans votre évaluation:

- À savoir que le design est présenté comme une série d'images seulement, projetées sur un écran. Cela signifie que notre attention ne portera pas sur un site fonctionnel et que nous ne nous attarderons pas directement sur son fonctionnement.
- Ce qui est soumis à notre évaluation est un prototype. Les pages sont remplies de texte inintelligible qui ne sert qu'à illustrer où le vrai contenu apparaîtra éventuellement.
- Nous observerons plusieurs pages du site mais en général poserons le même type de questions d'une page à l'autre.
- Votre attention devrait se porter sur les aspects visuels (design, couleurs, graphiques etc) et de façon plus importante, sur la facilité de compréhension qui se dégage du plan du site.
- Important d'être à l'écoute de vos propres instincts, d'évaluer chaque point comme si vous étiez l'utilisateur de ce site et qu'il devait répondre à vos propres besoins.

L'animateur présentera le site dans son entier de même façon de groupe en groupe en débutant toujours avec la page d'accueil et en poursuivant avec les différents niveaux d'information. Chaque page sera évaluée selon le même mode et revue lorsqu'il sera jugé approprié de le faire.

RÉPONSE INITIALE ET COMPRÉHENSION (PAGE D'ACCUEIL)

- Réactions spontanées et commentaires: Que pensez-vous de ce que vous voyez?
- Quel est l'objectif de cette page? De quoi est-il question? À qui s'adresse-t-elle?
- Qu'est ce qui est attirant ou déplaisant de ce site/cette page? Pourquoi? Que pensez-vous de l'apparence visuelle de ce qui vous est présenté? (Explorer)

Ad hoc recherche

guide français.doc

- Suggérez-moi quelques mots qui décrivent l'impression que vous laissez ce site?
- Pourquoi quelqu'un serait-il tenté de visiter ce site? Qu'est-ce qu'offre le site? Votre impression sur la valeur de ce site? Pourquoi?
- Vos impressions sur la valeur/la nature du contenu offerte dans ce site?

EXPLORER À NOUVEAU:

- À qui s'adresse ce site? Qu'est-ce qui vous fait dire cela?
- Qui utiliserait ce site? L'utiliserez-vous? Pourquoi?
- Quel contenu vous attendriez-vous à voir dans un tel site? Que pensez-vous du contenu de la page d'accueil? Qu'aimez-vous et qu'est-ce qui vous déplaît? Est-ce que cela répond à vos attentes?
- Où cliqueriez-vous en premier lieu sur cette page? Pourquoi?

(Test rapide sur l'architecture et le catalogage des options de ce site: *exemples de questions*)

- Si vous étiez à la recherche de _____, où cliqueriez-vous?
- Lorsque vous regardez cette vignette _____, quel contenu cela suggère-t-il ?
- Est-ce clair? Comment le contenu répond-t-il /ne répond-t-il pas à vos attentes?
- Est-ce que les éléments graphiques et les vignettes sont claires? Comment? Pourquoi pas? SVP justifiez.
- Est-ce que le choix des sujets semble sensé selon vous? Pourquoi? Pourquoi pas?
- Est-ce que les choix sont appropriés pour un site qui porte sur la culture? Manque-t-il quelque chose? Est-ce que son utilisation est intuitive?

Questions "Look and Feel":

Maintenant abordons la question du design et l'aspect visuel du site. Que pensez-vous de cette page? Est-ce attirant ou non? Est-ce trop encombré, trop subtil ou bien équilibré?

- Est-ce que le site est attrayant? Pourquoi? Pourquoi pas?
- Est-ce que les couleurs conviennent? Pourquoi? Pourquoi pas? Est-ce approprié pour un site portant sur la culture? Pourquoi? Pourquoi pas?
- Que pensez-vous du fond et des couleurs utilisées? Sont-elles attrayantes ou pas? Pourquoi?

4. POINTS SPÉCIFIQUES

[15 MIN.]

Si la mention n'en a pas été faite de façon spontanée, explorer et évaluer le point suivant:

- Commentaires et réactions sur le nom/appellation du site : Explorer à fond: examiner en regard de l'impact sur le contenu, sa pertinence pour un site sur la culture, son effet sur la perception d'aisance d'utilisation, comment on aimerait l'utiliser etc...

6. FIN

[10 MIN.]

- Est-ce que l'information contenue dans ce site rencontre vos besoins?
- Auriez-vous des suggestions à faire qui pourraient améliorer ce site dans son entier ou des parties en particulier?
- Si l'on vous demandait d'évaluer l'effort, quelle note lui donneriez-vous? Pourquoi?

REMERCIER ET TERMINER

Patterson Langlois Consultants

581, Patricia
Greenfield Park (Qc.)
J4V 2A9
Tel.: (450)672-6678

Recruiting Screener
Project: CULTURE.CA
Final Version
April 30th 2003

CULTURE.CA

DATES: May 5th, 6th, 7th, 12th, 13th and 14th
CLIENT: Government of Canada
TOPIC: Website testing
INCENTIVE: \$50
CITIES/TIMES: Toronto (5th) / 16h30, 18h and 19h30
Winnipeg (6th) / 16h30 and 18h30
Vancouver (7th) / 16h30, 18h and 19h30
Moncton (12th) / 17h and 19h
Montreal (13th) / 16h30, 18h and 19h30
Sherbrooke (14th) / 16h30, 18h and 19h30

INDICATE : Male 1 Female 2 → **VERIFY QUOTAS (50% gender split for both groups)**

INTRODUCTION

*Hello, my name is _____ from _____, specialising in market research. We are currently selecting people to participate in a focus group for the Government of Canada. The objective of this focus group is to talk about a new website. I would like to take 3 or 4 minutes of your time in order to verify if you, or another member of your household are eligible or not. Participation is strictly voluntary and your answers will remain confidential.***(PROCEED WITH Q.1)**

WHEN RECRUITING THE GROUP OF 12 to 17, MAKE SURE THAT YOU GET PARENTAL APPROVAL FOR THEIR PARTICIPATION.

Q.1 What language do you most often speak at home?

- English 1 **Continue**
- French 2 **Switch to the French screener or organize a phone appointment with a bilingual recruiter to call this person back (Winnipeg and Moncton only)**
- Other 3 **Make sure they are fluent in English**

NOTE: Culturally diverse representation including aboriginal in Winnipeg and Vancouver

Q.1a Would you please tell me to which of the following age groups you belong?

- 11 or less 1 **THANK AND TERMINATE.**
- Between 12 and 14 2 **Go to Q.2**
- Between 15 and 17 3 **Go to Q.2**
- Between 18 and 24 4 **THANK AND TERMINATE.**
- Between 25 and 49 5 **Go to Q.4**
- Over 50 6 **THANK AND TERMINATE.**

NOTE: PARENT OF A CHILD PARTICIPATING MAY BE ELIGIBLE FOR LATER GROUP THAT NIGHT.

Q.2 Are you presently in school, and if so, what level? NOTE: _____

***Ask to speak to a parent or guardian if between 12 and 17. Parental consent must be obtained.**

Q.3 We are interested in inviting your son/daughter to have their impression on a new website for the Government of Canada. The discussion will bring together a group of 4 to 6 person in the same age group as your child. A waiting area is available, if you want to bring your son/daughter, but the parents are not admitted in the discussion room, so that they will not be distracted to give their honest opinion on the subject.

May I have your permission to continue talking to him/her?

Yes 1 **Go to Q.6**
No 2 **THANK AND TERMINATE.**

Q.4 What type of work do you currently do? NOTE: _____

IF TEACHER, ASK WHAT AGE DO THEY TEACH: IF THEY TEACH TO 12 TO 17, USE FOR THE TEACHER GROUP, IF NOT, THEY CAN BE PLACE IN THE 25 TO 49 GROUP.

Q.5a What is the highest level of education you have completed? (READ) (A GOOD MIX)

| | |
|---------------------------|---|
| High school not completed | 1 |
| High school completed | 2 |
| College / university | 3 |
| NSP/NRP | 9 |

Q.5b For the year 2002, in which of the following categories did your total household income belong? Please consider all your sources of revenue (Ex : retirement plan, family allocation, welfare...)
(READ)

| | |
|-----------------|---|
| Less than 20k\$ | 1 |
| 20k-29 999 \$ | 2 |
| 30k-39 999 \$ | 3 |
| 40k-54 999 \$ | 4 |
| 55k-79 999 \$ | 5 |
| 80k\$ and over | 6 |
| NSP/NRP | 9 |

(A GOOD MIX)

Q.5c Including yourself, is there someone in your household who works for...?
(IF YES TO ONE OF THESE QUESTIONS, THANK AND END)

| | Yes | No |
|---|----------------------------|----------------------------|
| a) an advertising firm | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| b) a market research firm | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| c) a public relations firm | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| d) the media | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| e) web Designer, Computer expert | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| f) Information Manager, IT technician | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| g) the provincial or federal government | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

Q.6 For the next question, I'd like you to answer quickly and without considering your answer too much. If you could transform into a superhero, which super power would you like to have and what would you do with them?

(Evaluate the response, and terminate anyone who does not have a ready answer to this question.)

Q.6a Which of the following best describes your level of access to the internet?

- I have personal access to the internet (a computer at home) → 1 **Continue**
I don't have personal access to the internet, but I use it fairly regularly → 2 **Continue**
I don't have personal access to the internet, but I use it occasionally → 3 **Continue**
I don't have access to the internet, and I have little or no experience using it → 4 **THANK AND TERMINATE**
I don't know → 5 **THANK AND TERMINATE**

Q.7 Do you know what a focus group is?

- Yes 1
No 2 → **MAKE SURE THAT THIS PERSON HAS NEVER BEEN TO A FOCUS GROUP AND GO TO Q.10. AT LEAST 50% PARTICIPANTS SHOULD BE "VIRGINS"**

Q.8a Have you participated in a focus group discussion in the last 6 months?

- Yes 1 → **THANK AND END**
No 2 → **CONTINUE**

Q.8b Prior to that, how many focus group discussions have you been to in total?

- More than 3 1 → **THANK AND END**
3 or less 2 → **CONTINUE**

Q.8c Can you tell me about the topic that you discussed in these other groups? **(Do not read!)**

- Government advertising 1 → **THANK AND END**
Other 2 → **CONTINUE**

Q.9 Would you be willing to participate in a focus group where the discussion will be about a website for the Government of Canada? We do not want to sell a product, we only ask you to share your opinions with people like you. Participation is strictly on a voluntary basis and answers remain confidential. To thank you for your participation, we will give you a \$50 (\$100 for the teachers, for the

12-14 a \$50 gift certificate from Future Shop) compensation at the end of the discussion. Can we count on you?

- Yes 1 → **GO TO Q.11**
No 2 → **THANK AND END**

Q.10 A focus group brings together a small number of people and a moderator in order to have the opinions of participants on a given subject. In this case, the discussion will be about a website for the Government of Canada. We don't want to sell a product, we only ask you to share your opinions with people like you. Participation is strictly on a voluntary basis and answers remain confidential. To thank you for your participation, we will give you a \$50 (\$100 for the teachers, for the 12-14 a \$50 gift certificate from Future Shop) compensation at the end of the discussion. Can we count on you? **(IF ASKED: this amount of money is not an income, thus not taxable.)**

Q.11 Would you be available to participate in the focus group on _____ at... ?

| | Toronto May 5th | Winnipeg May 6th | Vancouver May 7th | Moncton May 12th | Montreal May 13th | Sherbrooke May 14th |
|--------------------------|---------------------------|----------------------------|-----------------------------|----------------------------|-----------------------------|-------------------------------|
| Group 1/ Adults 25-49 | 1E | 1E | 1E | 1F | 2F | 2F |
| Group 2/ Students | 1E (15-17) | 1F (15-17) | 1E (12-14) | | | 1F (12-14) |
| Group 3/ Teachers | 1E | | 1E | 1F | 1F | |

F=French speaking: Winnipeg and Moncton i.e. French is the language most often spoken at home
E= English speaking

The discussion will be held at _____ ,located at _____

The discussion lasts about 90 minutes. If for any reasons, you should be unable to attend, please call us as soon as possible so that we can replace you. For further information, call _____, and ask to speak with a supervisor.

Name: _____

May I please have a telephone number where I can reach you the day before the discussion to confirm your presence:

House: (____)-____-_____

Work: (____)-____-_____

THANK YOU!
Your co-operation is greatly appreciated!

RECRUITED BY: _____ **CONFIRMED BY:** _____

CULTURE.CA

DATES: 5, 6, 7 12 13 et 14 mai
CLIENT: Gouvernement du Canada
SUJET: Test site Web
RÉMUNÉRATION: Certificat \$50, \$50 et \$100
VILLES/HEURES: Toronto (5) / 16h30, 18h et 19h30
Winnipeg (6) / 16h30 et 18h30
Vancouver (7) / 16h30, 18h et 19h30
Moncton (12) / 17h et 19h
Montréal (13) / 16h30, 18h et 19h30
Sherbrooke (14) / 16h30, 18h et 19h30

INDIQUEZ : Homme 1 Femme 2 → **VÉRIFIEZ QUOTAS (50% de chacun par groupe)**

INTRODUCTION

Bonjour/bonsoir, mon nom est _____ de _____, une firme spécialisée en recherche de marketing. Nous recherchons présentement des personnes pour participer à un groupe de discussion pour le gouvernement du Canada. Le but de cette rencontre est de recueillir l'opinion du public sur un site Internet. J'aimerais prendre 3 ou 4 minutes de votre temps pour vérifier si vous ou un membre de votre foyer pourrait être éligible à y participer. Votre participation se fait sur une base volontaire et vos réponses resteront confidentielles. (CONTINUER AVEC LA Q.1)

EN RECRUTANT LE GROUPE DE 12 À 17 ANS, ASSUREZ VOUS D'AVOIR L'APPROBATION D'UN PARENT ET NOTEZ EN LE NOM.

Q.1 Quelle langue parlez vous le plus souvent à la maison?

- Anglais 1 **Remerciez et Terminez.**
Français 2 **Continuez**
Autre 3 **Assurez vous que le participant s'exprime parfaitement en Français**

Q.1a Pourriez-vous me dire auquel des groupes d'âge suivant vous appartenez?

- 11 ans ou moins 1 **Remerciez et Terminez.**
Entre 12 et 14 ans 2 **Allez à la Q.2**
Entre 15 et 17 ans 3 **Allez à la Q.2**
Entre 18 et 24 ans 4 **Remerciez et Terminez.**
Entre 25 et 49 ans 5 **Allez à la Q.4**
Plus de 50 ans 6 **Remerciez et Terminez.**

NOTE: UN PARENT D'ENFANT QUI PARTICIPE PEUT AUSSI ÊTRE ÉLIGIBLE POUR UN GROUPE LE MÊME SOIR.

Q.2 Etes vous présentement à l'école, et si oui, en quel année? NOTEZ: _____

***Demandez à parler à un parent ou gardien légal, obtenez son consentement et notez son nom.**

Q.3 Nous aimerions inviter votre fils/fille à donner son opinion sur un nouveau site Internet pour le gouvernement du Canada. Ce groupe de discussion sera composé de 4 à 6 personnes du même groupe d'âge que votre enfant. Une salle d'attente sera disponible, si vous désirez reconduire votre enfant, mais les parents ne sont pas admis dans la salle pendant la rencontre, pour ne pas déconcentrer les enfants et qu'ils puissent donner des commentaires le plus sincère possible sur le sujet.

Pourrais-je avoir votre permission pour continuer à lui parler?

- Oui 1 **Allez à la Q.6**
Non 2 **Remerciez et Terminez.**

Q.4 Quel type d'emploi avez-vous présentement? NOTEZ: _____

SI ENSEIGNANT, DEMANDEZ L'ÂGE DE LEURS ÉLÈVES: SI IL ENSEIGNE À DES ENFANTS DE 12 À 17 ANS, IL POURRAIT SE QUALIFIER POUR LE GROUPE DE PROFESSEUR, SI NON, IL POURRAIT FAIRE PARTIE DU GROUPE DE 25 À 49 ANS.

Q.5a Quel est votre niveau d'éducation complété? (LIRE) (UN BON MÉLANGE)

- | | |
|-------------------------|---|
| Secondaire non complété | 1 |
| Secondaire complété | 2 |
| CEGEP / Université | 3 |
| NSP/NRP | 9 |

Q.5b Au cours de l'année 2002, dans laquelle des catégories suivantes se situe le revenu total de votre foyer? S'il vous plaît, tenez compte de toutes les sources de revenus (Ex : fonds de pensions, allocations familiales, sécurité du revenu...) **(LIRE)**

- | | |
|-----------------------|---|
| Moins de 20 000\$ | 1 |
| Entre 20 et 29 999 \$ | 2 |
| Entre 30 et 39 999 \$ | 3 |
| Entre 40 et 54 999 \$ | 4 |
| Entre 55 et 79 999 \$ | 5 |
| 80 000 et plus | 6 |
| NSP/NRP | 9 |

(UN BON MÉLANGE)

Q.5c En vous incluant, un membre de votre foyer travaille-t-il pour...?
(SI OUI À UNE DE CES QUESTIONS, REMERCIEZ ET TERMINEZ.)

- | | Oui | Non |
|--|----------------------------|----------------------------|
| a) Une agence de publicité | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| b) Une firme de recherche en marketing | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| c) Un cabinet de relation publique | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| d) Un média | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

- e) Concepteur de site Web/Programmeur 1 2
 f) Technicien IT 1 2
 g) Le gouvernement provincial ou fédéral 1 2

Q.6 Pour cette question, j'aimerais que vous répondiez rapidement, sans trop réfléchir à votre réponse. Il n'y a pas de bonne ou mauvaise réponse. : Si vous aviez la possibilité de vous transformer en Super Héros, quels super pouvoirs voudriez-vous posséder et que feriez-vous avec?

(Évaluez la réponse, et terminez quiconque ne vous répond pas de façon intelligente et rapide.)

Q.6a Lequel des énoncés suivants décrit le mieux votre niveau d'accès à l'Internet?

- J'ai un accès personnel à Internet (un ordinateur à la maison) → 1 **Continuez**
 Je n'ai pas d'accès personnel à l'Internet mais je l'utilise régulièrement → 2 **Continuez**
 Je n'ai pas d'accès personnel à l'Internet, mais je l'utilise occasionnellement → 3 **Continuez**
 Je n'ai pas accès à l'Internet, et j'ai peu ou pas du tout d'expérience avec → 4 **Remerciez et Terminez.**
 NSP/NRP → 5 **Remerciez et Terminez.**

Q.7 Savez-vous en quoi consiste un groupe de discussion?

- Oui 1 → **CONTINUEZ**
 Non 2 → **Allez à la Q.10. ASSUREZ VOUS QUE LA PERSONNE N'A JAMAIS PARTICIPÉ À UN GROUPE DE DISCUSSION 50% DES PARTICIPANTS DEVRAIT ETRE "VIERGES"**

Q.8a Avez-vous participé à un groupe de discussion au cours des 6 derniers mois?

- Oui 1 → **Remerciez et Terminez.**
 Non 2 → **CONTINUEZ**

Q.8b En tout, à combien de groupes de discussion avez-vous participé?

- Plus de 3 1 → **Remerciez et Terminez.**
 3 ou moins 2 → **CONTINUEZ**

Q.8c De quels sujets avez-vous discuté auparavant lors de ces groupes de discussion? **(Ne pas lire!)**

- Publicité de Gouvernement 1 → **Remerciez et Terminez.**
 Autre sujet 2 → **CONTINUEZ**

Q.9 *Seriez-vous intéressé à participer à un groupe de discussion concernant un site Internet pour le Gouvernement du Canada? Nous ne voulons rien vous vendre, Nous ne voulons que connaître vos opinions. Votre présence n'est requise que sur une base volontaire et vos réponses resteront strictement confidentielles. Pour vous remercier de votre participation, nous vous remettrons une compensation de (\$50 en certificat cadeau Future Shop pour les 12 à 14, \$100 pour les enseignants) \$50 à la fin de la discussion. Pouvons-nous compter sur vous?*

- Oui 1 → **Allez à la Q.11**
 Non 2 → **Remerciez et Terminez.**

Q.10 *Un groupe de discussion est composé des personnes comme vous ainsi que d'un animateur qui recueille vos opinions concernant le sujet. Dans ce cas-ci, la discussion portera sur un site Internet pour le Gouvernement du Canada. Nous ne voulons rien vous vendre, Nous ne voulons que connaître vos opinions. Votre présence n'est requise que sur une base volontaire et vos réponses resteront strictement confidentielles. Pour vous remercier de votre participation, nous vous remettrons une compensation de (\$50 en certificat cadeau Future Shop pour les 12 à 14, \$100 pour les enseignants) \$50 à la fin de la discussion. Pouvons-nous compter sur vous ?*

(SI DEMANDÉ: cette compensation n'est pas un revenu, donc elle n'est pas imposable.)

Q.11 Seriez-vous disponible pour participer à un groupe de discussion le _____ à... ?

| | Toronto May 5th | Winnipeg May 6th | Vancouver May 7th | Moncton May 12th | Montréal May 13th | Sherbrooke May 14th |
|--------------------------------|---------------------------|----------------------------|-----------------------------|----------------------------|-----------------------------|-------------------------------|
| Groupe 1/ Adultes 25- 49 | 1E | 1E | 1E | 1F | 2F | 2F |
| Groupe 2/ Étudiants | 1E (15-17) | 1F (15-17) | 1E (12-14) | | | 1F (12-14) |
| Groupe 3/ Enseignants | 1E | | 1E | 1F | 1F | |

F=French speaking: Winnipeg and Moncton i.e. French is the language most often spoken at home
 E= English speaking

Le groupe de discussion se tiendra au _____ *situé au* _____

Si vous avez besoin de lunettes pour lire ou écrire, s'il vous plaît ne les oubliez pas. S'il vous plaît, arrivez au moins 10 minutes d'avance. La discussion durera environ 90 minutes. Si, pour quelques raisons que ce soit, vous ne pouvez plus participer au groupe de discussion, contactez-nous le plus rapidement possible pour que nous puissions donner la chance à quelqu'un d'autre d'y participer. Vous pouvez nous rejoindre _____.

Nom: _____

Comme nous allons vous rappeler la veille pour confirmer votre présence à quel numéro est-ce plus facile de vous rejoindre ?

Maison: (____)-____-_____

Travail: (____)-____-_____

Patterson, Langlois Consultants

03/05/01

MERCI!

RECRUTÉ PAR : _____ **CONFIRMÉ PAR :** _____