



































| | People use search as a way to jump quickly, even if they know the name of the site | | | | | |
|----|---|-----|--|--|--|--|
| | On external searches entering The Open University web site, the query included: | | | | | |
| | A brand marker only "Open Uni" | 86% | | | | |
| | A brand marker plus another term "open university course" | 7% | | | | |
| | A general term only "creative writing" | 7% | | | | |
| 19 | Analysis from October 2006 logs of 396,000 queries | | | | | |















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|--|--|--|------------------------|
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| | | In The Vanguard: Capital Gains Caveats: Beware Buying Fund Distributions | Article |
| 2 Internet | | In The Vanguard: Capital Gains Caveats: Beware Buying Fund Distributions | Article |

| Search personas from one early project | | | | |
|---|--|--|--|--|
| Hunter: Looking for the Target | Gatherers: Collecting Information | | | |
| "The web is a library" Use rapid narrowing techniques Often professionals or know content well Influenced by previous experience | "The web is a resource" Search is a launch pad to "the right stuff" More discriminating readers Tend to notice source or date | | | |
| InfoSeeker: On a Journey | Transitional: Novice Searchers | | | |
| • "The web is a wonderland" | "The web is a mystery" Facily fructional | | | |
| Berrypickers - a page with new information is a success May use search to create a starting point, but with less specificity than others | Easily indicated Use of search depends on computer experience more than other personas Often in transition from seeker to gatherer | | | |

| A few years later, "search" had disappeared into general information seeking | | | | |
|--|--|--|--|--|
| Magpies (the collectors) | The Unconscious Competents | | | |
| Persistent novices Ad-hoc exploration and orienteering A few favorite sites, but rely on search engines Easily overwhelmed | See themselves as novices, but have more skills than they say Tend to be methodical Follow patterns that have worked before | | | |
| | | | | |
| The IMpatients | Deeply Engaged | | | |
| The IMpatients Move quickly to snap judgements, but also miss things because they move too quickly Don't know what they don't know Read material on site to check against own knowledge | Deeply Engaged Proficient searchers Use many sources of information, including primary sources Tend to be sure about their opinions. Gather things to read later | | | |











| Oct-06 | | Jan-05 | | May-04 | |
|--------------------|----|-----------------|----|------------------|----|
| psychology | 1 | psychology | 4 | psychology | 1 |
| law | 7 | law | 6 | law | 7 |
| social work | 10 | social work | 8 | social work | 10 |
| teaching | 18 | teaching | 7 | teaching | 12 |
| counselling | 14 | counselling | 15 | counselling | 13 |
| pgce | 19 | pgce | 12 | pgce | 14 |
| mba | 9 | mba | 19 | mba | 5 |
| photography | 6 | photography | 24 | photography | 19 |
| history | 17 | history | 13 | history | 20 |
| | | nursing | 18 | nursing | 21 |
| nutrition | 12 | nutrition | 23 | | |
| creative writing | 8 | | | creative writing | 25 |
| creative writing | 8 | | | creative writing | 2 |
| Oct-(| 06 | Jan-05 | | May-04 | |
| ousa (exam papers) | 22 | tutorial finder | 25 | | |
| ousba [finance] | 25 | | | | |
| exam results | 15 | | | past exam papers | |

| v this pattern | |
|--------------------------------------|--------------------|
| | |
| Search term | Number of searches |
| classical studies | 81 |
| classical studies department | 12 |
| classical latin | 8 |
| classical greek | 7 |
| classics courses | 7 |
| classical greek course calendar | 6 |
| classics department | 6 |
| classical studies diploma | 5 |
| classical studies dept | 3 |
| classical studies website | 3 |
| classic history | 2 |
| classical civilisations | 2 |
| classical greek course calendar 2005 | i 2 |
| classical studies webpage | 2 |
| classical studiews | 2 |
| classiccs | 2 |
| classicts | 2 |
| classic home page | 1 |
| classical athens | 1 |
| classical civilisation gcse | 1 |
| classical civlisatons | 1 |
| classical greece | 1 |
| classical greek gcse | 1 |
| classical situdies | 1 |





In a 1997 paper, Ben Shneiderman offered these guidelines for search

- Offer informative feedback
- Support user control
- Reduce short-term memory load
- Provide shortcuts for skilled users
- Reduce errors, offer simple error handling
- Strive for concistency
- Permit easy reversal of actions
- Design for closure

Don't they sound like general guidelines for good design?























































| Which is n | nore usable? | | | |
|---|---|--|--|--|
| Searches related usability testing software usability | to: usability usability jobs usability dictionary | <u>website usab</u> usability evalu | <u>ility usa</u> uation usa | ibility definiti ibility engine |
| Refine Your Search Choose any additional criteria then select the | Enter a free text or Boolea depression | n <u>search term</u> : | By Author: | |
| Search Again button. | Date: From 0 rel to 12 Sort by: O Publish Date | C Relevance | Choose Conte Choose Conte Abstract Ask The Expe | ent Type 💌 ent Type 🔺 ert |





























What happens when the list of tags gets very long?









| | One model for thinking about how search works within a site | | | | |
|----|--|--|--|--|--|
| | Focused site Single narrow topic Limited number of pages Single primary audience | Deep site Single, broader topic May have many pages Several audiences | Broad site Multiple topics May be organized into "subsites" Large number of pages Many audiences | | |
| | Search helps locate specific, detailed topics (but may often have no hits) Expands the site by providing a way to link to other sites that have appropriate material | Search aids in site navigation Exposes all of the site content on a specific topic, cutting across the menu hierarchy | Search narrows the world to a section where the visitor can explore Search makes connections between sections or topics on the site | | |
| 86 | | | | | |

















Support for searching has to be embedded into all aspects of the design

- Understand, and design for, popular searches
- Make search results more useful
- Improve the "searchability" of content pages
- Help make connections between content



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