

Consent Form: *Digitizing the Pirates*: A user experience survey about a digital editing platform that allows for different methods of encoding and interacting with a digital critical edition and compares four digitized editions of Captain Charles Johnson's *A General History of the Pirates, 1724-1726*, edited by Ingrid Reiche

(Originally Carleton University's Research Ethics had approved this survey)

Date of Ethics Clearance: August 21, 2015

Ethics Clearance for the Collection of Data Expires: May 31, 2016

-this no longer applies and Carleton University cannot be held accountable for my actions, and their letter had has been removed as of:

January 29, 2017.

The Ethic Clearance date granted by Carleton University past, and I have now completed my research, if you would like you are welcome to complete this survey. Carleton University has no responsibility or accountability for my actions, or your participation. It is an ongoing project I would like to continue, and appreciate any and all feedback. All direction or indication that I am affiliated with Carleton University and their affiliated Research Ethics Board or the English Department no longer applies and has only been left intact for instructional purpose. I Ingrid Reiche assume full responsibility for my actions, as of January 29, 2017.

This survey is designed by Ingrid Reiche, an M.A. candidate at Carleton University in the Collaborative Digital Humanities program with the Department of English Language and Literature. The survey seeks to determine what method of encoding a digital edition of a book is most appealing to the user's experience. The user will be reading and comparing the first four editions of the eighteenth century book, *A General History of the Pirates*, by Captain Charles Johnson. The editions have been transcribed into digital texts that will be accessed on a computer through my website:

<http://ingridreiche.com/Resume/Thesis/UX.html>

This digital edition provides multiple ways for the user to view and compare the four editions of this text using *the Versioning Machine V.4* software. This study includes one survey, containing 46 questions that should take no more than one hour. The survey is to be completed on your computer, while examining the texts online and performing certain tasks outlined in the survey, such as clicking on parts of the text to highlight changes, scrolling over popup notes and underlined text, as well as closing and opening different windows. None of this leads to ads or anything outside of the webpage you will be viewing and using. This survey does not involve any foreseen emotional or professional risks; however, if you feel it does you are encouraged to speak to the researcher, Ingrid Reiche.

You have the right to end your participation in the survey at any time, for any reason, up until you return the survey to the researcher by emailing it to reicheingrid@gmail.com. The survey is anonymous, unless you indicate you would like to be formally thanked in my thesis, which you can do in the designated box at the end of the consent form. The thesis will be published by Carleton University and available through MacOdrum Library's catalogue and on my website. The results of the survey will not be published, but

used by the researcher to improve the user's experience when interacting with the digital edition. All data will be stored on my personal computer until October 15, 2015, which is the end of the data collection period and the withdrawal deadline. Until this date all surveys will be password protected as they are received. After this time all the surveys will be migrated to an external flash drive, and then deleted from my personal computer. The flash drive will be stored in a locked file box, as will any surveys that are printed off and returned to me personally. Once the project is completed, all names on the surveys will be deleted; however, the data will be saved for five years and potentially be used in other research projects, and it will be shared with members of the team that developed the *Versioning Machine V.4*, which is the software used to create this digital edition. If you would like to be notified when this project is completed and have access to the published thesis, please contact the researcher and a link to the project and the thesis will be provided.

The ethics protocol for this project was reviewed by the Carleton University Research Ethics Board, which provided clearance to carry out the research, for the original survey. Should you have any question about your involvement in this research, please contact the now independent researcher Ingrid Reiche.

For privacy reasons I have removed contact information for the Research Ethics Board, and the two Professors who supervised my thesis, as this survey has been completed. Carleton university and anyone or any intuitional body, be it the Research Ethics Board, the English Department, or individual professors have no affiliation or responsibility for my actions, or your participation however if you are looking at this presently and have the desire fill out this survey, please do so. Once completed email the result to me at reicheingrid@gmail.com – with the subject line: UX Survey – thank you visiting my website.

Researcher Contact information:

Ingrid Reiche
Tel: 647-760-0183
reicheingrid@gmail.com

By emailing the completed survey to reicheingrid@gmail.com you are providing your consent to participate. Your participation will remain anonymous unless you indicate otherwise. If you would like to be formally thanked in my future work, please add your name in the box below.

I would like to be formally thanked	ENTER YOUR NAME HERE
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Digitizing the Pyrates: A user experience survey about a digital editing platform that allows for different methods of encoding and interacting with a digital critical edition and compares four digitized editions of Captain Charles Johnson’s A General History of the Pyrates, 1724-1726, edited by Ingrid Reiche

General Instructions:

This is a user experience/user analysis survey about interacting with a digital critical edition of A General History of the Pyrates, (1724-1726) by Captain Charles Johnson, which I am editing. The digital edition compares the 1st, 2nd, 3rd and 4th editions (Vol. I) of this book. Each edition is referred to as a witness in Versioning Machine V.4, which is the software used to produce this digital edition. The survey will ask a number of questions regarding your experience with the interface (i.e. the Versioning Machine V.4). If you do not want to answer any of the questions or explain your answers after responding “Yes” or “No”, that is fine. Any and all input is appreciated. **As this file has been converted to a PDF file from a Word file in order to complete this survey you will need to select the “Fill & Sign” option in Adobe Acrobat Reader, and then create test boxes, or if you have a another solution or method to insert text feel free to use it.**



Please visit <http://ingridreiche.com/Resume/Thesis/UX.html>

Feel free to read, or not to read, the other section regarding my M.A. Thesis on the website displayed. This survey does not pertain to the other material, though it may be of interest.

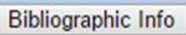

Section 1: Click on the “Title Page” link.

1.1


Upon opening this link three panes that appear: “Bibliographic Information”, on the left hand side, and two “Witnesses” (which in this survey refer to different editions of the book). Please read the “Bibliographic Information” pane and briefly examine the two witnesses. Do you understand the information in each of these panes?	
Yes	Please explain your response?
No	
What is your first impression?	
Response:	
What could be improved to make it more appealing?	
Response:	

1.2 There are 3 buttons on the menu, located at the top of the page:




Click on the  icon from the menu. This will make the left pane containing the bibliographic information disappear. Click on the  icon again to make the pane reappear. Do you think this information should be displayed when the page first loads?	
Yes	Please explain your response:
No	

1.3 Please click on the **Bibliographic Info** icon again to make this pane disappear. Before beginning these questions, please skim the 1st and 2nd editions of the title page and note the differences.



A. Click New Version once. What is the outcome and is it obvious?
Response:
B. Click New Version one more time. What is the outcome and is it obvious?
Response:
C. Click on  in the right hand corner of the last witness pane. What is the outcome and is it obvious?
Response:

1.4


A. At the top of each witness is a menu pane that looks like Witness 1: 1st ed.: 1724, "GHP"  click on the downward facing arrow in the white section. Is it clear what the options here mean?
Yes, no Response:
B. Try picking another option from this drop down menu. What happens? Is It clear?
Response:

1.5

Click on the Critical Introduction icon from the menu and please read it. Do you think this information should be displayed when the page first loads?	
Yes	Please explain your response:
No	

1.6 Close the "Critical Introduction" by clicking on **Critical Introduction** OR the  in the top right hand corner of the "Critical Introduction" pane. Now please click "New Version" once, so that all four witnesses are open. Please arrange them in chronological order (i.e. 1: 1st ed.: 1724. "GHP"; 2: 2nd ed.: 1724. "GHP"; 3: 3rd ed.: 1725 "GHP"; 4: 4th ed. (Vol. I): 1726, "). You can use the **Witness** 1: 1st ed.: 1724, "GHP"  icon to change the order, so they appear in the order displayed below.

Witness 1: 1st ed.-1724, "GHP"  **Witness** 2: 2nd ed.-1724, "GHP"  **Witness** 3: 3rd ed.-1725, "GHP"  **Witness** 4: 4th ed.(Vol.I)-1726, "C" 

Click on the white box beside Line Numbers:  (circled in red here), on the top menu, located after "Critical Introduction". Do you think the line numbers should be displayed when the page first loads?	
Yes	Please explain your response:
No	

1.6B

Does the line numbering in the different witnesses make sense?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

Leave the line numbers activated. If you have unclicked the box beside line numbers please click on it again so they appear.

1.7

In the 1st edition click on the text where the names of “Captain Avery” and “Captain England” appear in line 18. This will highlight parts of the text in yellow throughout all the editions. Does the highlighting provide you with a clear understanding of what changes in the formatting of the title page were made in each of the editions?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

1.7B

In the 1st edition click on each name after the word “Captain” in lines 18-24. As you do this please compare the position of the names in each of the four editions. Does the highlighting provide you with a clear understanding of what changes in the formatting of the title pages were made in each of the editions?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

1.7C

Notes about the changes across the versions are denoted by the superscript letters g, n or p (^g, ⁿ or ^p). In the 2nd edition scroll over the notes in lines 17-24.1, a popup will appear. Does the popup displayed provide a clear explanation of the change?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

Please click on these names again to undo the highlighting

1.8

Click on the <input type="text" value="Popup notes"/> icon. Select “Inline notes”. Do you prefer Inline notes or Popup notes?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

1.8B

Click on the notes icon again. Select “Hide notes”. Is the text more appealing without the superscript notes?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	


1.9

In the 2nd edition click on the first 8 places where you see underlined text (lines 1-17). This will highlight a portion of the text. Compare these sections. Does the highlighting provide a clear visualisation about the changes that are highlighted across the editions?	
Yes	Please explain your response:
No	

1.9B

In the 2nd edition scroll over an underlined portion of the text that you have highlighted. A popup will appear. Does the information in the popup provide a clear explanation about the change that is underlined?	
Yes	Please explain your response:
No	

1.10

Click on the thumbnail at the top right of the 1st edition. It looks like this  Now click on each thumbnail in all four editions. Do you think the thumbnails should be an image of the page itself (i.e. a mini preview of each page)? Currently it is a preview of the 2nd edition's title page	
Yes	Please explain your response:
No	

1.10B

Would it be helpful to see two images of the title page at once?	
Yes	Please explain your response:
No	

1.11

Do you have any additional comments/suggestions or questions?
Comments/ Suggestions/ Questions:

You Have Completed Section One – Thank You!

Section 2

Please go back to the website <http://ingridreiche.com/Resume/Thesis/UX.html> and click on "The Preface".

The first six pages of "The Preface" are encoded in different ways. These sections ask for your feedback about the appearance of each of these pages.

2.1 General Questions

When “The Preface” opens, the “Bibliographic Information” pane is not visible. Please click on “Bibliographic Info”. Do you think that the “Bibliographic Information” should or should not be presented when the page first opens?		
It Should be presented	<input type="checkbox"/>	Please explain your response:
It Should NOT be presented	<input type="checkbox"/>	

Please click on “Bibliographic Info” again to close the pane.

2.2

When “The Preface” opens, the “Critical Introduction” pane is not visible. Please click on “Critical Introduction”. Do you think that the “Critical Introduction” should or should not be presented when the page first opens?		
It Should be presented	<input type="checkbox"/>	Please explain your response:
It Should NOT be presented	<input type="checkbox"/>	

Please click on “Critical Introduction” again to close the pane.

2.3

When “The Preface” opens, three editions/witnesses are seen. They are the 1st, 2nd & 4th (Vol. I.) editions. These were chosen based on the fact that they present the greatest amount of variation. Do you think this is a good choice?		
Yes, leave it	<input type="checkbox"/>	Please explain your response:
No, change it	<input type="checkbox"/>	
Indifferent	<input type="checkbox"/>	

2.3B

Do you think the first three witnesses/editions that appear should be in the order they were produced (i.e. showing the 1st, 2nd & 3rd editions)?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

2.4

Click on the white box beside <input type="checkbox"/> Line Numbers: to activate line numbers in “The Preface”. Only lines with changes have been numbered. Do you think all lines should be numbered?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

2.5

The pages of “The Preface” in the printed editions are NOT numbered. Would numbering the pages be useful in this digital edition?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

3. Questions about page 1 of “The Preface”. The first page is encoded in a similar way as the “Title Page”. All parts can be highlighted and notes and underlining are present.

3.1

In any edition click on the first line of each paragraph until the majority of the text is highlighted. These are sections of the text that are the same. Does the highlighting provide you with a clear understanding of what sections are the same in each of the editions?		
Yes	<input type="checkbox"/>	Please explain:
No	<input type="checkbox"/>	

Please click on the same sections of the text to undo the highlighting.

3.2

In any edition click on all the underlined sections of the text in the 1 st paragraph, which will make sections of the text highlight. These are sections of the text where changes throughout the editions occur. Does the highlighting provide you with a clear understanding of what changes were made in each of the editions?		
Yes	<input type="checkbox"/>	Explain:
No	<input type="checkbox"/>	

3.2B

In any edition scroll over the underlined text. A popup will appear. Does the popup provide clear information about the change that is underlined? Repeat this as many times as you like.		
Yes	<input type="checkbox"/>	Explain:
No	<input type="checkbox"/>	

3.2C

Does the underlining help identify the places where changes occur?		
Yes	<input type="checkbox"/>	Explain:
No	<input type="checkbox"/>	

3.3

Scroll over the superscript letters g, n or p in the sections you have highlighted. A popup will appear. These are notes added to explain the changes in the text. Does the popup that appears provide a clear explanation of the change?		
Yes	<input type="checkbox"/>	Please explain if the answer is “No”:
No	<input type="checkbox"/>	

3.4

Click on the Popup Notes (<input type="text" value="Popup notes"/>) icon and select “Inline notes”. Notice that the line numbers that appear are associated with the lines where a change occurs in the edition. Does having line numbers help you navigate the Inline notes?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

3.5

Do you prefer Inline notes or Popup notes?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

3.6

Do you find that the notes and underlining are redundant and contain the same information?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	
Indifferent	<input type="checkbox"/>	

In the notes menu at the top select “Popup notes” from the drop down menu.

4. Questions about page 2 of “The Preface”. Please scroll down to the next page marked by the solid line, so that you are viewing the second page of “The Preface”. On this page only underlining is present in the 2nd edition onwards, notes are NOT.

4.1

In the 2nd edition click on all the underlined sections of the text, which will make these sections of the text highlight. These are sections of the text where changes throughout the editions occur. Does the highlighting provide you with a clear understanding of what changes were made in each of the editions?		
Yes	<input type="checkbox"/>	Explain:
No	<input type="checkbox"/>	

4.2

In the 2nd edition scroll over the underlined text. A popup will appear. Does the popup provide a clear explanation about the change that is underlined and how it relates to other editions? Repeat this as many times as you like.		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

4.3

Does the fact that notes are NOT present appeal to you?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

4.4

Is the underlining sufficient as an explanatory device, as opposed to notes?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

4.5

There is no underlining in the 1st edition. Does this appeal to you?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

4.6

Does the underlining help identify the location of the changes?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

5. Questions about page 3 of “The Preface”. On this page only notes are present, underlining is NOT.

5.1

In the 1st paragraph of the 2nd edition click on the words next to the notes marked by the superscript letters g, n or p. This will make the sections where changes occur highlight. Does the highlighting provide you with a clear understanding of what changes were made in each of the editions?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

5.1B

Scroll over the notes marked by the superscript letters g, n or p you see in the 1st paragraph of the 2nd edition. This will make a popup appear. Does the popup provide you with a clear explanation of the change in that line, which you might would not have not noticed when only the highlighting was present?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

5.2

Are the notes sufficient as an explanatory device, as opposed to underlining?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

5.3

Does the lack of underlining make it difficult to find changes throughout the editions?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

5.4

Thus far which page of “The Preface” do you find most appealing and informative?		
Pg.1	<input type="checkbox"/>	Please explain your response:
Pg.2	<input type="checkbox"/>	
Pg.3	<input type="checkbox"/>	

6. Questions about page 4 of “The Preface” – This page only allows the user to highlight the sections where changes occur and it uses underlining but does NOT contain notes.

6.1

In the 2nd paragraph of any edition please click on all the parts of the text that are underlined. This will highlight these sections. Is highlighting only those sections with changes more appealing than being able to highlight all parts of the text, as one could do on page 1?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

6.2

Scroll over the underlined text in the 2nd paragraph. A popup will appear. Does the popup provide a clear explanation about the change that is underlined? Repeat this as many times as you like.		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

6.3

Does the underlining help identify the location of the changes?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

6.4

Does the fact that notes are NOT present appeal to you?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

6.5

Thus far which page of "The Preface" do you find most appealing and informative?		
Pg.1	<input type="checkbox"/>	Please explain your response:
Pg.2	<input type="checkbox"/>	
Pg.3	<input type="checkbox"/>	
Pg.4	<input type="checkbox"/>	

7. Questions about page 5 of "The Preface" - This page only highlights the sections where changes occur and it uses notes, but does NOT have underlining.

7.1

In the 3rd paragraph of any edition, please click on all the words that have a superscript g, n or p beside them (most occur at the end of a line), which will highlight these sections. Now try clicking anywhere else in the paragraph. Is highlighting only those sections with changes more appealing than being able to highlight all sections of the text, as is possible on page 1 of "The Preface"?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

7.2

Scroll over the superscript g, n or p in the 3rd paragraph (most of them are a "p"). A popup will appear. Does the popup provide clear information about the change that occurs? Repeat this as many times as you like.		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

7.3

Do you prefer notes, underlining, or both as a way to provide information about changes?		
Notes	<input type="checkbox"/>	Please explain your response:
Underline	<input type="checkbox"/>	
Both	<input type="checkbox"/>	

7.4

Thus far which page do you find most appealing and informative?		
Pg.1	<input type="checkbox"/>	Please explain your response:
Pg.2	<input type="checkbox"/>	
Pg.3	<input type="checkbox"/>	
Pg.4	<input type="checkbox"/>	
Pg.5	<input type="checkbox"/>	

8. Questions about pages 6, 7 & 8 of "The Preface". These pages highlight each paragraph in places where there are changes and where there are not (the text mostly remains the same, though some of the lines move down to the next page in certain editions). There are no notes or underlining.

8.1

In the 2 nd edition please click on each paragraph in pages 6, 7 & 8 so that they highlight. Is the highlighting alone sufficient to locate the changes?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

8.2

Do you think this section would benefit from having notes?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

8.3

Do you think this section would benefit from having underlining?		
Yes	<input type="checkbox"/>	Please explain your response:
No	<input type="checkbox"/>	

8.4

Thus far which page do you find most appealing and informative?		
Pg.1	<input type="checkbox"/>	Please explain your response:
Pg.2	<input type="checkbox"/>	
Pg.3	<input type="checkbox"/>	
Pg.4	<input type="checkbox"/>	
Pg.5	<input type="checkbox"/>	
Pg.6-8	<input type="checkbox"/>	

8.5

Do you like being able to highlight all parts of the text, or only those parts that are similar, or only those parts that are different?		
All	<input type="checkbox"/>	Please explain your response:
Only the parts that are similar	<input type="checkbox"/>	
Only the parts that are different	<input type="checkbox"/>	
Indifferent	<input type="checkbox"/>	

THANK YOU FOR PARTICIPATING – YOUR FEEDBACK IS APPRECIATED!

PLEASE SAVE THIS DOCUMENT WITH YOUR ANSWERS, THEN RETURN IT TO THE RESEARCHER (Ingrid Reiche) BY EMAILING IT TO ingrid.reiche@carleton.ca