# Issues to consider during the development and promotion of a primary school web site

A dissertation

Ву

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## SUMMARY

## The development and promotion of a Web site for Laerskool Lynnwood

The purpose of this study was to develop a Web site for a primary school and to determine the quality of the web site in comparison with the web sites of other primary schools. The specific focus of this study was to determine the promotability of the web site and to point out the advantages for the school concerned. Ms Mariaan Greyvenstein, my co-researcher, focussed on the content development and management aspects of the web sites of primary schools. The dissertations of both the researchers discuss the web site of one specific school, and for this reason some information overlaps periodically. Both of the dissertations have separate functions and each one is special in its own way. A detailed description of the development and testing of the product is given. The acquisition and evaluation of results are discussed. The researcher discusses the findings to assure the profitability of the product.

#### **KEY WORDS:**

Promotion of Web sites, Primary School Web Sites, Web design, Promotion and Development, Community Information Service, Promotability.



## **OPSOMMING**

## Die ontwikkeling en promosie van 'n Web tuiste vir Laerskool Lynnwood

Die doel van hierdie studie was om 'n Web tuiste vir 'n Laerskool te ontwikkel en om te bepaal in hoe 'n mate die kwaliteit van die web blad vergelyk met die web tuistes van ander primere instansies. Die hoofdoel van die studie was om te bepaal wat die bemarkbaarheid van so 'n web tuiste is en watter voordele dit vir die betrokke skool kan inhou. My mede-navorser, Me Mariaan Greyvenstein fokus op die inhoudsontwikkeling en - bestuursaspekte van die web tuistes van primere skole. As gevolg van die feit dat beide die verhandelinge oor een spesifieke skool gaan, is daar wel inligting wat somtyds oorvleuel, maar die verhandelinge kan ook heeltemal onafhanklik van mekaar funksioneer. Die Literatuurstudie word uiteengesit, asook die verkryging en evaluering van resultate. Bevindinge word bespreek. Verdere aanbevelings word gemaak om die suksesvolle bemarkbaarheid van so 'n produk te verseker.

### **BELANGRIKE TERME:**

Promosie van Web tuistes, Laerskool Web tuistes, Web ontwerp, Promosie en Ontwikkeling, Gemeenskaps Inligtingsdiens, Bemarkbaarheid.



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Die ondersteuning en begrip wat ek van die volgende persone ontvang het, het dit moontlik gemaak dat ek hierdie verhandeling suksesvol kon voltooi. Die liefde en standvastigheid wat hulle my gebied was onvoorwaardelik.

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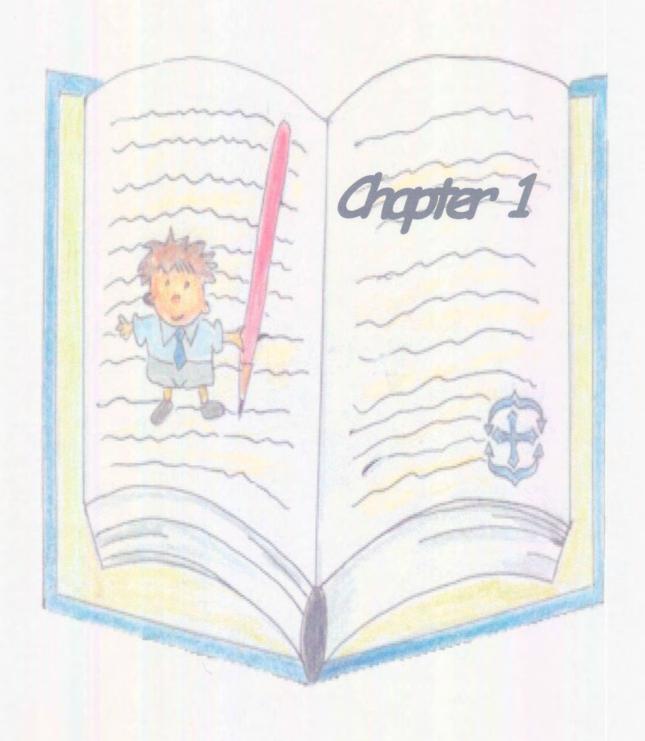
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## 1. BACKGROUND INFORMATION

## 1.1 INTRODUCTION

The main research problem for this study:

To design a Web site for a primary school and to determine how it should be promoted effectively, internally and externally

This dissertation reports on research into the promotion of an effective web site for a Primary School. The specific target of this research is to design a web site for a community in the eastern suburbs of Pretoria.

According to Learn the Net (1999), creating a brilliant web site is fruitless if no one knows about it. With over 500,000 web sites, capturing attention can be a challenge. The identified audience for this site will be divided into two areas:

- Internally it will be the current pupils, parents and teachers of Laerskool Lynnwood themselves.
- External visitors will be intended pupils, parents, prospective staff members and members of the Lynnwood community.

The purpose of the *internal promotion* is to render an information service to the school that will eventually also serve as a community information service.



With the *external promotion*, visitors must be attracted to the site for the purpose of recruiting pupils and thus ensuring that the learner count of the school will rise.

The questions arise: Is the audience happy with and interested in the web site? Will the audience be interested to visit the site? Using the web site of Laerskool Lynnwood as a focus point, the researcher studied how primary school web sites can be promoted effectively.

## 1.2 BACKGROUND

There are many schools that have a presence on the Internet, but are these sites really effective? Are these sites really developed within the right framework to ensure that they are promotable internally as well as externally?

During the course of this research, I identified definite shortfalls concerning the promotion of primary school web sites. There are thousands of web sites rolling on the WWW and to capture attention can be a challenge. This specific web site of Laerskool Lynnwood must be designed in a professional way and it must satisfy the needs of the visitors. The site must also be advertised in such a way that both the internal audience as well as visitors from outside the school must be interested to visit - and revisit - the site.

The web is a powerful medium that offers many ways to enhance an organisation. The purpose of having such a web site is also to let the organisation grow within itself and it's community.

Chapter 1

Concerned parties in the development of the site are the following:

- Laerskool Lynnwood's staff members, the Governing Body, pupils and stakeholders
- Designer of the web site, A van Rooyen
- The researchers as explained in the summary
  - > M Greyvenstein
  - > H du Preez

For a primary school, the purpose of having your own web site can be to function as a starting point to access the rest of the World Wide Web. To have a web site will encourage children to discover a more positive side of the web through the web page of Laerskool Lynnwood. The site should keep them busy with their own world of discovery and will separate them from all the negative influences on the World Wide Web. It definitely is a "safe" way to discover the outside world of the Internet through your school's own web page, as all links listed here will be checked and double checked by teachers and stakeholders.

Background information



# 1.3 PRESENTATION OF THE PROBLEM AND RESEARCH QUESTIONS

## 1.3.1 RESEARCH PROBLEM

To design a Web site for a primary school and to determine how it should be promoted effectively, internally and externally.

## 1.3.2 SUB-QUESTIONS

The following table lists the research questions arising from the main research problem:

**Table 1.1 RESEARCH QUESTIONS** 

TOPIC ADDRESSED	QUESTIONS			
Content and Design issues	<ul> <li>How should a web site be constructed to be promotable?</li> <li>Which technological issues must be kept in mind when promoting a web site?</li> <li>What is the content of existing primary school web sites?</li> </ul>			
Promotional issues	<ul> <li>How can an effective promotional strategy for this web site be implemented?</li> <li>How can more people be attracted to your web site?</li> <li>How does this specific school intend to promote their web site?</li> <li>Which promotional aspects would play a role in the promotion of a web site for a primary school?</li> </ul>			
Communication issues	<ul> <li>What is the importance of effective communication when promoting a web site?</li> <li>How can this site be promoted as a community information service?</li> </ul>			

Chapter 1

## 1.3.3 LIMITATIONS

According to Resnick and Taylor (1994:111) there are many limitations when it comes to Internet Marketing. They state the following: "...with more than 20,000,000 users throughout the world connected to the network and a growth rate that has been estimated as high as 15 percent per month, selling on the Internet ought to be as easy as shooting fish in a barrel. Unfortunately for sales-hungry businesses, it doesn't work that way – though that hasn't stopped some entrepreneurs from trying. On the Internet, the traditional rules of sales and marketing are turned upside down".

These are the following limitations identified with reference to this specific research and the promotion of this web site.

- · The financial implications of promoting the web site.
- The unwillingness of the community to complete questionnaires to fulfil the outcome of the promotional research.
- The development of a unique promotional strategy for this web site, because of limited information that is available regarding the promotion of web sites of primary schools.
- The percentage of intended users who have/do not have access to the web.
- The successful promotion of the web site depends on the effective
  maintenance of the web site. It is very important to keep your audience
  enthusiastic during the promotion of the web site. To accomplish this, the
  site must be maintained, which is very time consuming. Users, especially
  children, are always seeking for new information and entertainment.



## 1.4 LITERATURE REVIEW

Literature appropriate for this research:

- · Publications on the promotion of a web site for primary schools.
- Literature about information and guidelines on the promotion of a web site and how you can increase the traffic on your web site.
- · Literature on the promotion of an interactive web.
- Information about the implementation of an effective promotional strategy for this web site.
- Guidelines on how to promote this site as a community information service.

## 1.5 VALUE OF THE RESEARCH

This research has value for the following parties:

## LAERSKOOL LYNNWOOD

The research was intended to result in the effective promotion of the web site of Laerskool Lynnwood. As a result of the research, the web site of Laerskool Lynnwood was promoted in a professional way and the community gained by having a web site on the World Wide Web.

The research saved the school money as most of the investigation on promoting the web site was done for them. The research gave Laerskool Lynnwood information on which kinds of promotion work for their school and their specific circumstances.

Issues to consider during the development and promotion of a primary school web site

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The following aspects play an important role in this issue:

## 1.6.1 TYPE OF RESEARCH

- Literature review
- Descriptive case study
- · Quantitative and qualitative
- Formative and summative evaluation

## 1.6.2 SUBJECTS OF THE STUDY

This study focussed on current as well as prospective pupils and parents of Laerskool Lynnwood.

## 1.6.3 RESEARCH TIME TABLE

Table 1.2 summarises the activities and dates of completion for this research project.

TABLE 1.2 RESEARCH TIME TABLE

ACTIVITIES	DATES
Needs analyses and overview	21 March 2000
Literature Survey and questionnaires	21 April 2000
Design, development and implementation	21 July 2000
Evaluation	21 August 2000
Findings and recommendations	21 July 2001
D-date	31 August 2001

## 1.6.4 DATA COLLECTION METHODS

- The literature review and personal interviews covered opinions of experts as well as users of the web site on how the audience experienced the web site.
- A questionnaire was designed to find out how effective the site reached the audience and what the needs of the audience/users are.
- Questions used: open-ended questions, fill-in and multiple-choice questions.
- The literature review covered relevant journal articles, books, documents and electronic documents available on the Internet.
- A research diary was kept on the progress of the development of the research, interviews on what the interest and needs of the web site audience were and how effective users found this site.
- An expert interface rating form was used to evaluate other primary school web sites, as well as the web site of Laerskool Lynnwood.

## 1.6.5 DATA COLLECTION MATRIX

The data collection matrix in table 3.1 describes the methods used to answer each question.



## Table 1.3 DATA COLLECTION MATRIX

	METHODS				
QUESTIONS	LITERATURE	EXPERT INTERFACE RATING	RESEARCH DIARY	PERSONAL	QUESTIONNAIRES
How should a web site be constructed to be promotable?	х	х	x	х	х
Which technological issues must be kept in mind when promoting a web site?	x	x	x	x	x
What is the content of existing primary school web sites?		х	х		x
How can an effective promotional strategy for this web site be implemented?	х	x		х	х
How can more people be attracted to the web site of Laerskool Lynnwood?	х	x	x	x	х
Which promotional aspects would play a role in the promotion of a web site for a primary school?	х	х	x	х	х
What is the importance of effective communication when promoting a web site?	x	x	х	x	х
How can this site be promoted as a community information service?		x	x	х	x

Chapter 1

Background information

## 1.7 OUTPUT

## 1.7.1 DESCRIPTION OF THE PRODUCT

An effective web site that promotes Laerskool Lynnwood and offers a community information service to the community. By promoting the web site on the WWW, the school is promoted nationally and internationally.

The nature of the web site made it possible for members of the community to link their businesses to the site, stakeholders to advertise important community events and thus a community network was established.

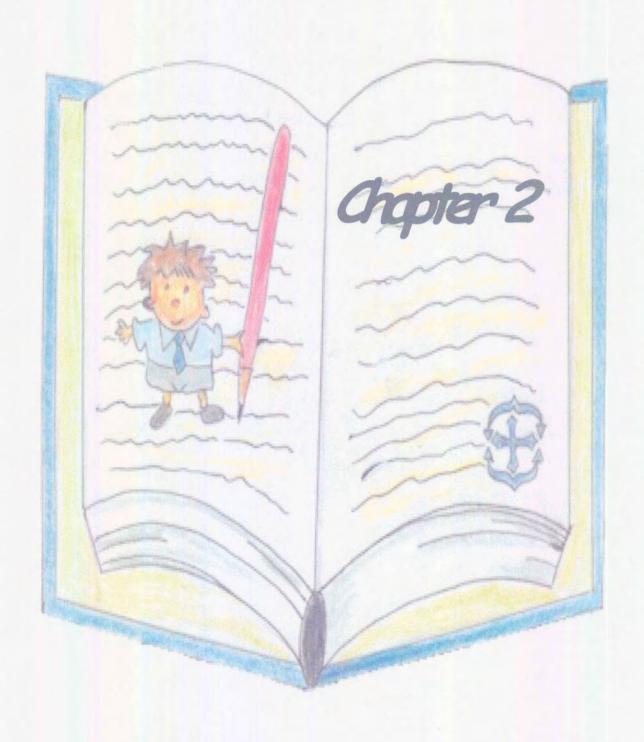
## 1.7.2 OVERVIEW OF THE RESEARCH PROJECT

Table 1.4 gives an overview of the dissertation on the research project.

## Table 1.4 RESEARCH PROJECT

CHAPTER	HEADING	DESCRIPTION		
Chapter 1	Background Information	An overview of the construction of the dissertation		
Chapter 2	Literature Survey	Discussion of literature available on the effective promotion of a web site		
Chapter 3	Development and Design	Description of development and design stages in the promotion of a web site		
Chapter 4	Evaluation Procedure	Description of procedures followed during the promotion of a web site		
Chapter 5	Research Findings	Summary of results on the findings during the promotion of the web site		
Chapter 6	Recommendations and Conclusion	Discussion of conclusions and recommendations to improve on the promotion of primary school web sites		







## 2. LITERATURE SURVEY

## 2.1 INTRODUCTION

The main research problem is as follows:

To design a Web site for a primary school and to determine how it should be promoted effectively, internally and externally.

Marketing is a very wide field of expertise, of which promotion is one sub section. Although this dissertation focuses on the promotional aspects, all literature found centers around the term "marketing". Marketing in this chapter, should be viewed as promotion for the purpose of this study.

Opinions of several specialists on the following issues are discussed in this chapter as described in table 2.1.



## TABLE 2.1 RESEARCH QUESTIONS

TOPIC ADDRESSED	QUESTIONS
Content and Design issues	How should a Web site be constructed to be promotable?     Which technological issues must be kept in mind when promoting a Web site?
Promotional issues	How can an effective promotional strategy for this Web site be implemented?     How can more people be attracted to your web site?
Communication issues	What is the importance of effective communication when promoting a Web site?

## **CONTENT ISSUES:**

# 2.2 HOW SHOULD A WEBSITE BE CONSTRUCTED TO BE PROMOTABLE

Before you can even think of promoting a site, the site must be constructed. According to Michael Lerner Productions (1999), there are six basic stages in developing an effective web site, but for the purpose of this study, I only discussed the four stages printed in italics:

- Planning
- Content development
- Design
- Programming
- Promoting and production (discussed in paragraph 2.6)
- Maintenance

## 2.2.1 PLANNING

Michael Lerner Productions (1999) and Frew (1997) stress that during the planning phase it is critical to first determine the primary reason you want to be on the Internet and who the audience is that you want to reach. They compile the following combination of questions:

- Is this site for children or adults?
- Where do they access the net?
- How fast is their connection?
- Do they want to be informed or entertained?
- How will they view your page?
- What type of plug-inns do they have?

### 2.2.2 CONTENT

Michael Lerner Productions (1999) states the following: "Once you have decided what you and your audience wants, it's time to prepare the content".

Potomac Knowledge Way (2000) states: "Whether it's communication or information, content is the heart of a good Web site". Michael Lerner Productions (1999) says: "Be sure that your development objectives are consistent with the resources you have available to create and maintain a site".

Frew (1997), Potomac KnowledgeWay (2000) and Michael Lerner Productions (1999), state that there are general guidelines to maintain the content of the web site.

- Update your site regularly and post the date of each update.
- Periodically check your links to be sure they are still active.

 Measure traffic to your site. Track viewer's paths through your web pages, so you can adjust your content accordingly.

## 2.2.3 DESIGN

Vaughan (1998:463) states that: "Design is thinking, choosing, making and doing. It is shaping, smoothing, reworking, polishing, testing and editing. When you design your project, your ideas and concepts are moved one step closer to reality. Competence in the design phase is what separates amateurs from professionals in the making of multimedia".

Weibel (2000) remarks that Web site design is a big challenge: "You're designing pages, and you're designing the way the pages link together. But folks won't go through the pages of your site in any particular order. Not only that, but keeping the page design consistent is a monster task because you want all pages to fit your color and graphic scheme – tough when they're spread all over. Plus, you need to see at a glance how all the pages are linked, with a map view, preferably".

Veen (2000) describes design as follows: "The heart of design is communication: defining a problem and creating a solution that balances pure information with an aesthetic that gives the message voice. The tension between form and function is the starting point for our exploration of Web design".

Veen (2000) strongly believes in *simplicity* and says the following: "Simplicity is, of course, the essence of good Web design. As our networked world grows increasingly complex, layers and streams of information constantly bombard us. If you want to successfully design for the Web, you will take control of your content and boil it down to its very essence".



Vaughan (1998:457) says:

"All multimedia proposals should include a section that describes the target audience and target platform. When the end user's multimedia capabilities have a broad and uncertain range, it is very important to describe the hardware and software delivery platform you intend to provide.

For instance, if your project requires a compact disc player but the end user platform has none, you will need to adjust your multimedia strategy by revising the design. Some clients will clearly control the delivery platform, so you may not need to provide detail regarding system components".

According to research which was done by Michael Lerner Productions (2000) the following questions should be answered before designing a web site:

- "Who is your target audience?"
- Do you want the site to be accessed by as many people as possible, or are you targeting a select market?

They continue: "If you want to appeal to the widest possible audience, your web pages should contain small graphic files and should steer away from the use of advanced HTML features, such as tables, which are not universally supported. Keep in mind that you are designing in time as well as space, so take your users' hardware into consideration".

## 2.2.4 DELIVERING ON THE WEB

Vaughan (1998:567) tells us more about Delivering on the World Wide Web:

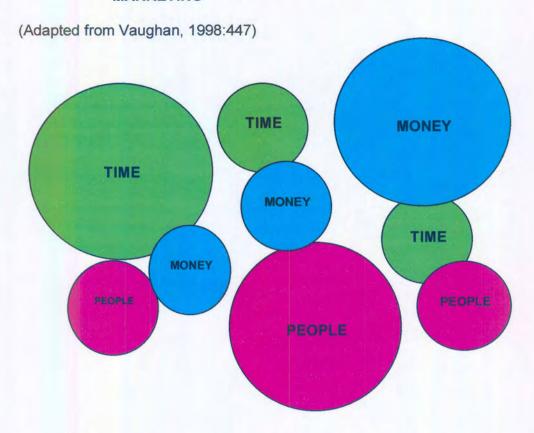
"Delivering multimedia projects built for the World Wide Web can be as simple as renaming a directory or transferring a group of files to a Web server. On the face of it, the mechanics of actually putting a project on the Web are trivial, particularly because you have likely been designing, building, and testing within 'Web space' throughout the development of your project, anyway".

But **delivery of your project** and *activation* of your pages by making them available to your intended audience on the Web, whether to the general public or to an intranet of select users behind a firewall, should be approached with caution. Here there are many technical considerations that, while outside the topic of multimedia per se, should be understood if you want your project to be a success".

Vaughan (1998:568) also says that Internet directories like Yahoo, and search engines like Lycos and Alta Vista, are important components of the Web's functionality and power, and can be used in publicizing your project.

As a general rule, explains Vaughan (1998:447), there are three elements that can vary in project estimates: time, money and people. As illustrated below (Figure 2.1), Vaughan (1998:447) continues that,: "if you decrease any of these elements, you'll generally need to increase one of both, it will cost more money in overtime and premium sweat, and it may take more people. If you have a good number of people, the project should take less time. By increasing the money spent, you can actually decrease the number of people required by purchasing efficient experts; this may also reduce the time required".

## FIGURE 2.1 THREE IMPORTANT ELEMENTS THAT PLAY A ROLE IN MARKETING



Resnick and Taylor (1994:121) describe some marketing *Do's and Don'ts* when planning to deliver your product on the Internet: "Blitzing the Internet with junk mail isn't the only mistake that marketers can make on the Internet, however. Here are four more to keep in mind before you launch your **marketing campaign**" (own bulleting):

#### LUMPING ALL INTERNET USERS TOGETHER

With a population of over 20,000,000 users, the Internet is larger than any city in the world and more populous than many states. Although many users are highly educated technological professionals, the Internet also attracts college students, senior citizens, history buffs, sports fan, and just about any other sociodemographic group you can imagine.

On the Internet, mass mailings just don't work. Identify the target subpopulations, learn how the participants interact with one another and how they react to marketing and advertising material, and only then begin to use the group as a channel for your marketing efforts.



#### TACKLING UP A PRESS RELEASE AND WALKING AWAY

To win credibility on the Internet, you'll do best to join a discussion group and actively participate in the exchange of ideas. It's is rarely enough to simply post a press release or product announcement online and never log on again.

Presence, not advertising, is the key that will unlock the commercial opportunities of the Internet, "says Christopher Locke of Mecklermedia, a Westport, Connecticut, company that recently announced MecklerWeb, a World Wide Web site where businesses can market their wares to Internet customers.

#### DOLING OUT INFORMATION STINGILY

To get something from the Internet, you should give something away, too, preferably for free.

### IGNORING THE INTERNET CULTURE

Treating the Internet as just another online service or computer bulletin board will limit your chance for marketing success. If you're planning to include the Internet in your long-term marketing plans, make sure you start as a virtual tourist before you settle in for keeps.

Miller (1999) suggests that the following questions are answered when delivering on the WWW, to make sure that your site is user friendly and marketable (own bulleting):

- "How will visitors find what they're looking for?
- How will they browse through the site?
- More important, how will they know where they are"?



## 2.2.5 INTERNET MARKETING AND ADVERTISING

Resnick and Taylor (1994:122) write about *Internet Marketing and the Consumer's View.* They especially value the opinion of Ken Hampton as seen in the following quote:

"Almost everyone on the Internet believes that crass, overt advertising is inappropriate and shouldn't appear on the network. Consider what Ken Hampton, who teaches international business and management at Marylhurst College in Oregon, has to say: 'In general, I think all-out advertising on the Internet is a bad idea. While advertising can contain worthwhile information, advertising does span the full spectrum from pure scam on one end to genuinely useful information on the other'.

Hampton sees some parallels between the prohibitions on overt advertising on public television and a similar cultural limitation on the Internet. He suggests that many of the people who are active Internet users are likely to also enjoy public television, for precisely the same reason – information without advertising clutter".

Resnick and Taylor (1994:122) comment on *Internet Advertising and the Marketer's View* as well: "Despite the resistance to traditional advertising on the part of Internet users, professional marketers say there are a number of ways to reach Internet users effectively, directly, and inexpensively".

They also polled some marketers who regularly participate in a marketing discussion group on the Internet. One of the most interesting responses came from Mark Hornung Sr. of Bernard Hodes Advertising. According to him, there are three main advantages to Marketing on the Internet, a community he characterizes as upscale, well-educated, and likely to be more highly paid, and to be early technology adapters (own bulleting):

#### GREATER PARTICIPATION BY THE VIEWER

A computer requires direct user interaction to move from program to program, whereas a television allows purely passive viewing.

### THE OPPORTUNITY TO PRESENT MORE INFORMATION

Unlike an advertisement in a magazine or even an infomercial, the Internet culture encourages vendors to offer significant levels of detail about the product or service being offered. Supporting research, samples, and other means ensure that no questions should be left unanswered.

#### TIMELESS

Unlike the three-month lead-time of magazine advertising, or even the weeks-long lead time of television or radio, Internet advertising can be distributed and received by potential customers the same day and in many cases, within the hour.

Resnick and Taylor (1994:143) list the following *Tips for Would-Be Internet Marketers* (own bulleting):

- "To avoid getting flamed, don't ask for money".
- "Don't send "junk mail".
- "Remember that there's no way to completely avoid getting flamed, other than not doing anything remotely commercial".

They also issue guidelines to avoid *Flame Wars* (Resnick and Taylor, 1994: 143):

 The best way to avoid Internet Flame Wars – apart from never posting a commercial message – is to spend some time getting to know your target market instead of just diving in with a commercial message. Explore the current conversations, paying particular attention to what your potential customers want, how they like to interact, and what level of seriousness, professionalism, or information is most apt. It's a good idea to keep your message short. Otherwise, you'll
almost certainly be accused of chewing up valuable bandwidth
and wasting Internet users' time and money. We recommend
postings no longer than 45 lines of text. Remember that you
can always end the message with "for more details, send e-mail
to" or some other pointer to further information.

Resnick and Taylor (1994:143) furthermore comment on so-called *In-Your-Face-Marketing*. They say that *In-Your-Face-Internet Advertising* can work – provided you are willing to wade through the hostile responses of the community and find alienation of the majority acceptable in the interest of finding customers.

They also talk about the *Future of Internet Marketing*: "What does the future hold for marketing products and services through the Internet? One indisputable fact is that there will be more of it; there's clearly no going back. The Internet's high-income demographics, its low cost, and its huge size and fast growth will make the Internet irresistible to any marketer".

Levine and Baroudi (1995:85) summarize some *Marketing Tactics On The Internet in the form of Do's and Don'ts:* 

Do This On The Internet:

Keep messages short

Messages on the Internet should be as brief as possible. Initial (non-advertising) teaser announcements should comprise one or two screens of information at the most; one authority suggests a 15-line limit. Teaser announcements broadly describe the idea and the specific benefits of the product or service and offer an Internet address for further information. Once you receive responses on your teaser announcement then you can send pricing information and sales solicitations.

#### · Stay on topic

If you are posting a business announcement to a Usenet newsgroup or an Internet discussion list, you should *start and end* your message with an explicit explanation of how the announcement addresses the group's charter topic. Everything you say in your teaser announcement must be on *topic*, so it incumbent on you to locate and become familiar with the newsgroups and Listserv discussion list that are appropriate to your message. Don't succumb to the temptation to spam unrelated or unknown groups — it's not worth the trouble and bad will that you will receive.

#### Provide immediately useful information

If possible, find a way in your announcement to give free, useful information. Don't try to cover all the features and contingencies; just highlight prominent, specific uses for your product or service. You want the customer to think, "Hey, maybe that would work for me"!

#### Remember that the customer must bite first

Giving specific information about purchasing (price, availability, means of payment, and so forth) is acceptable only after prospective customer requests information from your business.

#### Think globally

Remember: The Internet is now a worldwide phenomenon, embracing all continents and dozens of languages. Once you open the door to this new business world, widely varied international interests and concerns will touch our business.

#### Learn and follow the rules

Each discussion list and newsgroup has its own personality and rules. Learning the rules for group A does not prepare you for using the Internet for business, but there is no assurance that these rules will hold true in every Net locale.

#### Identify yourself

Every time your business uses the Internet in any way, you and your employees should carefully and completely identify yourselves. Use this requirement to your advantage! Every single e-mail message can carry your business-marketing plan further into the Internet.

#### · Announce your Net presence

Put your e-mail address in your regular print advertising and promotional literature, on your business cards and stationery, on the packaging and labels of your products, and everywhere Net users can possibly hear about or see your new address.

#### Register a domain name

If you expect to use more than just e-mail services on the Net, register your own domain name with InterNIC Registration Services.

#### Soften the voice in your words

A third-person announcement such as "Teachers find that this product improves student test scores" is less demanding and presumptuous than a personal statement as "You should buy and enjoy this widget today". Use the indirect approach to soften your message because soft persuasion and scientific fact-finding are expected on the Net.

#### Make endorsement carefully if at all

Generally, endorsement should be made only when:

- The product or service being endorsed is directly related to the charter.
- The endorser is in no way related to the business.
- The group's charter or mission allows members to make endorsements of the kind being considered.

#### · Respond promptly to every inquiry

Internet familiars loathe it when someone to whom they made an e-mail inquiry doesn't respond. Even if you decide a particular inquiry is unlikely to lead to a sale, reply promptly and politely to avoid the bad will that will quickly result otherwise. Remember: Unreturned e-mail is a cardinal sin on the Net. Failing to respond is also unprofessional and will not help create a favorable business image for your marketing plan.

#### Train your employees to use the Net

All employees who communicate on the job should know the basics of how your business intends to use the Net. They should know what services you offer over the Net before you offer them.

The Don'ts for the Internet are summarized in table 2.2.

Levine and Baroudi (1995:89) tell us more about the importance of *Giving* back to the Net. According to them, the best way to get a warm welcome for yourself on the Net, is to provide a new, free product or service.

"Yes, give it away. Free. It sounds like you're giving away the store. But on the Internet, it works. It gets users to recognize your name, to become familiar with the quality that name implies, and to start using your name among themselves.

The whole Internet phenomenon is *based on freely* given individual contributions and organizational gifts to the community as a whole. If each site had restricted access to local users, as they could have done at any time, the Internet never would have grown as it has. Every site had to give away the store, to some small degree, in order to get back something larger, more dynamic, and more valuable to everyone".



#### TABLE 2.2 DON'T DO THIS ON THE INTERNET

(Adapted from Levine and Baroudi 1995:88)

Don't fail to learn the rules	Each new mailing list you become involved with will have different rules.
Don't use hype	Turn down the volume on your subjective advertising vocabulary.
Don't presume that people will give Net advertising a chance	They won't. So many Net citizens are dead set against advertising that you risk your entire venture if you ignore this rule.
Typing in all caps	Partially because it is harder to read masses of capitalized text, and also because it is unattractive to many readers, typing messages in all caps is frowned on.
Don't be coy about prices and performance	Put the basic price right up front and acknowledge any ancillary costs explicitly.
Don't send unsolicited e-mail	Don't send unsolicited e-mail to anyone, especially newsgroups and Listserv discussion lists, until you are sure that your message are welcomed and will be accepted by the receiving party.
Don't try hit and run tactics	Every Usenet newsgroup and Internet discussion list recognizes regular contributors.
Don't announce your Net site until you've tested it	Make sure that your site is completely working before the hoards come to visit. If it is flawed, your visitors may never return.
Don't fail to stay up-to-date	If you establish a Web site, test every link once a week to be sure it still works.
Don't be impatient	The Internet is lightning-fast at many things, like getting your name in front of hundreds and thousands of selected prospects.

Levine and Baroudi (1995:93) explain more about Access to the Net: "When you consider a commitment to becoming a 'presence' on the Net, practical questions arise" (own bulleting):

- Where do you connect to the Net?
- What sort of traffic will you be generating?

Where you connect to the Net can make a big difference in how quickly your messages reach their destinations (Levine and Baroudi, 1995:93). Even if you connect to the Net using a line that provides 1,000 percent of your needs (serious over-capacity), and you are using a local machine that is much more

powerful (say, 500 percent) than your needs now require, you may well run into a bottleneck in the future.

Levine and Baroudi (1995:101) ask the question, who uses the Usenet Marketplace? According to them, "anyone can participate in the Net marketplace. Most transactions are done by normal people who have personal property they want to sell or by people who see something they've been looking for and decide to buy. More and more businesses are joining the Net, and the majority of them are responsible users – they don't overload a group with their messages or post to inappropriate places".

# 2.3 WHICH TECHNOLOGICAL ISSUES MUST BE KEPT IN MIND WHEN MARKETING A WEB SITE?

#### 2.3.1 DELIVERY PLATFORMS

Cash (1999) gives us a good picture of the overall process and steps one needs to take to put a Web site together. He says the following: "The browser is like the cook, the information you want to provide is like the ingredients, the HTML language like the instructions, the server where your web page lives like the dinner table, and the word you get out about your site like ringing the dinner bell".

#### 2.3.1.1 BROWSERS

Cash (1999) further says that the most powerful of the browsers available today, hands down, is *Netscape*.

#### 2.3.1.2 HYPERTEXT

Cash (1999) continues that almost every Web Page contains some text. Your text can be composed in any text editor or word processor, as long as it is finally saved as ASCII text. Attributes and formatting will be taken care of in the *HTML*, and the font is only controllable at the browser level.

Cash (1999) stresses that *HTML* is the language of the World Wide Web. All *HTML* is composed of the 128 *ASCII* characters, though other characters can be represented in the final, rendered document. Yahoo has a good list of useful HTML editing programs for many platforms.

Vacca (1996:1) explains the difference between VRLM and HTML:

TABLE 2.3 DIFFERENCE BETWEEN VRLM AND HTML

	VRLM	HTML
Description of Term	Virtual Reality Modeling Language	Hyper Text Markup Language
Definition	A 3-D navigation specification.	A specification for page oriented Web navigation.
Use	<ul> <li>Enables the creation of 3-D sites, like chat rooms.</li> <li>Balances the principle of simplicity and flexibility.</li> </ul>	Language of the World Wide Web.

Vacca (1996:7,11) states that the use of Virtual Reality Modeling Language balances the principle of simplicity and flexibility. According to Vacca (1996: 15), VRLM creates a much richer interaction than HTML.

Laurillard (1993:122) describes *hypertext* as a controllable element by the user and as a medium with great strength. He says that iconic forms and options support the indexing, referencing, searching and editing tasks very

well. Another advantage of *hypertext* is the accessibility of the structure's topic. Laurillard (1993:130) concludes that no form of *hypermedia* succeeds in supporting all the activities to complete the learning process.

#### PROMOTIONAL ISSUES:

# 2.4 HOW CAN AN EFFECTIVE PROMOTIONAL STRATEGY FOR A WEB SITE BE IMPLEMENTED?

#### 2.4.1 PROMOTABLE SITE

According to Marx, to ensure a marketable site (1995:245) the following steps should be taken into account by the enterprise:

#### TABLE 2.4 STEPS TOWARDS A MARKETABLE SITE

(Adapted from Marx, 1995:245)

STEPS	ACTION
Managing for competitive advantage	The market strategy should be competitive to other products of the same kind. It must provide value to the customers and at the end the site will save the customer time and money.
Viewing change as an opportunity	The successful marketing of the Web site must be perceived as an opportunity and not as a threat. This is a challenge to market a professional and effective Web site, that is far better than all other primary school Web sites.
Managing through people	The market strategy must be designed to suit their audience. The audience will indicate the direction in which the site must go. The capabilities of the site must be developed to suit the needs of the audience.
Developing a strategically managed enterprise	The market strategy that is developed in the end must strive towards an innovative, self-regenerated Website.

Fryer (1995:13) says: "Whether you are planning a Web site to promote a record label, a retail storefront, or your resume, marketing will motivate people to buy what you're selling. The Internet will add fuel to your marketing strategy because it's an inexpensive medium that anyone can tap".

## 2.4.2 WHAT IS PROMOTION AND WHY IS IT IMPORTANT?

Fryer (1995:14) tells us more about marketing. "Marketing is the broad spectrum of tools used to bring buyers and sellers closer, with an underlying objective of influencing sales. Those sales occur in an increasingly competitive market in which the development of new business and the retention of existing business are fundamental focuses. To succeed in business today everyone must learn to market and sell".

#### 2.4.3 PROMOTION ON AN INTERACTIVE WEB

According to Fryer (1995:15) for several decades, print, radio, and television have been the three principle mass-market media that businesses have used for reaching consumers. *Mass*-market refers to the very large populations that these media serve. Now, magazine editors have begun calling the Web the fourth mass-market medium. Although the Web may not yet be mature as a marketing medium, it has the potential to offer benefits not found in any other mass-market medium. It's inexpensive, it's often more immediate, and it's interactive.

Fryer (1995:17) continues to say that, unlike newspapers, magazines, or most television programs, Web pages could be updated instantly or offer new information in seconds. She also says: "Some Web marketers see a relationship between the speed with which consumers get information and the faster purchasing decisions they take. This conclusion is based on research

studies that indicate that most Web users visit home pages to gather product information".

Fryer (1995:18) further describes a marketing campaign:

"An online marketing campaign requires (own bulleting):

- · Identifying a target market
- Identifying where the target market can be found on the Internet.
- Identifying a message and events that you can use to deliver that message to the market.

She states that, like any media campaign, an online marketing campaign requires establishing campaign goals and strategic planning to deliver a message several times to the same people.

Examples of campaign goals might include an increase in Web traffic and in brand awareness. Marketing vehicles that deliver the message can overlap. For example, you can simultaneously use banner ads, publicity, and traditional direct mail to deliver a message to the same market".

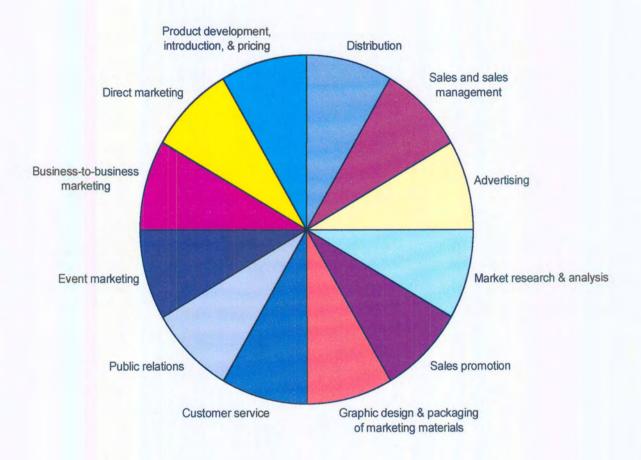
#### 2.4.4 ADAPTING PROMOTION TOOLS ON THE WEB

Fryer (1995:19) shows in her research that traditional marketing and communications tools can be adapted to fit the Web. The traditional mix of marketing communications activities is illustrated in the following pie chart.

- Part 1, "Targeting the Media", covers gaining publicity for your product or service.
- Part 2, "Generating Web Traffic", covers promoting your site with advertising.
- Part 3, "Providing Customer Service", covers increasing repeat business and satisfying customers.
- Part 4, "Direct Marketing", covers selling directly to consumers.

### FIGURE 2.2 TRADITIONAL MIX OF MARKETING COMMUNICATION ACTIVITIES

(Adapted from Fryer, 1995:13)



Just for the sake of interest, Fryer (1995:20) says: "Marketing is a numbers game. The more you market, the more you will get results. Try to keep your marketing effort moving. Plan ahead and write pitch letters to magazine editors at least four times a year. Each time your write pitch letters, try to

send at least 12 letters. Never view a lack of response as a failure. Just continue to send your letters. Eventually, you will get results".

The Morino Institute (2000) found that there are many obvious benefits to marketing over the Internet and the World Wide Web.

#### TABLE 2.5 MARKETING BENEFITS ON THE INTERNET AND WWW

(Adapted from Morino Institute, 2000)

Information can be updated instantly.
Distribution of your materials is cost-effective.
Information is available at your customer's convenience.
Important information can be collected from users.
You can monitor activity to see who is coming in and when, as well as what Information pages were viewed and which were ignored.

The ability to include multimedia information in your marketing messages may be alluring, but is not enough to keep customers coming to your site. You'll need to think about providing thoughtful content, not just advertising hype, to attract the users you want.

The Marketing Forum (2000) found the following: "It's advisable to develop a market plan before beginning a marketing campaign. Marketing in cyberspace is no different than marketing through conventional media".

The Marketing Forum (2000) shows us a way, a practical first step to quickly develop a cyber marketing plan. The steps include:

#### 2.4.4.1 OBJECTIVES

The Marketing Forum (2000) suggests that you must determine what you want to do online. Do you want to market to existing customers, prospects or both? Now you will have your cyber marketing objectives. Place these on top of your strategy plan.

#### 2.4.4.2 TARGET AREAS IN CYBERSPACE

The Marketing Forum (2000) continues: "the next section of your plan should be titled 'Target areas in cyberspace'. Once you decide what you want cyber marketing to achieve, you need to determine which areas of cyberspace will enable you to reach your objectives. If you're going to use the Internet, do you focus just on the Web, or do you store content on ftp sites as well, and use newsgroups and list servers to proactively distribute information"?

The answers to these questions will be dictated in part by demographics (which parts of cyberspace are your customers or prospects most likely to visit), and how many people can you muster to manage and maintain your online areas.

#### 2.4.4.3 TACTICS

According to The Marketing Forum (2000): "There are a ge-zillion marketing ideas that could possibly work in cyberspace, as long as you don't violate the rules of Net etiquette". They use a seven-point framework for creating marketing tactics. These are seven aspects of traditional marketing that can be impacted by cyberspace and they refer to it as the BIG 7 OF CYBER MARKETING.

#### TABLE 2.6 TACTICS FOR CYBERSPACE MARKETING

(Adapted from the Marketing Forum, 2000)

THE BIG 7 OF CYBER MARKETING	
Building brand awareness and loyalty	Besides customers, you want as many company surfers as possible to know what your company has to offer. Your marketing tactics can include aggressive hyper linking with other sites.
Direct response promotions	There's a big difference between promotions that help build brand awareness or loyalty, and promotions that include people to take a specific action.
Educating your market	Market education goes beyond making people aware of your brand. It includes giving customers and prospects an in-depth understanding of your product or service, your company or your industry.
Product demonstration and distribution	This is an effective way to build people's comfort levels so they'll be more inclined to buy your products or services. Distribution goes hand in hand with demonstration.
Public relations	Work with both the journalists who use cyberspace, and the online publications to get coverage for your company.
Research and product development	Feedback can make the biggest difference in a company's ability to be profitable. Cyberspace can deliver more feedback than you know what to do with.
Service and support	If you decide to provide customer service and support online, you should develop tactics to make this happen.

Resnick and Taylor (1994:123) write about *Marketing Strategies That Work*. Their opinions are summarized in the following table:

#### TABLE 2.7 MARKETING STRATEGIES THAT WORK

(Adapted from Resnick and Taylor, 1994:123)

MARKETING STRATEGIES	EXPLANATION
Direct Mail	Because each Internet posting contains the "return address" of the sender, it's easy for an advertiser to join a discussion group and build a database of sales leads.
Press Release Postings	Another less offensive technique is to tack up a press release about your product, service, or company on an Internet "bulleting board" (that is, a mailing list or service group).  Mailing lists can be especially effective. By posting a press release to a mailing list that is a discussion group about a particular topic or issue – you can broadcast your message to all of the list's subscribers while posting it only once.  Wherever you post your release, it's crucial to keep the informational content high. While there's no hard-and-fast rule we suggest that the information/promotion ratio should be around 80/20.
Billboards On The Net	A very low-key way to promote your business or service on the Internet is through the signature portion at the end of each message that you send to discussion groups or mailing lists. Think of these "signature files" as bumper stickers that tell passing cars about your firm – perhaps even vanity license plates – and you'll start to get the idea. Resnick calls these "mini-billboards."
Relationship Marketing	Another highly effective Internet marketing technique is what MBA programs call relationship marketing. Instead of – or in addition to – posting a press release about your company's product or services, you join a discussion group.  Relationship marketing comes naturally to small companies where the president often answers his or her own phone and e-mail, but larger companies accustomed to paying large fees for slick advertising messages broadcast to mass markets may find it more difficult to interact with customers one-on-one. This requirement of interacting with the community, of bringing some value to the network community, is crucial to success on any long-term venture on the Internet. If you're spending the time, of course, make sure you focus on topics relevant to your business and participate for a while before you look for sales and marketing results.

Resnick and Taylor (1994:123) stress that all these strategies apply to the Internet market as it exists today, and that it's important to recognize that "the Internet culture is in a state of flux. What works with today's Internet users may not apply tomorrow".

According to Levine and Baroudi (1995:77):

"Marketing is the process of promoting, selling, and distributing products or services form producer to consumer. Understanding of both product or service and consumer is necessary to optimize profits from marketing on the Internet. The Internet can help provide you with the customer's point of view and can help you reduce the cost of each new sale by sharpening your marketing strategy".

Levine and Baroudi (1995:77) continues to say that while much of the Net is unsuitable for advertising, promotional and operational strategies such as these can be used to make the customer approach *you* for information (own bulleting):

- Showing point-of-purchase displays (such as packaging).
- Providing customer service.
- Pointing out differences in products.
- Maintaining customer contact.
- Communicating with your distribution chain and suppliers.
- Providing samples and coupons (to select audience).
- Researching buyer behavior.
- Selling automatically.

# 2.5 HOW TO ATTRACT MORE PEOPLE TO YOUR WEB SITE

#### 2.5.1 BUILT A SITE, NEED VISITORS

According to Janal (2000) this issue brings up the following questions:

- "What if you built a site and nobody comes"? (In fact it happens all the time. If you built it they wont necessarily come.)
- "How do I reach people who will be most interested in my site and what do I have to offer"?

Janal (2000) says: "If you're not realistic, you're not going to be happy, even if you're doing well. Even good ideas can get you nowhere if they aren't well executed. It is important to ask questions on the Web site to find out if your audience is happy with what you are offering to them. The users will complete questionnaires on what they want from the Web site, where they think there are still needs to be looked after. It is important to listen what your audience is telling you".

Grillen (2000) says: "Design your site around what your audience needs. Include the information your prospects and customers need. Most people just want the information they need fast, without too much trouble".

Janal (2000) experienced the following:

"People say the darndest things (if you just ask). One of many interesting things about the Web is that people you have never met will tell you things you'd never expect them to reveal. Maybe it's precisely because you're not face-to-face that they feel more free to say things, or just that people want to be heard.

A key rule of marketing is to be able to tell customers how you are different and better than competitors. That's awfully hard to do if your site looks and feels like everyone else's. Getting a write up in a newspaper or magazine give you a kind of credibility you can't buy with a banner ad or search engine placement".

Weiler (2000) says that while the Internet is growing by leaps and bounds, getting your Web site on the screen of the inquiring mind is the utmost quest for of all of us. He also says: "Marketing your Web site will be an ongoing effort". Weiler (2000) announces the following steps to Web Marketing:

#### TABLE 2.8 10 STEPS TO WEB MARKETING

(Adapted from Weiler 2000)

STEP 1	Submit your web site's URL for registration with Internet Search Engines.	
STEP 2	Publicize with a press release.	
STEP 3	Obtain links from other Web sites.	
STEP 4	Announce in newsgroups.	
STEP 5	Announce in subscribed e-mail lists.	
STEP 6	Launch a direct e-marketing campaign.	
STEP 7	TEP 7 Produce a subscribed e-newsletter.	
STEP 8	Purchase ad banners on other Web sites and Search Engines.	
STEP 9	Create your return traffic with on-site events, surveys, contest, etc.	
STEP 10	Integrate your Web site's URL with your traditional marketing.	



#### 2.5.2 SEARCH ENGINES

Sullivan (2000) says that most people find most Websites through search engines. This means that if you want people to find your site, it had better show up – and show up close to the top on the major search engines. Using terms related to your services/products can help increase the relevancy of your site, to search engines. This will move your site closer to the top of the list of search engines and help people find your site.

Arora (2000) suggests that search engines registration is the first thing you should do when your site goes live. For many sites it remains the single largest source preparation work before you submit your site. He suggests that each page on your site must get a detailed and specific title.

Cardinale (2000) says that search engines are one of the most important ways people find you on the Web. You're site must be well "seeded" in the World Wide Web's search engines and directories. To use a powerful search engine (such as Alta Vista) is of great importance.

Janal (2000) advises Internet marketers on *How to attract more customers to your site* (own bulleting).

- Integrating the Internet onto overall marketing.
- Integrating the Internet onto your overall marketing materials.
- Registering your Website with the major search engines.
- Linking your Website to complementary Websites.

"Attracting customers to your site is one of the toughest problems of the Internet – and getting tougher every day. There are more than 30 million Web pages on line today – and the number of pages grows quickly. The easiest step you can take to let the world know you do exist online is to put your Web address and e-mail address on all your current marketing materials. Search engines are the primary way customers find the Web sites. A report by Commerce Net shows that 71% of frequent users said they "usually find out about sites they want to reach through search engines".

Wilson (1998) explains that a dozen or so indexing systems, called "search engines" are available on the Web.

At present the following search engines are significant:

- LYCOS
- ALTAVISTA
- EXCITE
- HOTBOT
- WEBCRAWLER
- INFOSEEK
- GOOGLE

Yahoo technically falls under a directory but also serves as a search engine. Wilson (1998) supplies the first important steps to prepare the web pages for optimal indexing on the *search engines*.



## TABLE 2.9 IMPORTANT STEPS TO PREPARE WEB PAGES FOR SEARCH ENGINES

STEPS	DESCRIPTION
Descriptive title page	Write a descriptive title page of five to eight words for each page.
Keywords	Brainstorm with associates and list plus minus 20 well thought through keywords that visitors would search for finding the business.
Page description	Write a page description of 200 to 250 characters.
Submit the pages	Submit the pages to the important web search engines and directories

Researchers of the Company Interactive Data Technology (IDT) (2000) identified some problems and also give solutions on how to get more visitors to your site:

TABLE 2.10 PROBLEMS AND SOLUTIONS ON HOW TO GET MORE VISITORS TO YOUR SITE

PROBLEMS	SOLUTIONS
Not enough traffic	Increase your site's visibility through strategic linkthroughs and search engine advertising and placement.
Your web site takes too long to load	Users will only give you 10-20 seconds to prove your web site is relevant. A slow loading site will cause significant losses in user numbers. Most users won't come back to give you a second chance. Optimizing graphics and breaking down the pages into smaller sections will speed up the process.

Sullivan (2000) discusses the Worthiness of a site. He says:

"A title's worth a thousand hits. Each of your pages is a doorway into your site. Everyone won't enter your site through the home page but, in fact, search engines can bring someone into any page on your site. People will only enter through your doorways if you make them stand out from the crowd. You must focus each page

around a particular search term. Look at each page in your site and imagine how you would summarize it in a phrase that someone might enter into a search engine. This will be the *Key Phrase* for that page. Remember, too that browsers use page titles to create bookmarks and favourites".

Sullivan, Janal and Arora (2000) all agree to avoid starting your title with 'Welcome' or 'The' because it will be listed with those words first, but the first word in a title does *not* affect search engine results. *Each page is unique*, so it's important to title each page on your site appropriately and descriptively, rather than just using the same title for all pages on your site".

SEARCH ENGINES INDEX FRAME-SET FILES; SO IF YOUR SITE USES FRAMES, BE SURE TO ACCESS MASTER BORDER HTML SO YOUR TAGS ARE ADDED TO THE FRAME-SET FILE.

Sullivan (2000) recommends the following *Tips when choosing your Words*. "Choose your words wisely. Search engines don't "read" graphics, so the images on your pages mean nothing to them. Instead it's only the HTML text they can understand. You want to make sure you are actually mentioning your key phrases in this text".

Sullivan (2000) comments on the following search engines:

"Having completed these basic steps, you are now ready to submit your pages to the search engines. If you never submit, chances are most search engines would still find your pages. But submitting speeds up the process.

At Infoseek and HotBot, you can submit up to 50 pages a day.
 These pages will appear usually within two days at Infoseek and within two weeks at HotBot.

- At AltaVista, any page you submit will usually appear within two days, as with Infoseek. But unlike Infoseek, you can only submit five pages a day. If you have more than that, submit them over time.
- Where's Yahoo in all of this? Yahoo is not a "true" search engine that crawls the Web, so it doesn't care about your Meta tags, your page titles, or words that appear on your pages".

Sullivan (2000) continues:

"So, a good strategy with these search engines is to submit any important pages directly, then sit back and give them some time. Check back in about a month and see what they've gathered. If important pages are missing, then submit them".

Mara (1995:199) discusses establishing a Web Presence. She says: "What if a tree fell in a forest and there was no one there to hear it? Would it make a sound? Just because you have a Web server connected to the Internet – chock full of data and order forms and all manner of multimedia goodies – doesn't mean anyone is going to visit you. First, you've got to make some noise where people can hear you, to let the world know you're open and ready for business".

Mara (1995) recommends five simple ways to announce your presence.



# TABLE 2.11 FIVE SIMPLE WAYS TO ANNOUNCE YOU WEB PRESENCE

(Adapted from Mara, 1995)

SUGGESTIONS	COMMENTS
Tell Yahoo you're in town	Yahoo is a free database run by the folks at Stanford University to track the growing number of sites on the Web. Veteran browsers regularly check with Yahoo to see who's new and what's where.
Trade URL-postings with kindred servers	Do some serious Web browsing to see who's out there doing something simpatico to your activities. If you're in business on the Web, you'll probably want to steer clear of anyone in direct competition with you.
Drop in on appropriate newsgroups	Spend time "listening" to the discussions for chances to gently flaunt your expertise. Then casually drop your Web address for anyone interested in more of the same. It is important to steer clear of any truly overt commercial activity in a newsgroup.
Alert the media	Call the technical editor at your local newspaper and ask who's covering Internet/Web-related stories. Then, give that person your Web address and an invitation to "drop by" any time.
Flaunt your web address	Add it to your business card, your stationery, your promotional materials, your FAX form, your driver's license, your birth certificate add it to everything. Mark these words: Having a web address is going to be one of the high-tech power symbols in the year 2000.

Make Your Site Sell (2000) says that "launching a Web business is far simpler than a real-world business".

To succeed in a Web-based venture, you only have to make good THREE STEPS, each one directly under your control.



#### TABLE 2.12 STEPS IN "MAKING YOUR SITE SELL"

(Adapted from Make Your Site Sell, 2000)

STEP ACTION	
STEP 1	Develop a great product
STEP 2	Built a site that really sells
STEP 3	Attract target traffic to the site

Make Your Site Sell (2000) also recommends some thoughts about selling your site on the Internet: "First, your site must stand out form others so that thousands of customers actually visit you – no one stumbles into a Web site by accident. And secondly, your site must persuade a "total stranger" to buy from you. Remember, you're not GM or Microsoft – you start from scratch with your visitors".

Settles (2000) wrote an article in response to a VAR Business reader who wanted to know what he could do to increase traffic to his Web site.

I tabulated his suggestions:

#### TABLE 2.13 HAVE A WEB SITE, NEED VISITORS

(Adapted from Settles, 2000)

STEP 1	Every piece of promotional material, ads, letterheads, and even invoices should have your Web site prominently displayed with an invitation for readers to visit the site.
STEP 2	Encourage visitors to your site to come back again. People who like your site enough to keep coming back will tell their friends about your area, and this in turn increases your traffic.
STEP 3	Three main directories of Web sites get tens of thousands of visitors per hour who stop here to search for companies and information on the Net.  They are Yahoo, ElNet Galaxy and Lycos. List yourself on these directories.
STEP 4	List your site on the "What's New" section of the more popular Web sites, such as GNN, NCSA, Netscape.
STEP 5	The final tip "Link till you drop". Create hyperlinks from every conceivable site on the Web that has a high traffic of visitors who are likely to be your customer.

#### 2.5.3 META TAGS, -DESCRIPTION TAG AND -KEYWORDS TAG

Sullivan (2000) says what you can also add is the following:

"Meta tags are special text in the <HEAD> section of a Web page. They don't appear on the site visitor's browser, but search engines read them. Meta tags won't guarantee that you rank well, but they can help.

Meta description tags, like all meta tags, go in the head area of your Web pages.

Meta keywords tag is where you can list terms that describe the page. Most search engines will recognize the first 1,000 characters of a Meta keywords tag, and it is fine to have a tag much shorter than this. Avoid excessively repeating any particular word in the Meta keywords tag.

There are no published limits, but a good rule of thumb is not to repeat any single word more than three times. They can go anywhere in the head area, even above the title tag, and they can appear in any order".



#### 2.5.4 URLs, E-MAIL, USENET GROUPS

Grillen (2000) says: "You've got a site, I've got a site, let's make the most of both". Contact with other Websites is of great importance to market your own Website. He further suggests: "By listing the company's names with a short business description and *URLs* can help to increase customer loyalty. The traffic to your site will definitely increase".

Cardinale (2000) further adds that consistent participation in *Usenet groups* can really help in bringing a lot of people to your site. It is important to be personally involved in the Website. *E-mail requests* must be answered and participate in on-line mailing lists and newsgroups.

It is recommended to change the content of the Website weekly, because an e-mail newsletter should be sent out to current and prospective clients to inform them of the latest Website offerings. It is important that the content of the newsletter must be interesting and useful. It is also suggested that the progress of the Web site must be checked regularly.

Grillen (2000) advises to register your e-mail newsletter with the Library of Congress and apply for an International Standard Serial Number (ISSN). It can lend credibility to your electronic publication.

#### 2.5.5 LINKS

Cardinale (2000) comments the following:

"When you ask any site to link their area to yours, be prepared to return the favour. It's good web etiquette"!

#### Cardinale (2000) states:

"One way I've measured Web marketing success is the number of acknowledgements we've received through **reciprocal links** from other sites".

You must keep improving your site: 'Listen to what other customers need and act on it. Then they will keep on coming back to your site'.

The site will also be improved by sending out questionnaires to the visitors. A list of the most frequently asked questions you received form customers and prospects will be made. The site will be designed into sections that hold the answers to those questions".

#### Janal (2000) sees it in this way:

"Another great way to get qualified customers to visit your site is to place *links* in complementary Websites. In this marketing strategy you create a free exchange of promotional services with the owner of a Website that attracts the same audience as you.

If I place a *link* on my site to your site, you now have the benefit of my large audience. And if you place a link back to my site, then I get the benefits of showing my message to your audience. Best yet, everyone wins: You and I both get new customers without spending a cent".

Arora (2000) says that *links* also benefit your site, visitors, and pages devoted to links are popular, because they provide your site visitor with a "personally selected" group of sites that helps them find the information they want without having to sift through endless search engine pages.

Gamse (2000) adds that external links coming into your site can win you extra points with some search engines, so they are well worth investigating. The same author also comments that people are initially opposed to the idea of linking, because they are afraid the customer will leave their Web site. He says: "Well, I have news for you: They are going to leave your site sooner, or later, whether you have a link or not".

#### 2.5.6 PORTALS

Carstens Knoch, MSN business development manager, Microsoft Sa, (2000:.net, issue 32:37) and Jim Lynch (1998:web portals) say that *portals* developed out of search engines and news sites. *Portals* are useful to the consumer as starting point and aggregation areas, because every day they find everything they need as an overview in one place.

According to Ginsberg (2000:38), a senior consultant at net brothers, the definition of a portal is as follows:

"A 'gateway' – site that offers hundreds of links to new and exciting sites on the Internet. Portals are meant to be transition pages that help web surfers find what they are looking for. Portals typically function as in-and-out sites, not destinations. They hope people will come there several times per day or per week".

#### Sutherland (2000:38) states:

"Portals must offer other features and essential services to ensure visitors come back, otherwise they can go directly to the other site once they know the way on the web. Services such as email personalisation and favourites are essential for revisiting purposes. According to Sutherland the following criteria determine the visitor's choices:

- Ease of use
- Services offered
- Performance".

Sutherland (2000:38) describes three different types of Portals:

- Focused portals
- Learning portals
- Content portals

#### 2.5.6.1 FOCUSED PORTALS

Focused portals are valuable for specific surfers who are looking for information in a specific field or industry. These focused portals provide more depth and value to an interested visitor.

#### 2.5.6.2 LEARNING PORTALS

Learning portals, prescriptive portals in particular, provides individual learning of training-related information and individual learning goals and can be company customised.

#### 2.5.6.3 CONTENT PORTALS

Content portals fall into the trap of trying to be all things to all users.

Ginsberg (2000) and Sutherland (2000) agree that content on a site must be focused.

#### 2.5.7 NAVIGATION

Sachs and Stair (1997:175) say that the most important thing about navigation is that it must be very clear. They see Image maps as a wonderful and colorful navigation tool, but advise to have a default URL specified. Images should also have defined borders and not a fuzzy look around them.

#### 2.5.7.1 LINEAR, HIERARCHICAL AND MIXED-HIERARCHICAL

Phillips and Laurillard (1994:66) say that all the above schemes follow naturally from an objectivist approach to educational design and there is a serious shortcoming in these book-like structures. They continue: "There is very little user control, other than going to different topics. The viewer still has to use the material as the designer dictates and the usual menu encourages the user to start at the beginning and keep going".

#### 2.5.7.2 CONCENTRIC

Phillips (1997:66) describes a concentric structure as a knowledgebase with a number of reference topics where the information is divided into different categories.

Kennedy and Taylor (1994) think that this model can create a constructivist environment because it avoids the directionality of the linear and hierarchical structures. The user can start anywhere.

#### 2.5.7.3 HYPERMEDIA

Kennedy and Taylor (1994) remark: "because the computer is not restricted to two-dimensionality, which is the case with traditional media, any links can be made between pieces of content. These links on the information network are known as 'hyperlinks' and the general structure is known as 'hypermedia'".

Phillips (1997:70), on the other hand mentions, that in some programs difficulties arise because of unstructured access to all information. The user can thus be sidetracked to follow interesting information to its end and in the absence of adequate navigation tools, the user might get lost in "hyperspace".

#### 2.5.8 STORYBOARD

Schwier and Misanchuk (1993:294) explain: "There will be specific screens at a stage with a certain topic, but with no content. The storyboard defines all the resources required for each screen". They further explain that the development phase sees to it that the storyboard is reviewed many times and production work starts as soon as the content has been finalised. They have also found that storyboards are useful for an overall idea on the multimedia

product. This method gives you a clear communication of the specific compositions within the multimedia production.

#### **COMMUNICATION ISSUES:**

# 2.6 THE IMPORTANCE OF EFFECTIVE COMMUNICATION WHEN PROMOTING A WEB SITE

#### 2.6.1 FACTORS OF COMMUNICATION

Palmer and Weaver (1998:6) say the most appropriate method of communicating information depends on a number of factors. These include:

- The cost of transmitting it
- The speed with which it is required
- The level of accuracy required
- The nature of the message, e.g. whether it is confidential
- The nature of the receiver, e.g. whether the receiver is internal or external to the organization
- The scale of the task, e.g. the number of recipients
- The importance of feedback from the receiver

Settles (2000) published an article on the Internet about communication in cyberspace. According to him communication plays a very important role in the world of marketing and he suggests the following strategies:



## TABLE 2.14 IMPORTANT COMMUNICATION ASPECTS IN THE WORLD OF MARKETING

(Adapted from Settles, 2000)

COMMUNICATION ASPECT	STRATEGY
Communicate with customers	You may have to spend some money to get your customers online. But after doing the math, many companies find that they can justify the costs of being in cyberspace here alone.
Put your customer service and support operations online	Post the answer to that question once online and 1000 people can read it. If you can answer 10 people with email in the time it takes to talk to one person on the phone, how much will this increased efficiency save you?
Support your resellers online	It is important to keep your resellers up-to-date with the right information.
Support conventional PR with press relations in cyberspace	This is an area where you can save lots of money.
Spare a tree, save money – post Investor Relations online	You don't have to send out such an amount of papers to satisfy regulators, investors, prospective investors and so on. There's no law that says they all have to be mailed in hard copy format.
Use cyberspace for less pain, more gain in the Human Resources Department	Companies are starting to find that having an outpost in cyberspace means they have a great recruiting and screening mechanism. Companies can post job listings in their online areas that draw more highly qualified recruits; companies can do the initial weeding of recruits without having to take to the road.
	Assuming you're already convinced that cyberspace can save you major bucks, then you should view using the medium for internal communication as cash-savings gravy. The Internet is an international network of computers that's already in place.
Online research keeps your finger on the pulse without costing an arm and a leg	Research, when done properly, cost a fortune. In cyberspace you can post questionnaires, or e-mail them if you have prior permission from the recipients, and save on the legions of field research people and the postage.

#### Bring it home with internal communication, says Settles (2000):

WHATEVER YOU DO IN CYBERSPACE, REMEMBER THAT
COMMUNICATION IS WHERE THE MONEY IS. AND CYBERSPACE
IS UNLIKE ANY COMMUNICATION TOOL YOU WILL USE, AT LEAST
FOR THE TIME BEING!

Vaughan (1998:25) says:

"You have to have a real yearning to communicate because multimedia is creating, essentially, an entirely new syntax for communication. You must have an interest in human psychology because you need to anticipate the brainwaves of all the potential end users:

- What will they expect from the program now?
- What will they want to do with the program now?
- How can you integrate all the multimedia elements in a really elegant and powerful way?

You should adopt a strategy that allows you to prototype and test your interactive design assumptions".

#### 2.6.2 COMMUNICATION DEVICES

Vaughan (1998:92) writes that another important aspect of communication is Communication Devices. "Many multimedia applications are developed in workgroups comprising instructional designers, writers, graphic artists, programmers, and musicians located in the same office space or building.

Communication among workgroup members and with the client is essential to the efficient and accurate completion of your project. If your client and you are both connected to the Internet, a combination of communication by e-mail and by FTP (File Transfer Protocol) may be the most cost-effective and efficient solution for both creative development and project management.

In the workplace, use quality equipment and software for your communication setup. The cost – in both time and money – of stable and fast networking will be returned to you".

Palmer and Weaver (1998:6) state the following:

"Information might be required by only one person, or by many. In addition, it might be required by a senior member of staff, or by a junior member".

There are two types of information.

- Quantitative information can be measured and expressed in numeric terms.
- Qualitative information is information, which cannot be measured or expressed, in numeric terms. It is often based on feelings or opinions.

#### 2.6.3 COMMUNICATION SYSTEMS

Palmer and Weaver (1998:57) explain certain *Communication systems*: "The use of *electronic communication systems* is growing very rapidly indeed".

They say that the need for large numbers of people to have access to information very swiftly, and to be able to communicate it to others is very important. New systems are being developed weekly which provide new methods of doing this (own tabulation):



#### TABLE 2.15 COMMUNICATION SYSTEMS

(Adapted from Palmer and Weaver, 1998:57)

Mailing systems	An electronic-mail (E-mail) system allows you to transmir a message to a computer, where the user can pick it up at his convenience, and transmit a reply to you.	
Teleconferencing systems	These enable users at different locations to "converse" with each other – and even several people at a time – using their computers.	
Telecommuting	The use of networked computers means that employees can work from home rather than travelling into the office. By having access to central files and electronic transmission of data, all that they need to perform their work is accessible.	

### 2.6.4 IMPORTANCE OF COMMUNICATION

Palmer and Weaver (1998:70) write about the Importance of Communication:

"People spend nearly 70 per cent of their waking hours communicating – writing, reading, speaking and listening. An idea is useless until it is transmitted and understood by others; good communication within your work team is essential for the team to function effectively".

They (Palmer and Weaver, 1998:71) also comment on different *Types of Communication:* "There are various types of communication, all of which are used in organizations and all of which have their advantages and disadvantages. Whatever type of communication you use remember the five C's of communication: ensure that all your communications are:

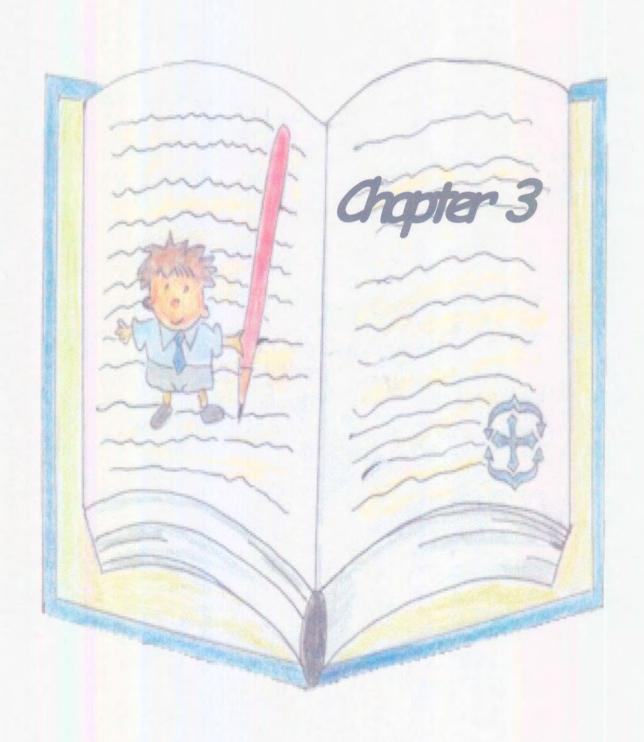
- Clear
- Complete
- Concise
- Correct
- Courteous".

### 2.6.5 SOCIAL COMMUNICATION

Wilson (1998) believes that the need for social communication (interaction) is very high on the list when planning a Web site. He says that customers want to be treated as individuals, and all but nerds enjoy conversation. This means our Web sites must glow with humanity and flexibility; our e-mail is answered promptly, our writing style is personal and chatty.

According to Wilson (1998) the most popular feature of a Server is the realtime chat groups and then against it is the preference of the customer and not the designer or developer of the site.







# 3. DEVELOPMENT AND DESIGN

# 3.1 INTRODUCTION

To achieve success on the World Wide Web, it is important to draw up a Project plan, as well as a Promotional plan. It is important to let your target audience know about your existence on the web. The information architecture aspects of the site development are discussed in detail in the dissertation of Greyvenstein (2001). This dissertation focuses mainly on the promotional aspects of the site.

In this chapter the different stages in the development process of the multimedia program will be described in detail.

The stages in the development process of this web site were built around the stages of the development model of Reeves (1994).

Alessi and Trollip (1991:245) as well as Vaughan (1998:430) also describe the stages of development. The stages are the following:



- Analysis
- Design
- Development
- Implemention
- Formative Evaluation

The research questions will be addressed in this chapter again.

# 3.2 RESEARCH QUESTIONS

Table 3.1 describes the research questions as discussed in this chapter.

### **TABLE 3.1 RESEARCH QUESTIONS**

TOPIC ADDRESSED	QUESTIONS	
Content issues	How should a web site be constructed to be promotable?     What is the content of existing primary school web sites?	
Promotional issues	<ul> <li>How does this specific school intend to promote their web site?</li> <li>Which promotional aspects would play a role in the promoting of a web site for a primary school?</li> <li>How can an effective promotional strategy for this web site be implemented?</li> <li>How can more people be attracted to the web site of Laerskool Lynnwood?</li> </ul>	
Communication issues	<ul> <li>How can this site be promoted as a community information service?</li> <li>What is the importance of effective communication when promoting a web site?</li> </ul>	



# 3.3 STAGES IN THE DEVELOPMENT PROCESS

The tables are similar to the tables as seen in (Greyvenstein, 2001), but is to be viewed from a promotional perspective.

The stages in the development of the program are summarized in the tables below:

Table 3.2 describes the phases in the analyses stage.

# TABLE 3.2 STAGES IN THE DEVELOPMENT PROCESS♦

### Stage 1: Analysis

PHASES		ACTIVITIES/TOOLS	
C	onducting:		
	Goal analysis	Brainstorming sessions	
		Meetings involving school management, developers and researchers	
		Using Reeves'1994 Goal Analyses Tool	
•	Target group analysis	Questions to identify the target audience	
		Descriptions of target audience and target platform	
		Description of intended hardware and software platform	
•	Task analysis	The Information designer used:	
		Task lists	
		Flowcharts	
		Workflow diagrams	
		User scenarios	
	Media analysis	Evaluation of text, graphics, sound, video and authoring tools to determine their suitability for this site	
	Information analysis	Content/feature lists	
•	illioilliation allalysis	Information architectures	
		Taxonomies	
•	Project plan	Designing a Project plan	
	Promotional analysis	Identify a target market	
	r Tomotional analysis	Identify where and how the target market can be reached	
		Identify a message to deliver	
		Formulate the specific steps in the Promotional plan	



Table 3.3 describes the phases in the design stage.

# TABLE 3.3 STAGES IN THE DEVELOPMENT PROCESS♦

# Stage 2: Design

PHASES	RATIONALE AND FEATURES		
Design of project			
	Promotable web site		
<ul> <li>Objectives</li> </ul>	To serve as an Information service		
	To make sure learner count will rise		
	Site must be competitive to other primary school web sites		
	Must serve as an advertising medium		
	Save customers time and money		
	To encourage pupils to link to web sites of other primary schools		
	To encourage pupils to promote their school's web site		
	WWW (World Wide Web)		
Delivery system	CD-ROM		
Commencian of contact	General and specific content		
<ul> <li>Sequencing of content</li> </ul>	Primary and secondary content		
	Site map for navigation		
Design specifications	Are discussed in Chanter 2 with the Literature Pavious		
	Are discussed is Chapter 2 with the Literature Review		
Design evaluation			
instrument	Questionnaires were designed and statistically processed		
	Formatting of screens		
<ul> <li>Flowcharting</li> </ul>	Diamona		
	Diagrams		

Table 3.4 describes the phases in the development phase.

# TABLE 3.4 STAGES IN THE DEVELOPMENT PROCESS♦

# Stage 3: Development

P	HASES	METHODS/MATERIALS
•	Information Architecture Blueprint	A-4 Paper Size     1.44/Stiffy
	Selection of Authoring Tool	Evaluation and relation of authoring tool, developer's skills and format that new information to update the site will be supplied in
	Formative evaluation	Print outs of prototype     School management, staff, researchers and developer's comments
	Prototype	<ul> <li>Evaluation of web sites of other primary schools</li> <li>Prototype</li> <li>Advice from other expert developers</li> </ul>

Table 3.5 describes the phases in the implementation phase.

# Table 3.5 STAGES IN THE IMPLEMENTATION PROCESS♦

Stage 4: Implementation

PHASES	TOOLS/MEDIUM
Creating the web site	Front page     World Wide Web
Implementing the promotional strategy	<ul> <li>Press releases</li> <li>Internal billboard</li> <li>Posters</li> <li>Business cards</li> <li>School stationary</li> <li>Letterheads</li> </ul>



# PHASE 1

# 3.3.1 ANALYSIS

During the analysis phase, the *purpose* of the research, *limitations in the research, analysis methods* used for the research, as well as *instruments and samples* are discussed. The results of this phase are described in the goal-, target group-, task-, media-, content- and project analysis.

# 3.3.1.1 Purpose of the Analysis

A description of the purpose of the analysis is set out clearly in table 3.6.

TABLE 3.6 PURPOSE OF EACH ANALYSIS PHASE+

ANALYSIS PHASE	PURPOSE	
GOAL	To determine the reasons for Laerskool Lynnwood's web presence.	
TARGET GROUP	To determine the audience of the proposed site	
TASK	A comprehensive description of all the tasks available on a site isolating the probable actions of visitors, identifying the condition under which the actions will occur and determining the propose most popular user pathways.	
MEDIA	To review forms of presentation media available in order to sa combination that will deliver the message most effectively	
CONTENT	To collect and organise information, ensuring that content is relevant, useful, concise but adequate.	
PROJECT  An overview of the direction of the project, identify too actions and allocate responsibility for each stage of the development process.		

This table can also be seen in the dissertation of (Greyvenstein, 2001).



### 3.3.1.2 Limitations

- It is a fact that Promotional Strategies always have financial implications.
   The school is a not-for-profit institution and therefore lack of funds restricted the promoting of the web page.
- Limited information is available regarding the promoting of primary school web sites.
- It is very important to maintain the web site (which is time-consuming), because children are always seeking for new information.
- The information on the web site must awaken enthusiasm among the audience.
- Due to the fact that prompt and pro-active actions play such an important role in promotion, the time laps between the original decision to create a web site for the school and the actual launch had a negative impact on the total promotion process.
- The high staff turnover at the school, specifically regarding the information technology lecturer and the appointment of two principles within two years, had a destabilising effect on the continuity of the development process.
- Above-mentioned factors also influenced the coherence of the staff, which in turn affected the promoting of the web site.

# 3.3.1.3 Analysis Methods

Several analysing instruments were used to collect data during the research process. The data collection methods and instruments are listed in table 3.7. This table can also be found in (Greyvenstein, 2001).

TABLE 3.7 DATA COLLECTION METHODS AND INSTRUMENTS♦

Tanana a	METHODS			
ANALYSIS PHASES	Document analysis	Interviews	Brainstorming sessions	
Goal	-	-	· ,	
Target		*	~	
Task		~	~	
Media			~	
Content	~	·	~	
Project		~		
Promotion	~	-	~	
INSTRUMENTS				
Content Lists	-	-	-	
Research Diary		-		

### DATA COLLECTION METHODS AND INSTRUMENTS

# 3.3.2 Document Analysis

While collecting information for the school's web site, the researchers, as well as the developer used the following documentation to gather the necessary information regarding the promoting and construction of this web page:

- Weekly newsletters
- Information brochures
- · Termly Prestige publications
- School Policy
- Proforma's completed by all staff members (Appendix D)

The *content list* was used as an instrument to decide which information would be gathered from the above mentioned documents.

### 3.3.2.1 Interviews

Interviews were held with individual learners from different grades during computer periods and Internet discussions. The teaching staff was also individually interviewed on a more informal basis to establish what their needs were.

The needs of the governing body, marketing committee and the computer committee, were established during interviews.

During the launch of the site at the school's Open Day, the prototype was shown to visitors at the computer centre. The parents and visitors gave feedback and expressed more specific needs; they also supplied ideas on expanding the promotional strategy.

The instruments used for interviewing was the research diary and content lists. All changes made were entered in the diary. Research was done on what the children and parents would like on the web page. Constant changes took place during the development phase and the diary is evidence of every decision made. The content lists were used as 'checklists' to ensure that all aspects were covered.



# 3.3.2.2 Brainstorming sessions

Sessions took place between different parties involved with the school.

- Governing body
- Marketing committee
- Personnel
- · Web page developer
- Researchers
- Computer committee
- Pupils

The research diary and content lists were also used as instruments during the brainstorming sessions.

### 3.3.3 SAMPLING

No formal sampling was done beforehand. The target audience as defined in paragraph 3.3.1.6, were used as respondents for the research.

# 3.3.3.1 Pupils of Laerskool Lynnwood

Informal interviews were held with pupils during computer classes to find out what their thoughts and feelings were about the idea of having a Web site. An informal needs assessment was drawn up in the research diary after the interviews to find out what the pupils' would like in the content of the web site.



# 3.3.3.2 Parents of Laerskool Lynnwood

During the school's open day, potential parents, as well as current parents of Laerskool Lynnwood had the opportunity to look at the web site and give their impression on the content and design of the web site. Parents were part of the Marketing committee of the school as well as the Governing body. Their decisions during discussions played a very big role in planning the web site. The developer of the web site and the host were parents of Laerskool Lynnwood.

# 3.3.3.3 Teaching staff of Laerskool Lynnwood

Teachers completed an evaluation form of the web site and gave input during the development of the site to indicate if the web site fulfilled their needs.

Changes were made accordingly.

# 3.3.3.4 Governing body and Marketing Committee of Laerskool Lynnwood

During the interviews with the Governing body and Marketing committee, the content and layout of the web site were decided on. They originally decided in 1999 on the creation of a web site. Several factors (as mentioned in paragraph 3.3.1.2) caused a delay in the development process. For this reason, the Governing Body welcomed the involvement of the researchers, but they reserved the right to make all final decisions.



# 3.3.4 RESULTS

### 3.3.4.1 GOAL ANALYSIS

Shiple (2000) remarks: "If you don't know what you're trying to achieve, why bother building a site?" He declares that defining a site's goals "establishes a clear, well-documented idea of what you are about to do, and it ensures that everyone is participating. Group consensus can make or break the project".

For determining the site's mission and purpose Shiple (2000) lists a basic set of questions:

- · What is the mission or purpose of the organisation?
- · What are the short- and long-term goals of the site?
- · Who are the intended audiences?
- Why will people come to your site?

To determine the goals of Laerskool Lynnwood's site, brainstorming sessions and meetings were held with the staff, governing body, marketing committee and the computer committee. The following promotional goals were set during these sessions:

- To design a promotional web site.
- To design a web site that can serve as a community information service, where the school and all parties connected to the web can communicate and exchange information in a continuous manner.

### 3.3.5 TARGET GROUP

According to Shiple (2000) a true audience definition consists of who the users are and what their goal and objectives are. The technology they use to access the site is only a small part of the audience definition. He states: "defining beforehand the user experience you seek establishes a clear, well-documented definition of your audience, and it helps in understanding how users will react to the site".

During the brainstorming sessions, the following key audiences were identified:

- · Parents of the school
- Pupils of Laerskool Lynnwood
- · Prospective parents of Laerskool Lynnwood

The researchers identified a wider audience by looking further into the matter:

#### Internal Audience:

- Prospective staff members
- Prospective pupils
- · Current staff members

### External audience:

- International visitors (Pupils and staff from other countries connected to the Internet).
- Friends and family outside the borders of the direct community not necessarily involved with the school.

This audience will automatically be attracted to the site if the community information network service is implemented effectively.



The researchers realised that if the internal audience visits the site, the web site would promote itself. The results of the questions implicated that external visitors do not play an important role in promoting the web site. The school is a non-for-profit institution and funds are not always available to advertise, by using banners and advertisements. Thus the internal audience of the site will promote it automatically.

The fact that the committees were adamant about having the web site mainly in Afrikaans restricted the target population.

### 3.3.6 TASK ANALYSIS

According to Wolmarans and Eksteen (cited in van Dyk et al, 1992) the aims of a task analysis which refers to a learning or training situation, is to:

- "provide a comprehensive description of the task;
- isolate the required behaviour
- identify the conditions under which the behaviour will occur in the work situation: and
- determine the criterion of acceptable performance".

To apply abovementioned aims on the development of a web site, they can be adapted as follows:

- To provide a comprehensive description of the tasks available on the web site.
- To isolate the expected behaviour of visitors to the web site.
- To identify the conditions under which the expected behaviour of the visitors will occur.
- To determine the most popular routes of navigation as foreseen by the developers.



Examples of the practical implementation of these actions (as explained in Chapter 1) were the task of the information designer and can be seen in her dissertation (Greyvenstein, 2001).

### 3.3.7 MEDIA ANALYSIS

Leshin, Pollock & Reigeluth (1992:105) and Kemp (1985) also refer to learning and training situations when they state: "Different media have varying possibilities and limitations – the challenge is to select a medium or combination (the 'media mix') that will deliver the instructional message most cost-effectively."

They describe the different forms of media available:

- text
- audio
- graphics
- video

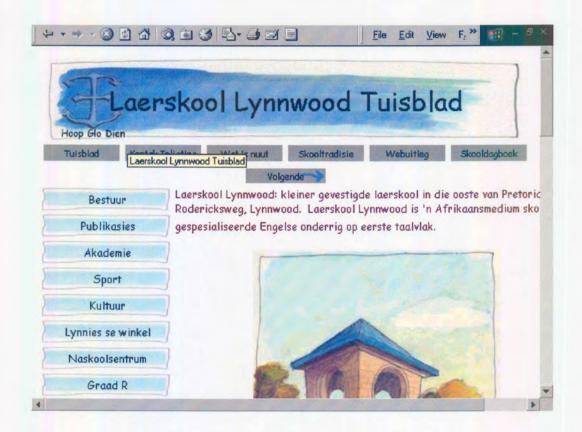
The same is true when designing a web site. Combinations of text and graphics were used very successfully in the web site of Laerskool Lynnwood.

Due to the enormous amounts of information the site consist of, it was decided to use only text and graphics when building the site.

Unfortunately the researchers could not convince the school of the importance of having at least the main page in English. Any person who does not understand Afrikaans (this means more than 90% of the world population) that might access the school web site will immediately leave. Immediately the doors will be closed to look any further into the web site of Laerskool Lynnwood.

The web site must gain the attention of the user. The user must be interested in the site while browsing through it and the desire to go further through the site must be created.

Figure 3.1 Screen capture of school's home page



The users must find the site so interesting that they want to link their web sites to the site of Laerskool Lynnwood. A community information service can be created in this manner and the school and all parties connected to the web can communicate and exchange information in a continuous manner.

The web site of Laerskool Lynnwood must promote the school itself.

# 3.3.8 CONTENT ANALYSIS

To determine what content was needed for the web site, the researchers did the following:

Investigate web sites of other Primary Schools.

Research was done on web sites of other schools to see how they were constructed to be promotable.

We (the researchers) selected web sites of 15 schools and used them as a sample to determine the content of the average primary school web site. (See Appendix F for detailed analysis).

Interviews with the current staff of Laerskool Lynnwood.

Members of the staff submitted their inputs of activities that they were responsible for. Their inputs were used during the content analysis phase.

 Brainstorming sessions with the computer committee and the marketing committee.

During the brainstorming sessions with the Computer Committee, Marketing Committee and the Governing Body the structuring of the content was finalised.

The following table that summarises the results can also be seen in (Greyvenstein, 2001) as it was a combined effort.

TABLE 3.8 CONTENT OF THE AVERAGE PRIMARY SCHOOL WEB SITE→

TOPIC	PERCENTAGE	
Contact information	100 %	
General information/rules	100%	
Academic information	67 %	
Advertisement/Links page	60 %	
Cultural activities	60 %	
Management information	60 %	
Sport activities	60 %	
Newsletters/circulars	53 %	
School history/Anthem	53 %	
Current projects	47 %	
Exceptional facilities	47 9	
Vision/Mission/Policy	479	
Year/semester plan	40	
Personnel information	34	
Prestige page	34	
What's on at school	34 9	
Guide for new parents	13 %	
Parental involvement	13 %	
Photo page	13 %	
Site map	13 %	
Admission requirements	7 %	
After school care	7 %	
School shop	7 %	
School/Roadmaps	7 %	
School publications	0 %	

Using information gained from the abovementioned parties, the researchers and the constructor of the web site created flowcharts to illustrate the intended architecture and summary of content for the first prototype of the web site of Laerskool Lynnwood. (See Appendix E for example flowchart).

Integrating the abovementioned information, the following promotional tactics were used to ensure that the web site of Laerskool Lynnwood would be a promotable product for the World Wide Web.

### TABLE 3.9 DO'S FOR MARKETING A WEB SITE ON THE INTERNET

(Adapted from Levine and Baroudi, 1995:85)

STRATEGY	IMPLICATION	
Keep messages short.	Messages should be as brief as possible.	
Stay on the topic.	Everything you say must be on the topic.	
Provide immediately useful info.	Give free, useful information, update frequently.	
Remember that the customer must bite first.	Give specific and essential information about the school.	
Think globally.	The Internet is a worldwide phenomenon, embracing all continents and dozens of languages.	

#### Promotional Tactics on the Internet

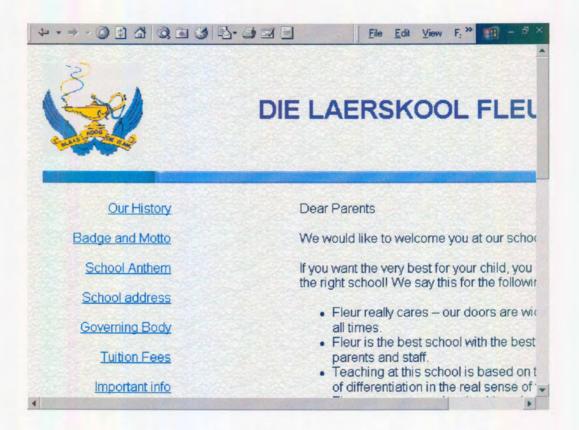
All the abovementioned promotional strategies were kept in mind when collecting, organising and presenting the content of the web site of Laerskool Lynnwood.

Unfortunately the last item in the table called, "Think globally" was not successfully implemented. The web site could be promoted with more success if it were in Afrikaans and English. Customers from overseas will not waste their time on a site if they do not understand the language.

While comparing the web sites of the 15 different primary schools, the researchers found the web site of "Laerskool Fleur". Although this is also an

Afrikaans primary school their web site's home page is in English, which at least gives an introduction to the school, its location and what it stands for.

Figure 3.2 Screen capture of Home Page of Laerskool Fleur



# 3.3.9 PROJECT ANALYSIS

#### **PROJECT PLAN**

While promoting the web site it is very important to remember that the school is a not-for-profit organisation. Marketing and promotion needs money and it was something to keep in mind at all times.



The following table describes the Project Plan as seen from a promotional perspective (for a plan regarding informational design aspects, see Greyvenstein, 2001).

**TABLE 3.10 PROJECT PLAN** 

Stages of Development:	Tools and Activities	Responsibility
Decide what the specific content and structure of this web site should be from a promotional perspective.	Goal analysis Target group analysis Content analysis Project plan	Principle Governing body Developers Researchers
Review the first draft of the prototype from a promotional perspective.	Print outs	Developer Researchers
Consult a graphic designer and give input on how the graphics could enhance the promotability of the web page.	Example of graphics.	Principal Developer Researchers
Review the graphic designs from a promotable point of view.	Evaluate special graphics designed for the school.	Principal Developer Researcher
Launch of the initial site to coincide with the school's open day.	Implementation of the first step of a promotional strategy.	Researchers
Test results with questionnaires and interviews.	Interviews Questionnaires	Researchers
Give feedback to school and find out what their reaction is.	Findings and recommendation report for further development.	Researchers

# 3.3.10 PROMOTIONAL ANALYSIS

Grillen (2000) says: "Design your site around what your audience needs. Include the information your prospects and customers need. Most people just want the information they need fast, without too much trouble".

During the target analysis, the key audience was already identified.



To convey your marketing message successfully to the public, Janal (2000) says: "A key rule of marketing is to be able to tell customers how you are different and better than competitors". The "marketing goal" using the site of Laerskool Lynnwood was to show prospective parents, pupils and staff members why this school could be the right choice.

The following promotional plan was constructed to ensure the success of the web site.

**TABLE 3.11 PROMOTIONAL PLAN** 

STEPS	PROPOSED OUTCOME	
Enlarge a colour printout of the site's     Home Page. Block mount and display in     the school hall on the open day.	To introduce the web site to the visitors and show them what it looks like in order to spur their interest and to entice their curiosity to view the site.	
Place massive posters, created by pupils in art class, spelling out the web address along the corridors – leading to the computer centre.	To show visitors the way to the venue where they can look at the web site.	
Display the web site to visitors in the computer centre.	To give visitors the whole overview (picture) of the site.	
<ol> <li>Advertise the URL and E-mail address through the rest of the school by placing posters all over the corridors and school grounds.</li> </ol>	To impress the URL and E-mail address on all visitors.	
5. Create business cards for the Principal and Governing Body with the URL on it.	To promote the web site outside the school.	
Placing an advertisement in the school's newsletter.	To reach parents who did not attend the open day of the school.	
7. Sign up with http://www.saschools.co.za.	To reach an even wider audience.	
Formal launching in 2002:     Marketing day involving local newspapers and important figures and businesses from the community.	To promote the final upgraded web site and upgraded computer centre to the widest possible audience.	
Handing out of CD's.	To promote the final product.	



# PHASE 2

### 3.3.11 **DESIGN**

According to Vaughan (1998:455):

"The **cover and package** plays a big role when building a Web site. You have many options for **designing** the look and feel of the site."

The researchers kept this essential information in mind when designing the web site. The input of our audience during the designing phase where used to try to satisfy everyone as far as possible. During this phase we realised that one is often warned to avoid judging a book by its cover, but the reality is that it takes about two seconds for executives to assess the quality of the site. The impression made by the first glance can either attract a visitor or lead to rejection.

#### 3.3.12 MATTERS TAKEN INTO CONSIDERATION

- The school is a not-for-profit institution and this was an important fact to keep in mind while designing the web site.
- The web site was designed to advertise Laerskool Lynnwood and to link to other primary schools.
- The web site of Laerskool Lynnwood should also be competitive with other products of the same kind.



 Prospective parents who will visit the web site should get answers when asking the question: "What will my child benefit by going to Laerskool Lynnwood rather than to any other primary school in Pretoria?"

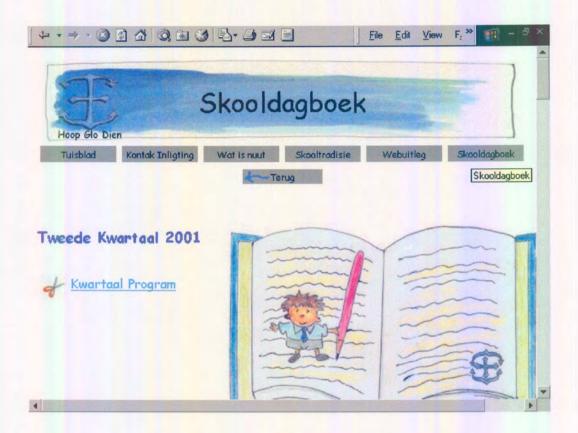
 The web site will also be promoted through the community. Thus it has to suit their needs as well.

#### 3.3.13 OBJECTIVES

As discussed in Chapter 2, we as the researchers, kept in mind while designing the site, that the look and feel should be pleasant and aesthetic, inviting and engaging. We designed the interface to have a pleasant look, because it is a primary school and the mix of colours is soft, but appealing. The school emblem and all the graphics are designed to have a very subtle appearance and do not dominate the rest of the site.

Figure 3.3 Screen capture of the school emblem and a pleasant graphic





We (the researchers) attempted to design the navigation clues clearly and consistently. The horizontal navigation button is meaningful and the vertical navigation bar is simple and straightforward. The whole navigational system is intended to be user-friendly.

A primary school's purpose for having a web site on the World Wide Web is to encourage children to discover a more positive side of the web through the web page of Lynnwood Laerskool. After research was done, the following design objectives were aimed for:



The design objectives as listed in Table 3.12 are viewed from a promotional perspective, where as the design objectives listed by Greyvenstein (2001) are viewed from a content and design perspective.

**TABLE 3.12 DESIGN OBJECTIVES** 

OBJECTIVES	HOW TO FULFIL OBJECTIVES
To render an information service.	The web site will serve as a community information kiosk.
To let the learner counts rise.	The site must function as a tool to recruit pupils.
To compete with other primary school sites.	The site will be compared to web sites of other primary schools to evaluate the quality and efficiency.
To serve as an advertising medium.	It must provide value to the customers and give them the opportunity to advertise their businesses on the web site.
To save the customers time and money.	The users of the site will receive first hand information on the site concerning the school activities and no phoning around is necessary.
To open doors for learners to link to other schools on the WWW.	Learners can start at their school's web site and link to other schools and information can be exchanged in this way.
To encourage learners to promote the school's web site.	By linking to other schools, more users will know about Laerskool Lynnwood and their activities.

# 3.3.14 DELIVERY SYSTEM

The learners of Laerskool Lynnwood, as well as their parents will be the primary users of the web site. The initial decision of the school to create a web site was based on the fact that most of the key audience as identified by them, had access to the World Wide Web.

The site will be available on CD. For the purpose of this study, the research project will by available for later reference. Should the school later decide not to carry on with the web site, this study will still be independent.

Information about the following matters will be available:

- This dissertation
- Dissertation of (Greyvenstein, 2001)
- Web site

#### 3.3.15 SEQUENCING OF THE CONTENT

A navigation map (site map) is provided to assist the user throughout the site. The navigation clues are clear and consistent. The whole navigation system is intended to be user-friendly. The links are related and connected to the different sections in the site.

Figure 3.4 Screen capture of site map





### 3.3.16 DESIGN SPECIFICATIONS

A professional web site developer constructed the web site and the researchers gave input during the construction of the site. The services of a graphic designer were also used. Different design specifications were kept in mind while designing the web site.

Table 3.13 - 3.15 summarises the design specifications as implemented in the web site of Laerskool Lynnwood.

The tables are similar to the tables as seen in Greyvenstein (2001), but is to be viewed from a promotional perspective.

Table 3.13 gives a description of the Text Attributes.



# TABLE 3.13 DESIGN SPECIFICATIONS: TEXT ATTRIBUTES♦

TEXT ATTRIBUTES	DESCRIPTION
Type face	The main headings, sub-headings and text throughout the web page are written in Comic Sans.
	It suits the primary school and the readability is very good. It creates an Informal and fun look, suitable for a primary institution.
Size	The size of the main headings is 16 pt. Sub-headings are in 14 pt, and the content is written is 12 pt or 10 pt.
	The vertical and horizontal navigation bars are written in 10 pt.
Colour	The text is written in black and the colour of the background is white. The main headings and sub-headings are written in light blue.
	The horizontal navigation bar is written in black on a grey background. While the left vertical navigation bar appears in light blue with a grey border around it.
	Colour plays an important role, and because it's a primary school, the use of different colours prevents monotony.
	The main heading of the "Skooldagboek" is written in dark purple and the sub-headings appear in light purple. The content of the "Skooldagboek" is written in black.
Type styles	The main headings are written in bold to be easily readable.
	<u>Underlining</u> is used where the user can link further on the web page.
	Italics are used underneath certain tables to describe some facts inside the table.
Justification	A justified left margin is used.
Case	Only lower case is used in the text of the web site. To distinguish between more important and less important content main headings and sub-headings, bold writing is used, as well as a difference in the font sizes.
Icons/Symbols	Lots of interesting icons are used on the page "Webuitleg", like scissors, lollypops and caps. This is a familiar object in the day-to-day life of a child.
	The icons are exciting and attention grabbing. There is a strong connotation between the character of a primary school and the different icons used.
Buttons	Text buttons were used to link to different sections.
Layout of content	A site map was created to organise the logic flow of the content. Enough white spaces are left and minimal text under each heading.



Table 3.14 gives a description of the screen design principles.

**TABLE 3.14** SCREEN DESIGN PRINCIPLES◆

SCREEN DESIGN PRINCIPLES:	DESCRIPTION
Consistency	The main headings appear the same according to their size and their placing on the web site.
	Navigation throughout the site is the same.
	The graphic designs are also consistent in their look and feel. They are soft, but appealing and meaningful.
Simplicity	Comic Sans was used throughout.
	The line spacing is 1.5 cm.
	To keep the site simple, no video sound was used, but only text and graphics.
Clarity	The content is designed for primary school children and their parents.
	Navigation is user-friendly and clear.
	There is harmony between the content and the graphics as both are centred on primary schools and metaphors and related to primary schools.

Table 3.15 gives a description of the aesthetic considerations.



#### TABLE 3.15 AESTHETIC CONSIDERATIONS♦

AESTHETIC CONSIDERATIONS:	DESCRIPTION
Balance and Harmony	The graphics, colour and text create a feeling of harmony and the presence of a primary school atmosphere.
Graphics and Images	The graphics were well designed and consistent throughout the web site. The colours of the graphics are soft and appealing and suit the character of a primary school.
Colours	The colours were soft, but suit the character of the primary school.
	The black text on the white background is easily readable and speaks of simplicity.

### 3.3.17 DESIGN THE EVALUATION INSTRUMENTS

The prototype and printouts were informally evaluated by the researchers, developer, staff, governing council and marketing committee of the school. After implementing all recommendations and the graphic designer's input, the initial site was launched to coincide with the school's Open Day in July 2000. The researchers formally evaluated the site through interviews, questionnaires and expert interface ratings.

The results of this summative evaluation are discussed in Chapter 5.



# PHASE 3

## 3.3.18 DEVELOPMENT

# 3.3.18.1 Final phase in the development of the prototype

A professional web page designer was involved throughout the development process to construct the site; the researchers gave input to ensure a practical and workable product.

# 3.3.18.2 Information architechture blueprint

From all the tools used to create the final blueprint of the site, storyboards demonstrate structure and navigation. "Storyboards for web sites tend to be rather plain looking, using text and simple graphic shapes (boxes and circles) to indicate buttons and picture placement" (Michael Lerner Productions, 1999).

The researchers in conjunction with the designer did basic storyboarding. Storyboards were used to show how the site's structure and navigation work should across pages. This was done to provide a definite outline of what the look and feel of the web site must be.

The developer then incorporated storyboards, user profiles, user scenarios etc. to create the final architectures that account for all the pages in the site. This formed the blueprint from which the prototype was created.



# 3.3.18.3 Selecting of authoring tool

The designer, together with the researchers decided on an authoring tool, Front Page. We are all familiar with the Microsoft programs and it appears as the most suitable authoring tool.

The fact that *FrontPage* works in fixed tables also influenced our decision to rather use *FrontPage* instead of *Dreamweaver*.

Vaughan (1998:401) says: "among the many tools on this emerging marketplace, FrontPage from Microsoft links to Microsoft Office and provides not only WYSIWIG support for many of the latest HTML formatting extensions but also extensive web site management support through its FrontPage Explorer application".

# 3.3.18.4 Prototype

The developer compiled the first prototype of the web site after all proposed elements and information was collected. A general template called Front Page was used. It was important for the graphic designer to see the prototype before designing the graphics for the final site.

#### 3.3.18.5 Formative evaluation

While the designer built the site, informal formative evaluation was done by die governing body, computer committee and the researchers by means of informal discussion groups. Formative evaluation took place after the

Chapter 3 Development model

completion of every stage. Management, staff and researchers had to recommend corrections and changes and evaluated printouts of the prototype.

#### PHASE 4

### 3.3.19 IMPLEMENTATION

According to Michael Lerner Productions (1999): "Converting existing high-resolution graphics usually means reducing the image from 300 pixels or more per inch to 72 pixels per inch." He suggests that techniques like indexing and dithering should rather be used to fix problems in the appearance of an image, creating jagged edges, or gaps where colours have been removed.

The average screen size is between 14 and 15 inches and is set to display a 640 x 480 pixel screen. The site was designed to fit into the available space. We were assured that no information would get lost. It also simplifies the printing process. According to Vaughan (1998: 497) the design should fit into the working space on the monitor, which are 600 x 300 pixels. He further suggested that it must be kept in mind that the controls and slider bars of the browser take up additional space and the developer has to include eye catchers which can be viewed without having to scroll in the above mentioned space.

Michael Lerner Productions (1999) suggested that graphics should be designed as a width of 470 pixels or less. The reason for this is that many monitors display images at a resolution of 640 x 480. Working with a high-resolution monitor, you will design banners at a width of 570 pixels or more. At this width, your graphic will spill off the right of many screens. The designer and researchers kept all these facts in mind when designing the site.

Chapter 3 Development model

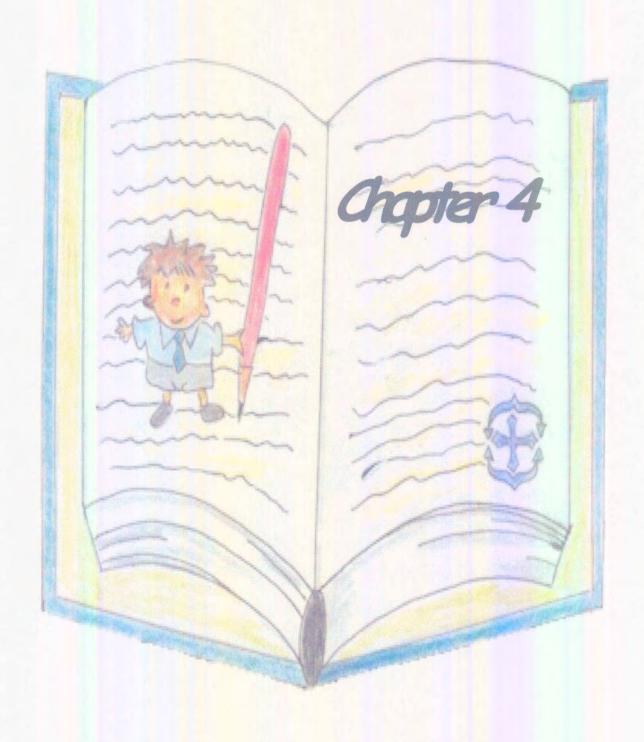
Webmonkey (1999) also comments that the smallest monitor out there is 640 x 480 pixels, so your design should work on a basic level within those parameters. People want to see without scrolling.

A CD-ROM can hold large amounts of data up to 660 MB. All the information will be available on a CD. The CD can also serve as a promotional tool, especially to be issued on the school's open day to potential parents, as well as other primary schools.

Michael Lerner Productions (1999) explains that the Java browser on the user's host interprets the bytecodes and provides the display. They further suggested that some Netscape extensions to the <img> tag could speed up downloading time for those viewing the web with Navigator browser. If you specify the "height" and "width" of the graphic within the image tag, Netscape Navigator knows how much space to set aside for the graphic, and it begins downloading immediately.

All the design specifications used when designing this site is set out in Tables 3.13, 3.14, 3.15.







# 4. EVALUATION PROCEDURE

## 4.1 INTRODUCTION

Vaughan (1998:542) describes testing as follows: "Test it, then test it again; that's the unavoidable rule. It's critical that you take the time to thoroughly exercise your project and fix both big and little problems, in the end you will save yourself a great deal of agony"!

This chapter reports on the **summative evaluation** procedure that was followed to evaluate the program. The methodology will be a descriptive, quantitative and qualitative case study of the web site of Laerskool Lynnwood.

According to (The Trustees of Indiana University, 1997), summative evaluation is an after-the-fact assessment that may be used for promotion and tenure decisions. Formative evaluation is designed to provide you with information you can use.

Trochim (1999) discusses the differences between formative and summative evaluation as follows: "Formative evaluations strengthen or improve the object being evaluated and summative evaluation examine the effects or outcomes of some object".

The purpose of the site and evaluation objectives during the evaluation of the web site will be discussed. The *limitations* that influenced the effectiveness of the evaluation procedure are also listed in this chapter. The *target* population and samples describe exactly which parents and other parties



participated in the evaluation of the program. All the evaluation instruments and tools, which were used in the evaluation, are also described very briefly in this chapter. The data collection methods consist of instruments used, as well as the research methodology.

## 4.1.1 RESEARCH QUESTIONS

The main research question was the following:

How should this web site be designed to promote the primary school internally and externally?

The research sub-question that needed to be answered was:

Does this web site promote the school successfully?

Is this web site a promotionable product?



The research sub-questions that will be addressed in this chapter will be the following:

- Content and design Issues: Is this web site a promotable product?
- Promotional Issues: Does this web site promote the school successfully?

## 4.1.2 STAGES IN THE EVALUATION PROCESS

The stages in the evaluation process of the program are summarised in the **Table 4.1** below.

**TABLE 4.1 STAGES IN THE EVALUATION PROCESS** 

STAGES	ACTIVITIES	OUTPUT
Evaluation	Summative evaluation.	<ul> <li>Processing of results.</li> <li>Evaluation of questionnaires completed by parents.</li> <li>Evaluation report from Statomet.</li> <li>Evaluation report from expert users.</li> </ul>
Report	React on findings made from evaluation and compile recommendations.	Conducting report.
Conclusion	Conducting report on conclusions.	Delivery of product.



According to Reeves (1994), the following issues need to be discussed during the evaluation process:

- Background
- Purpose of evaluation
- Limitations
- Target population and samples
- · Data collection methods

## 4.2 BACKGROUND

After the formative evaluation (as described in Chapter 3) was completed, the recommended improvements were made to the prototype. The developer then made the necessary changes regarding the interface, using specially designed graphics. This culminated into the initial web site that was published on the WWW.

This chapter describes the summative evaluation of this site to find out whether it is a promotable site.

Summative evaluation was done on this site for the following reasons:

- to establish the week points in the product
- to establish to what extent the main research question was answered
- to establish if the sub questions were answered successfully

## 4.3 PURPOSE OF EVALUATION AND OBJECTIVES

The main purpose for the evaluation of the web site is to determine if the web site is a promotable product that can be used to promote the school.

This purpose of the evaluation leads to the formulation of the following objectives:

- To render an information service
- To determine whether the initial promotion of the web site was successful (Steps 1-4 of the promotion plan as listed in Table 3.11)
- To be competitive with other primary school web sites
- To serve as an advertising medium
- To save all parties involved time and money
- To open doors for learners to link to other schools on the WWW
- To encourage learners to promote their school's web site

## 4.4 LIMITATIONS

The evaluation process was limited by the following factors:

- Not many parents had visited the web site for various reasons.
- At the time of the evaluation, the web site had been available on the Internet for only three months.
- Many respondents were not willing to partake in the study.
- Comparing this web site to the sites of other schools was difficult, as not many respondents had visited the sites of other schools.

## 4.5 TARGET POPULATION AND SAMPLES USED

Bailey (1987), as quoted in Korpel (2000) describes convenience sampling as being adequate if the researcher does not want to generalise results beyond



the sample. According to her, it can also be used if the study is merely a trail run for a larger study, or if the investigator plans to repeat the study at a later stage.

The target population for the questionnaire was the parents of Laerskool Lynnwood. The questionnaire was issued to 90 parents. The questionnaires were distributed to the parents of two groups of pupils as explained in Table 4.2 below.

TABLE 4.2 QUESTIONNAIRE DISTRIBUTION♦

JUNIOR PRIMARY PHASE		SENIOR PRIMARY PHASE		
Grade	Number of questionnaires	Grade	Number of questionnaires	
Grade 1 L	15	Grade 4 L	15	
Grade 2 L	15	Grade 4 N	15	
Grade 3 L	15	Grade 5 Y	15	

The researchers saw no need to involve the parents of the Grade 7 pupils, as they would be leaving the school at the end of the year.

The respondents for the expert rating were WWW experts. The group consisted of 5 people who work on the Internet on a daily basis and 5 students who were completing the final year in a web-designing course.

# 4.6 DATA COLLECTION METHODS

#### 4.6.1 INSTRUMENTS

The following instruments were used during the evaluation process:

 A questionnaire tested how effective the site reach the audience and what the needs of the audience/users are. Questions used are open-ended questions, fill-in- and multiple-choice questions.

The parents of the school completed the first questionnaire. An evaluation form tested the expert's interface rating. 5 final year students in web page design completed the same evaluation from.

The questionnaire consists of promoting-, as well as content issues.

The <u>first part</u> of the questionnaire was designed to determine what the computer literacy levels of the parents were and to establish their access to computers and the Internet. It consists of 17 questions.

The <u>second part</u> was formulated to determine how many parents have visited the web site, their impression of the site and how this web site compares to other primary school web sites.

The <u>third part</u> of the questionnaire contained questions to answer to specific needs of the target population regarding the web site.

Parts two and three consist of 22 questions in total.

The *interface evaluation form* was rated on a scale of one to four. The experts rated the navigation and layout of the web site. (See Table 5.1)

**Table 4.3** lists the content regarding the topics of the navigation and layout parts.



#### Table 4.3 CONTENT REGARDING THE NAVIGATION AND LAYOUT

NAVIGATION TOPICS	LAYOUT TOPICS		
Consistency of buttons	Consistent look and feel		
Home page	Appropriate use of colours		
Site map	Complimentary fonts		
Access to help	Uncluttered interface		
<ul> <li>Multiple ways of navigation</li> </ul>	Readability		
	Download time		
	Printable		

Each of the experts gave suggestions and comments regarding their evaluation of the web site.

5 final year students completed the same evaluation form, but were not asked to give any comments. The same interface evaluation form was used by the researchers to evaluate the same 15 primary school web sites as used in the content analysis in Chapter 3.

The results were used as a basis for comparison regarding the web site of Laerskool Lynnwood.

#### 4.6.2 RESEARCH METHOD

According to Trochim (1999), summative evaluation can be subdivided as follows:

- "needs assessment determines who needs the program, how great the need is, and what might work to meet the need
- "evaluability assessment determines whether an evaluation is feasible and how stakeholders can help shape its usefulness



 "structured conceptualisation helps stakeholders define the program or technology, the target population, and the possible outcomes

- "implementation evaluation monitors the fidelity of the program or technology delivery
- "process evaluation investigates the process of delivering the program or technology, including alternative delivery procedures".

Seeing as this study determines whether an evaluation is feasible and how stakeholders can help to shape its usefulness, it can be classified as evaluability assessment.

Yin as quoted in Korpel (2000) says that a case study can be exploratory, descriptive or explanatory. She continues that:

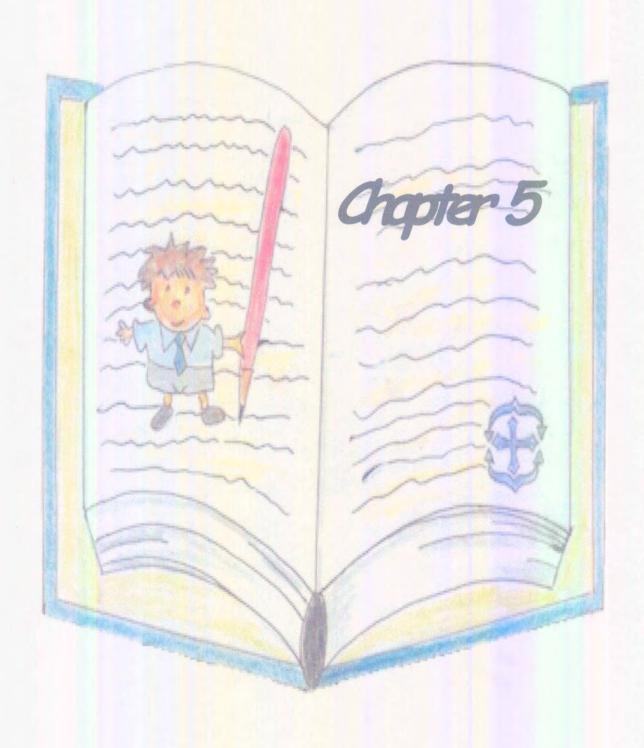
"Case studies are the preferred strategy when 'how' and 'why' questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real life event".

This case study describes the reaction of the respondents (as defined in paragraph 4.5) to the web site of Laerskool Lynnwood.

#### 4.6.3 ANALYSING THE DATA

The outcome of the evaluation on the questionnaires will be discussed in Chapter 5.







# 5. RESEARCH FINDINGS

## 5.1 INTRODUCTION

The findings on the summative evaluation phase will be described in this chapter. It also includes a description of the different data collection instruments as well as a further description of the findings.

The research problem, as identified in Chapter 1, is still the main object of this study:

To design a Web site for a primary school and to determine how it should be promoted effectively, internally and externally

# 5.2 EVALUATION OF THE PROGRAM

## 5.2.1 INSTRUMENTS USED

## 5.2.1.1 Questionnaire

A questionnaire that consisted out of 34 questions was issued to the parents of Laerskool Lynnwood. The parents of learners from the Junior Primary



division, as well as three groups from the Senior Primary level were selected. (See Table 4.2 for a detailed analysis).

The questionnaire was designed in 3 divisions as follows:

#### Part 1:

To determine the computer literacy levels of the parents and to establish their access to computers and the Internet.

#### Part 2:

To determine the following aspects:

- How often do the parents visit the Web site.
- The parent's impression of the Web site.
- A comparison between other primary school Web sites and the Web site of Laerskool Lynnwood.

#### Part 3:

To determine the specific needs of the target population, regarding the Web site.

The parents of Laerskool Lynnwood evaluated this web site. The questionnaire used for this purpose consists of promotional, as well as content issues, which will be described, in detail in paragraph 5.2.1.

In **Table 5.1**, the questionnaire which was given to the parents will be described to make sure if the different objectives were met.

Only the questions that were related to the promoting of the web site are discussed in this table.



## TABLE 5.1 QUESTIONNAIRE AND RELATED OBJECTIVES TO BE MET

OBJECTIVES	PARENTS: Questionnaire 1				
Render an information service.	Q10: What information would the parents visit the web site for? Q13: In what language would you like the web site to be published? Q14: How often do you want the school's newsletter to be updated on the web site? Q15: How often should the design of the web site be updated? Q18-20: Is the current information on the web site sufficient? Q24: How often do you visit the web site of Laerskool Lynnwood? Q25: Is the current information on the web site sufficient? Q29: Which information on the Web site really impressed you (the visitor)?				
To determine whether the initial promotion of the web site was successful.	Q7: Are you aware of the fact that Laerskool Lynnwood has a web site?  Q8: If you're answer is "Yes", where did you hear about it?  Q9: Do you think the web address of the school should be advertised on certain items?  Q11: Have you visited the web site of Laerskool Lynnwood?  Q12: If you're answer is "No", why?  Q16: Was the Web site promoted effectively?  Q21: Will the Web site let the learner count rise?  Q28: What times of the day would be suitable for you to visit the web site?				
The site must be competitive with other primary school sites.	Q30: Have the respondents visited Web sites of other primary schools?  Q31: Is the Web site of Laerskool Lynnwood competitive with other primary school Web sites?				
Serve as an advertising medium.	<ul> <li>Q26: Do you think the web site of Lynnies is user friendly?</li> <li>Q33: Would you like to advertise your business on the web site of Laerskool Lynnwood?</li> <li>Q34: Indicate the amount of children you have under the two sections: Grades 1-3, Grades 4 – 7.</li> </ul>				
The site will save all parties involved time and money.	Q10: What information would the parents visit the web site for?  Q32: Would you like to participate in maintaining and development of the web site?  Q33: Would you like to advertise your business on the web site of Laerskool Lynnwood?				
Open doors for learners to link to other schools on the WWW.	Q30: Have the respondents visited Web sites of other primary schools?				
Encourage learners to promote the school's Web site.	Q9: Do you think the web address of the school should be advertised on certain items?				

## 5.3 FINDINGS

The results of the different groups are revealed in Tables and discussed in detail.

### 5.3.1 INITIAL PROMOTION OF THE WEB SITE

65 parents participated in the completion of the questionnaire. The results obtained in this questionnaire are revealed in Tables 5.2 - 5.10 below.

Abbreviations used in the above mentioned tables are the following:

No Resp -

Number of Respondents

%

Percentage

NA

Not Applicable

**Table 5.2** lists the results regarding all Yes/No questions, focused on determining whether the initial promotion of the web site was successful.

Table 5.2 RESULTS FROM THE PARENTS REGARDING YES/NO QUESTIONS

	65 RESPONDENTS' COMPUTER LITERACY				
QUESTIONS	YE	YES		NO	
	No. Resp	%	No. Resp	%	
Do you use a computer at work?     Do you use a computer at home?	58 56	89% 86%	7 9	11%	
<ul><li>3. Does everybody at home have access to a computer?</li><li>4. Do you use the Internet at work?</li></ul>	57 46	88% 71%	8	12%	
<ol> <li>Are you aware of the fact that Lynnies do have a web site?</li> <li>Have you already visited the web site of Lynnies?</li> </ol>	46 18	71% 28%	19 47	29% 72%	
16. Do you think the web site of Lynnies was promoted effectively?	20	31%	45	69%	

 71% of the respondents were aware of the fact that the school does have a web site.

- A point of concern is the fact that the web site of Laerskool Lynnwood was visited by only 28% of the respondents.
- 69% of the respondents felt that the web site was not promoted effectively.

In **Table 5.3** the results regarding the promotion of the web address on different articles of the school is summarised.

Table 5.3 RESULTS REGARDING THE PROMOTION OF THE WEB ADDRESS

	ITEMS								
QUESTIONS	STATIONERY		T-SHIRTS		SPORTS WEAR		SPORTS EQUIPMENT		
9. Do you think it is a good idea to advertise the web address on the following items?	46	1%	9	14%	2	4%	7	11%	

**Table 5.3**, shows the results of the question used by the researchers to determine whether the site's URL should be advertised on the following items:

- School's stationery
- Sport equipment
- T-shirts
- Sportswear

**Table 5.4** lists the results regarding research to find out where the respondents heard about the existence of the web site of Laerskool Lynnwood. The researchers also wanted to determine the reason why the respondents did not visit the web site of the school.



#### Table 5.4 RESULTS REGARDING THE VISITATION OF THE WEB SITE

QUESTIONS	CHOICES	NU. RESP.	%
8.If the answer is "Yes", where did	Newsletter	14	22
you hear about the web page?	Personnel	9	14
	Students	11	17
	Open day Parents	3	4
	Not aware of the web page	22	34
12. If your answer was "No" at	Not aware of the web page	39	81
question, what is your reason?	No Internet access	9	19
	Home page	9	53
	Graphic designs	7	41
29. What impressed you the most	Web layout	8	47
about the web site?	Contact information	10	59
777	Web navigation	5	29
	School tradition School diary	5	35

Table 5.4 lists the results of research done to find out where the respondents heard about the web site of Laerskool Lynnwood. 34% were not aware of the web site and 66% of the respondents heard about the site from either the staff of Laerskool Lynnwood, learners, the newsletter of the school, on the open day or parents of Laerskool Lynnwood. In another division of Table 5.4 the researchers wanted to know the reason why the respondents did not visit the web site of the school. 81% of the parents did not visit the web site because they were not aware of the site and 19% of the respondents do not have access to the Internet.

In question 29 as listed in Table 5.4 parents were asked what really interested them in the web site of Lynnies. The contact information and home page were rated between 59% and 53%. The rating of graphic design and web layout were rated 41% and 47% respectively. Only 35% of the respondents



felt that the school diary was well designed. The web navigation and school tradition received a rating of 29% each.

According to the results displayed in **Table 5.5** the respondents indicated for which information they would like to visit the web site of the school.

Table 5.5 RESULTS REGARDING THE WEB INFORMATION

QUESTION  10. Would you like to visit the school's web site for the following information? Choose everyone that is applicable.		PER- CEN-	
		TAGE %	
School's newsletter	51	78%	
Times and information on extra-mural activities	50	77%	
Times and information on meetings	46	71%	
School's prestige page	41	63%	
Information on parents' businesses	19	29%	
Information on businesses in your vicinity	16	25%	
Business associations	33	51%	
Academic information	51	78%	
Information on the school uniform	41	68%	

The academic information, school's newsletter, times and information on extra-mural activities and dates and starting times of meetings were rated at 71% - 78%. The school's prestige page and information on school uniform, rated between 63% and 68%. Information on businesses of parents associated to the school, as well as information of businesses in the vicinity, rated between 25% and 29%. The respondents' interests in the governing council's decisions were rated at 51%.

**Table 5.6** summarises the results regarding the maintenance of the web site as well as language preferences of respondents.



Table 5.6 RESULTS REGARDING MAINTENANCE AND LANGUAGE PREFERENCE

QUESTION	VARIABLES	NUMBER RESPON- DENTS	PERCENTAGE
13. Which language would you prefer the content of the web site should be?	English	4	6%
	Afrikaans	21	32%
	Combination	40	62%
14. How often do you want the school's newsletter to be updated on the web site?	Weekly	38	58%
	Monthly	20	31%
	Not at all	4	6%
	Quarterly	3	5%
15. How often should the design of the web site be updated?	Quarterly	22	34%
	Monthly	17	26%
	Yearly	26	40%

As listed in **Table 5.6**, 62% voted for a combination of Afrikaans and English and 32% would like it if the web site were designed only in Afrikaans.

Table 5.6 also summarises how often the newsletter of the school must be published on the web site. 58% of the respondents voted for once a week and 31% would like it if the newsletter could be published monthly.

Concerning the design, 40% of the respondents would like it if the design of the web site could be updated every year and 34% feel that it can be updated quarterly. 26% of the respondents would prefer it to be updated once a month.

**Table 5.7** reveals all the information on the parents who visited the web site of Laerskool Lynnwood.



Table 5.7 QUESTIONS REGARDING THE CONTENT AND STRUCTURE OF THE WEBSITE

			YES	N	10
QUESTIONS		Number Respon- Dents (%)		Number Respon- Dents (%)	
18.	Do you think the contact information on the web site is communicated clear and effective?	17	(100%)	0	(0%)
20.	Could you gather the information on the following aspects successfully when visiting the web site?				
	Quarterly Program	16	(94%)	1	(0%)
	Cultural activities	14	(82%)	3	(18%)
	Sport activities	13	(76%)	7	(24%)
21.	Do you think the web site of Lynnies could influence prospective parents positively to choose this school?	15	(88%)	2	(12%)
23.	Could you access to the web site in good time?	16	(94%)	1	(6%)
25.	Is the information on the following items sufficient?				
	Governing body	13	(76%)	4	(24%)
	Governing Committee	12	(71%)	5	(29%)
	Staff of Lynnies	13	(76%)	4	(24%)
	Prefects and Leaders	14	(82%)	3	(18%)
	Laerskool Lynnwood Trust	13	(76%)	4	(24%
	Publications on Lynnies	15	(88%)	2	(12%)
	Academic results and awards of Lynnies	13	(76%)	4	(24%)
		13	(76%)	4	(24%)
	Sport activities of Lynnies	15	(88%)	2	(12%)
	Cultural activities of Lynnies	14	(82%)	3	(18%
	Lynnies' tuck shop	14	(82%)	3	(18%
	After school centre of Lynnies     Information on Grade R classes	16	(94%)	1	(6%)
26.	Do you think the web site of Lynnies is user friendly?	17	(100%)	0	(0%)
30.	Have the respondents visited web sites of other primary schools?	1	(6%)	16	(94%
33.	Would you like to use the web site of Laerskool Lynnwood as a promotional medium for your own business?	3	(18%)	14	(82%

According to the results listed in **Table 5.7**, 100% of the respondents felt that the contact information was given accurately.



An average of 84% shared positive comments on the information that was given on the quarterly programme, cultural activities and the sport activities. 88% of the respondents indicated that the web site will influence prospective parents to choose Laerskool Lynnwood in future.

According to the results as listed in Table 5.7, 94% of the respondents were pleased with the site's download speed.

Results on Question 25 indicated if the information on specific items were sufficient. The following items were rated at 71% - 76%:

- Governing committee
- Governing body
- Staff of Lynnies
- Laerskool Lynnwood Trust
- · Academic results and awards of Lynnies
- · Sport activities of Lynnies

The following items were rated at 82% - 88%:

- · Prefects and Leaders
- · Lynnies' tuck shop
- · After school centre of Lynnies
- Cultural activities of Lynnies
- Publications on Lynnies

The following item was rated at 94%:

Information on Grade R classes



100% of the respondents decided that the web site of Laerskool Lynnwood was user friendly.

The majority did not visit the web sites of other primary schools.

Only one person visited web sites of other primary schools, and this respondent indicated that Laerskool Lynnwood's web site compared well, but no conclusions can be made on this. It's irrelevant and not commonly valid in the random sample.

Only 18% of the respondents would like to use the web site as a medium to promote their businesses.

**Table 5.8** lists the results of the questions that the researchers used to test when the respondents visit the web site. The results regarding question 19, that tests their reaction towards the communication of the school traditions through the web site is also listed

Table 5.8 QUESTIONS REGARDING VISITATION AND CONTENT

QUESTION	VARIABLES	NUMBER OF RESPON- DENTS	PERCENTAGE
19. Do you think the school traditions of	Yes	6	35%
Lynnies are successfully communicated	No	2	12%
through the web site?	Uncertain	9	53%
24. How often do you visit the web site of Lynnies?	Daily	0	0%
	Monthly	4	24%
	Weekly	5	29%
	Seldom	8	47%
28. What times of the day would be suitable for you to visit the web site?	Mornings	0	0%
	Noon	4	24%
	Evenings	13	76%



The results on question 19 was very negative, as 53% were uncertain and 35% do think that the traditions were successfully transmitted.

With question 24, the researchers wanted to determine how often the parents do visit the web site of Lynnies. Nobody ever visited the site daily. 29% visited the site weekly and 24% monthly. 47% of the respondents indicated that they seldom visited the site.

According to statistics summarized in Table 5.8, 76% of respondents felt that they would rather visit the web site during the evenings, and 24% prefered to visit the web site in the afternoon.

**Table 5.9** lists the results regarding the respondents' interest in the development and maintenance of the web site.

Table 5.9 QUESTIONS REGARDING THE RESPONDENTS' INTEREST IN THE DEVELOPMENT AND MAINTENANCE

QUESTIONS	VARIABLES	NUMBER OF RESPON - DENTS	PERCENTAGE
32. Would you like to participate in the maintaining and/or the development of the web site under the above-mentioned topics?	Design	1	6%
	Content	1	6%
	Promoting	1	6%
	Not interested	14	82%

Regarding the maintenance and development of the site in **Table 5.9**, 82% of the respondents answered that they were not interested at all. It was very clear from the results that the parents are not really interested in the maintenance and development of the school's Web site.



Table **5.10** lists the number of children attending the school under the two sections, "Grades 1-3, and Grades 4-7".

Table 5.10 QUESTIONS REGARDING THE PARENTS' INTEREST

QUESTION	Number Respondents	%
29. What impressed you the most about the web site?		
Home page	9	53%
Graphic designs	7	41%
Web layout	8	47%
Contact information	10	59%
Web navigation	5	29%
School tradition	5	29%
School diary	6	35%
34. The number of children you have under the two sections?	Grades 1 – 3	41%
	14 Grades 4 – 7	4170
	20	59%

**Table 5.10** lists how many children in each group were represented by their parents during the evaluation of the Web site.

- Grades 1 3, 41% of the students' parents were part of the questionnaire.
- Grades 4 7, 59% of the students' parents participated in completing the questionnaire.

# 5.3.2 INTERPRETATION OF PARENTS WHO VISITED THE WEB SITE



The results in **Tables 5.2 – 5.10** are addressed and interpreted according to the different sections in which the questions were asked and suitable comments are supplied.

Only 17 out of the 65 parents who completed the questionnaire visited the web site.

The information of the parents who visited the web site will be revealed in Tables 5.7 - 5.10.

#### 5.3.3 EXPERTS EVALUATING THE WEB SITE

According to the results listed in **Table 5.11**, 5 Internet experts rated the web site of Laerskool Lynnwood under the headings, "Navigation and Layout".

Table 5.11 EXPERT EVALUATION♦

TOPIC	TS OUT OF 5 EXPERTS EVALUATING THE WEB SITE  TOTAL NUMBER (PERCENTAGE) OF RESPONDENTS THAT  RATED EACH TOPIC							
	EXCELLENT		GOOD		ADEQUATE		POOR	
NAVIGATION:								
Consistency of buttons	5	(100%)	0	(0%)	0	(0%)	0	(0%)
Home page	2	(40%)	3	(60%)	0	(0%)	0	(0%)
Site map	2	(40%)	2	(40%)	0	(0%)	1	(20%
Access to help	1	(20%)	2	(40%)	1	(20%)	1	(20%
Multiple ways of navigation	1	(20%)	4	(80%)	0	(0%)	0	(0%
LAYOUT:								
Consistent look and feel	4	(80%)	1	(20%)	0	(0%)	0	(0%
Appropriate use of colours	1	(20%)	3	(60%)	1	(20%)	0	(0%
Complimentary fonts	1	(20%)	3	(60%)	1	(20%)	0	(0%
Uncluttered interface	1	(20%)	4	(80%)	0	(0%)	0	(0%
Readability	4	(80%)	1	(20%)	0	(0%)	0	(0%
Download time	1	(20%)	3	(60%)	1	(20%)	0	(0%
Printable	1	(20%)	4	(80%)	0	(0%)	0	(0%



## 5.3.3.1 Interpretation on expert evaluation

The results in Table 5.4 are addressed and interpreted according to the different sections in which the questions were asked and suitable comments are supplied.

#### WEB NAVIGATION

According to the experts the *consistency of buttons* received an excellent rating of 100%.

An issue of concern from one expert was that the grey colour of the buttons did not compliment the site. He felt that the grey colour is "unsightly" and "cluttered". There was also a comment from one expert on the "Back" (Terug) and "Up" (Op) buttons that is unnecessary. It is two different buttons with the same function.

Navigation to and from the home page received a rating of 40% in the excellent column and the majority (60%) rated the home page as - good.

One expert felt that he would personally prefer more bright colours to be used for the home page.

The *site map* received an equal rating of 40% - good and 40% - excellent.

One expert did not approve of the site map for navigation purposes. She felt that the site map wouldn't be of great help for a child who is not clued up with the use of web sites.

The experts held different opinions on the *help* function. One (20%) rated this function as excellent, two (40%) rated it as good, one (20%) rated it as adequate and the other (20%) as poor.



Under the heading *multiple ways of navigation*, the experts rated the site as follows: 80% felt that the ways of navigation were good and 20% experienced it as excellent.

#### WEB LAYOUT

The basic layout of the site according to the results from the experts was a success. The majority of the experts (80%) rated the *consistent look and feel* as excellent. 20% felt that it is good.

One expert suggested that there could be more open spaces between the headings and the first paragraphs. He felt that the heading and the next paragraph are too close to each other and creates confusion.

There was a suggestion from an expert that the designers could start with a photograph to indicate that photographs are in fact used. It could create a more consistent look and feel.

Two experts felt that the photographs could be more descriptive and a great concern was the overlapping of photos.

The appropriate use of colours received a rating of 60% under good and 20% rated it as excellent. Another 20% of the experts felt that it was adequate. Matters of concern were the use of pastel colours. Some of the experts felt that "brighter colours could be more suitable for a primary school". One experts comment was that it "could be more colourful."

Another concern was the use of graphics. One expert did not find the "size of the graphics" pleasing. He felt that the graphics could have been smaller. Another expert felt that there could be "more graphics". According to her, the colours used for the graphics failed to gain the attention of the visitor. One expert commented that the prestige page takes too long to download, because there are "too many graphics and photos".



Two experts loved the "choice of colours, the graphics and the general layout" of the site.

The rating on the *complimentary fonts* was as follows: 60% of the experts rated is as good and 20% experienced the fonts as excellent. Another 20% of the experts rated the use of fonts as adequate.

One expert felt that more font variations, as well as special text could be used for the anthem. According to him there are too many large open (white) spaces.

According to the experts the *uncluttered interface* of the web site was used very successfully. 80% rated it as good and the other 20% felt that it was excellent. One expert commented that the grey buttons cluttered, but apart from this nobody had a problem with cluttering.

The *readability* of the site was excellent according to the experts. 80% rated it as excellent and the other 20% as good. It was clear and straightforward.

The site has an average *download time* according to the experts. 60% rated the download time as good, 20% excellent and the other 20% felt that it was adequate. The reason why everybody experienced a different download time was because they viewed the site from their own computers, as well as computers used in the Internet lab. The time of the day that they visited the Web site also varies.

One expert commented on the download time of the "prestige page", that was too slow. She felt that the "prestige page" has too many graphics and photographs and that definitely has an influence on the download time.

Most of the experts felt that the site is *printable*. It was rated as follows: 80% felt that was good and 20% rated it as excellent.

The overall feeling of the experts was the following:



"Aesthetically, beautiful web site with information applicable to the school and scholars. Excellent work!"

# 5.3.4 STUDENTS EVALUATING THE WEB SITE OF LAERSKOOL LYNNWOOD

Results from 5 final year students on Web page designing, evaluating the web site of Laerskool Lynnwood. The evaluation tool was used as with the previous calculations.

The results are set out statistically in Table 5.12.

Table 5.12 STUDENT EVALUATION♦

TOPIC	TS OUT OF 5 FINAL YEAR WEB SITE DESIGNING STUDENTS TOTAL NUMBER (PERCENTAGE) OF RESPONDENTS THAT RATED EACH TOPIC								
	EXCELLENT		GOOD		ADEQUATE		POOR		
NAVIGATION:									
Consistency of									
buttons	5	(100%)	0	(0%)	0	(0%)	0	(0%	
Home page	3	(60%)	2	(40%)	0	(0%)	0	(0%	
Site map	3	(60%)	2 2	(40%)	0	(0%)	0	(0%	
Access to help	1	(20%)	2	(40%)	2	(40%)	0	(0%	
Multiple ways of navigation	1	(20%)	3	(60%)	1	(20%)	0	(0%	
LAYOUT:  Consistent look and feel	5	(100%)	0	(0%)	0	(0%)	0	(0%)	
Appropriate use of									
colours Complimentary fonts	2	(40%)	2	(40%)	1	(20%)	0	(0%)	
Uncluttered interface	2	(40%)	1	(20%)	2	(40%)	0	(0%)	
Readability	1	(20%)	4	(80%)	0	(0%)	0	(0%	
Download time	3	(60%)	2	(40%)	0	(0%)	0	(0%	
Printable	1	(20%)	4	(80%)	0	(0%)	0	(0%	
	3	(60%)	2	(40%)	0	(0%)	0	(0%	



## 5.3.4.1 Interpretation on student evaluation

The students evaluated the same questionnaire as the expert evaluators.

#### WEB NAVIGATION

They rated the *consistency of the buttons* as 100% excellent. There were no comments.

Their ratings on the home page were 60% excellent and 40% rated it as good. Here their rating was the same as those of the expert evaluators.

On the *site map*, their rating was the same as above. 60% felt that the site map was excellent and the other 40% felt it was good.

The access to help was evaluated as follows: 20% rated it as excellent, 40% felt that it was good and the other 40% rated it as adequate. It was a very widespread rating.

60% of the student evaluators rated the *multiple ways of navigation* as good. The other 40% were divided between, 20%, good and the other 20% rated the multiple ways of navigation as adequate.

#### WEB LAYOUT

In comparison with the expert evaluators of whom only 80% gave a rating of excellent, 100% of the final year students felt that the *consistent look and feel* earned a rating of excellent. They were very impressed with the look and feel of the site.



They differed when it comes to the *appropriate use of colours*. 40% liked the pastel colours and rated it as excellent. The other 40% rated it as good and comments like the following appeared:

"Smaller children would like brighter colours."

20% of the evaluators felt that the use of colours was adequate. They commented: "The further you go, the more boring the colours became." 40% thought that the *complimentary fonts* were excellent. The other 40% rated it as adequate and 20% felt that the use of the fonts was good. No comments were given on this rating.

On the *uncluttered interface* most of the evaluators rated the site as good. 80% of the evaluators rated it as above. The other 20% rated the interface as excellent. One student commented: "An excellent web layout!"

60% of the students felt that there was no problem with the *readability* of the site. They commented that it was clear and even primary school children wouldn't have a problem in reading the content of their school's web site. 40% rated the readability as good.

The download time was rated as 80% good and 20% felt that the site's download time was excellent

According to the students the *printing* of the site only took time when printing the graphics, but further they didn't experience any problems. Their overall ratings were, 60% - excellent and 40% rated it as good.

#### 5.3.5 SUMMARY OF SITE'S EVALUATION

Further on the results were summarised into averages. The purpose for this action was to give the site two average ratings, which was again averaged

into one total mark in order to compare it with the similar scores of 15 primary school web sites. The actual average mark was calculated as follows:

- An average mark for navigational aspects as well as one for layout was calculated.
- After it was added and divided by two, the average mark for the site was calculated as summarised in Table 5.13.

Table 5.13 RATINGS FOR LAERSKOOL LYNNWOOD◆

TOPIC	AVERAGE MARK TOPIC PER	AVERAGE MARK FOR		
10110	Internet experts	Students	SITE PER TOPIC	
Navigation:				
Consistency of buttons	100%	100%	100%	
Home page	85%	90%	88%	
Site Map	75%	90%	83%	
Access to help	65%	70%	68%	
Multiple ways of navigation	80%	85%	83%	
AVERAGE MARK FOR NAVIGATIONAL ASPECTS	81%	87%	84%	
Layout:			2001	
Consistent look and feel	95%	100%	98%	
Appropriate use of colours	75%	80%	78%	
Complimentary fonts	75%	75%	75%	
Uncluttered interface	80%	80%	80%	
Readability	95%	90%	93%	
Download time	75%	80%	78%	
Printable	80%	90%	85%	
AVERAGE MARK FOR LAYOUT ASPECTS	82%	85%	84%	
AVERAGE MARK FOR THE W	EB SITE OF LAERSKOO	L LYNNWOOD	84%	

**Table 5.14** lists the summary of an evaluation of 15 other primary school web sites as completed by the researchers. Calculations were done the same way as explained for Table 5.12.



Table 5.14 RESULTS FOR INTERFACE RATING OF 15 PRIMARY SCHOOL WEB SITES♦

RANKING	SCHOOL	NAVIGATION	LAYOUT	AVERAGE
1	Cook Primary School	80%	89%	85%
2	Edleston County	75%	89%	82%
3	Rapportryer	70%	82%	76%
4	St Martins	65%	79%	72%
5	Danie Malan	70%	71%	71%
6	Dr Havenga	70%	71%	71%
7	Uitsig	65%	68%	67%
8	Fleur	60%	71%	66%
9	Worcester Noord	50%	82%	66%
10	Garsfontein	60%	68%	64%
11	Totiusdal	60%	68%	64%
12	Menlo Park	50%	75%	63%
13	Paratus	55%	68%	62%
14	Wonderboom	50%	71%	61%
15	Kruinsig	45%	54%	50%

According to the two groups of experts, the web site of Laerskool Lynnwood is very good. By comparing the results of the web site of Laerskool Lynnwood with those of the other 15 primary schools, the web sites can be placed in perspective.

**Table 5.15** summarises the highest scores, as well as the weak points of the web site of Laerskool Lynnwood.

Table 5.15 SCORES OBTAINED BY THE WEB SITE OF LAERSKOOL LYNNWOOD

HIGHEST S	CORES	WEAK POINTS			
TOPIC	PERCENTAGE	TOPIC	PERCENTAGE		
Consistency of buttons	100%	Use of complimentary fonts	75%		
Consistent look and feel	98%	Access to help	68%		
Readability	93%	-			
Home page	88%	-			



# 5.4 DISCUSSION OF RELEVANT FINDINGS

## 5.4.1 DESIGN OBJECTIVE 1

# • Render an information service

In **Table 5.16** results on the design objective to "Render an information service" are summarised.

Table 5.16 Questions and comments indicating that the web site did render an information service

	QUESTIONS	AVERAGE % OF RESP.	COMMENTS
	Did this site render an information service?	60	60% of the users could receive information through the web site regarding the school's activities.
	Was the language usage effective?	62	62% of the users would rather like the site to be a combination of english and afrikaans when rendering an information service.
	How often must the Newsletter be updated on the web site?	58	58% of the respondents prefer the information on the web site to be updated weekly.
	How often do you feel the design of the web site should be updated?	40	40% of the respondents respond that the design of the web site should rather be updated yearly than quarterly or monthly.
	Was the information on the site sufficient?	81	81% of the respondents' comment positively on the site's sufficient information.
	Was the contact information sufficient?	59	59% of the respondents shared the opinion that the contact information really impressed them.
•	Was the readability of the site effective?	80	80% of the experts commented that the readability of the site was excellent.
•	Did the site render efficient information to the users?	60	60% of the student evaluators comment that the site map rendered an excellent information service to the users.



In summary, table 5.16 lists that 81% of the respondents commented positively on the sufficiency of information on the site. Only 40% responded that the design of the web site should be updated yearly, rather than quarterly or monthly.

### 5.4.2 DESIGN OBJECTIVE 2

Determine whether the initial promotion of the web site was successful

In **Table 5.17** the results regarding design objective 2, "Whether the initial promotion of the site was successful", are summarised.

Table 5.17 QUESTIONS AND COMMENTS INDICATING THAT THE WEB SITE WILL LET THE LEARNER COUNT RISE

QUESTIONS		AVERAGE % OF RESP.	COMMENTS	
•	Will the learner count rise if the web address is advertised on certain items?	71	71% of the respondents agreed on the advertising of the web address on the school's stationery.	
	Do you think the web site was promoted effectively?	69	The response was negative and 69% of the respondents felt that the site was not promoted effectively.	
	Will the web site influence prospective parents positively towards Laerskool Lynnwood?	88	88% of the parents responded positively about the web site influencing the learner count of Laerskool Lynnwood positively.	

According to the results in table 5.17, 88% of the parents responded positively about the influence of the web site on the learner count of Laerskool Lynnwood.

#### 5.4.3 DESIGN OBJECTIVE 3

The site must be competitive with other primary school web sites

Table 5.18 lists the results regarding design objective 3.

Table 5.18 QUESTIONS AND COMMENTS INDICATING HOW THE WEB SITE OF LAERSKOOL LYNNWOOD COMPETES WITH THE WEB SITES OF OTHER PRIMARY SCHOOLS

QUESTIONS	AVERAGE % OF RESP.	COMMENTS
Do the parents often visit web sites of other primary schools?	6	Here was a negative response from the parents; only one parent often visited web sites of other primary schools.
How does the web site of Laerskool Lynnwood compete with the sites of other primary schools?	6	Parents who did visit the sites of other schools felt that the site competed excellently.
How did the experts evaluate the web site's layout and navigation?	41	41% of the experts rated the layout and navigation of the web site as excellent.
	59	59% of the experts experienced the layout and navigation of the web site as <b>good.</b>
How did the students evaluate the layout and navigation of the web site?	55	55% of the students rated the layout and navigation of the web site as excellent.
	45	45% of the students experienced the layout and navigation as <b>good</b> .
Students tested how the web site of Laerskool Lynnwood compete against the web sites of 15 other primary schools?	39	39% of the students tested the layout and navigation of the web sites of the 15 other schools as excellent in comparison with Laerskool Lynnwood's 55%.
	61	61% of the students experienced the other 15 primary school web sites' layout and navigation as <b>good</b> , in comparative with Laerskool Lynnwood's 45%.



In summary, table 5.18 lists that 61% of the students experienced the *layout* and navigation of the other 15 primary school web sites as *good*, in comparison with the rating of 45% to the web site of Laerskool Lynnwood.

#### 5.4.4 DESIGN OBJECTIVE 4

### · Serve as an advertising medium

**Table 5.19** summarises the results of questions that tested whether the respondents were interested to advertise their businesses on the school's web site.

Table 5.19 QUESTIONS AND COMMENTS INDICATING THAT THE WEB SITE SHOULD SERVE AS AN ADVERTISING MEDIUM

QUESTIONS	AVERAGE % OF RESPONDENTS	COMMENTS	
Are the respondents interested to advertise their businesses on the web site?	was interes	Only 1 of the respondents was interested to use the web site as an advertising medium.	

According to table 5.19, only 1 parent was interested in using the web site of Laerskool Lynnwood as an advertising medium.

#### 5.4.5 DESIGN OBJECTIVE 5

### Save all parties involved time and money

Results summarised in **Table 5.20** indicated if the site would save the customers time and money.



Table 5.20 QUESTIONS AND COMMENTS INDICATING THAT THE WEB SITE WILL SAVE THE CUSTOMER TIME AND MONEY

QUESTIONS	AVERAGE % OF RESPONDENTS	COMMENTS
Will the site save the customer time and money?	60	60% of the respondents felt that the information was sufficient and saved them time and money to phone around.
	1 Parent	Unfortunately only 1 of the respondents tested positive to use the site as an advertising medium.

In summary, table 5.20 listed that 60% of the respondents felt that the information was sufficient and saved them time and money.

### 5.4.6 DESIGN OBJECTIVE 6

 Open doors for learners to link to other schools on the www.

The question summarised in **Table 5.21** tested if the web site of Laerskool Lynnwood will motivate learners to link to other schools on the WWW.

Table 5.21 QUESTIONS AND COMMENTS INDICATING THAT THE SITE WILL SERVE AS A MEDIUM TO MOTIVATE LEARNERS TO LINK TO OTHER SCHOOLS ON THE WWW

QUESTION	AVERAGE % OF RESPONDENTS	COMMENTS	
How often will learners link to other schools on the WWW?	90	According to interviews with scholars, they are very interested to link through the web page to other schools on the WWW.	



According to table 5.21, 90% of the scholars indicated interest to link to other schools through the web page of Laerskool Lynnwood.

#### 5.4.7 DESIGN OBJECTIVE 7

### . Encourage learners to promote the school's web site

Results summarised in **Table 5.22** indicate if the web site would encourage learners to promote the school's web site.

Table 5.22 QUESTIONS AND COMMENTS INDICATING THAT THE SITE WILL ENCOURAGE LEARNERS TO PROMOTE THE SCHOOL'S WEB SITE

	QUESTIONS	AVERAGE % OF RESPONDENTS	COMMENTS
•	Will the web site encourage learners to promote their school?	81	81% of the learners commented that they would promote their school through the web site.
•	Experts tested: Does the layout of the web site promote the school's image effectively?	42	42% of the experts tested the layout of the web site as excellent.
		58	58% of the experts rated the layout of the web site as good.
•	Students tested: Does the navigation of the web site promote the school effectively?	58	58% of the students evaluated the navigation of the site as excellent.
		42	42% of the students tested the navigation as <b>good</b> .

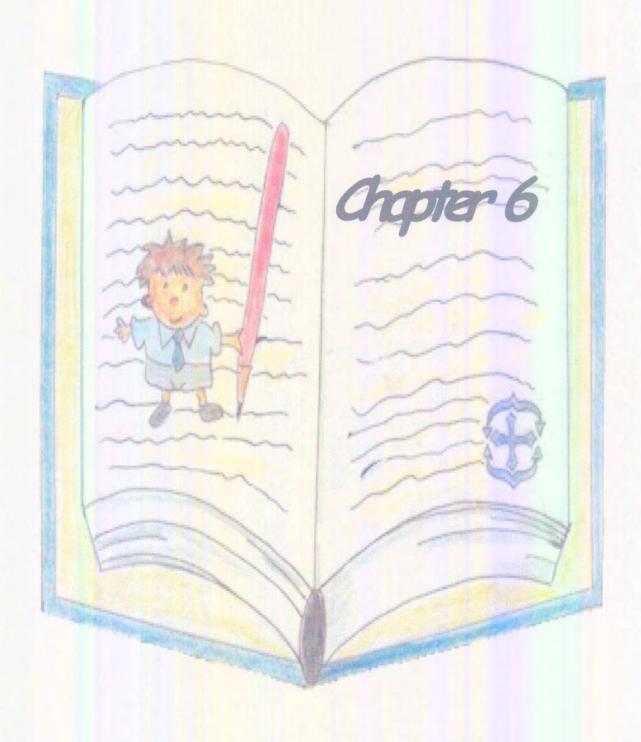
Table 5.22 listed that 81% of the learners commented that they would promote their school through the web site.

# 5.5 SUMMARY ON THE FINDINGS REGARDING THE DESIGN OBJECTIVES

The parents of Laerskool Lynnwood did not respond positively on the completion of the questionnaire. Out of 65 parents only 17 parents responded positively on visiting the web site. The experts' comments were meaningful, as well as the students' response on the evaluation form. The comparison of the web site with those of 15 other primary schools was a very good indication of the quality of the web site of Laerskool Lynnwood.

The recommendations and conclusions are discussed in Chapter 6.







# 6. RECOMMENDATIONS AND CONCLUSIONS

To design a Web site for a primary school and to determine how it should be promoted effectively, internally and externally.

### 6.1 INTRODUCTION

The outcome of the results in Chapter 5 indicates that the study could answer the main question on the design of a primary school web sites successfully.

Matters discussed in this chapter focus on:

- Aspects that contributed to the success of the program
- Findings
- Experts' and final year students' evaluation on the web site
- · Researchers' evaluation of the web sites of primary schools
- Conclusions
- Limitations
- Recommendations

The following will be discussed thoroughly.



# 6.2 ASPECTS THAT CONTRIBUTED TO THE SUCCESS OF THE PROGRAM

In order to answer the main research question, the following design objectives had to be met.

### Table 6.1 (a) DESCRIPTION OF DESIGN OBJECTIVES AND QUESTIONS

DESIGN OBJECTIVE	RESEARCH QUESTIONS	ISSUES CONCERNED	CHAPTER
To render an information service.	How can this site be promoted as a community information service?	Communication issue	Chapter 5
	How should a Web site be constructed to be promotable?	Content and     Design issue	Chapter 2
To determine whether the initial promotion of the web site was successful.	How can more people be attracted to your site?	Promotional issue	Chapter 2
	How does this specific school intend to promote their web site?	Promotional issue	Chapter 3
		<ul> <li>Promotional issue</li> </ul>	Chapter 2
	Which promotional aspects would play a role in the promotion of a Web site for a primary school?		Chapter 3     Chapter 5
To determine whether the site is competitive to other primary school web sites.	What content is there on present primary school Web sites?	Content and     Design issues	Chapter 5



### Table 6.1 (b) DESCRIPTION OF DESIGN OBJECTIVES AND QUESTIONS

DESIGN OBJECTIVE	RESEARCH QUESTIONS	ISSUES CONCERNED	CHAPTER	
To serve as an advertising medium.	What is the importance of effective communication when promoting a Web site?      Which technological issues	Communication issue     Content and	Chapter 2     Chapter 5     Chapter 2	
	must be kept in mind when promoting a Web site?	Design issue	Chapter 2	
To save all parties involved time and money.	How can an effective promotional strategy for this web site be implemented?	Promotional issue	Chapter 3	
To open doors for learners to link to other schools on the WWW.	What is the importance of effective communication when promoting a Web site?	Communication issue	Chapter 2	
	How can an effective promotional strategy for this Web site be implemented?	Promotional issue	Chapter 3	
To encourage learners to promote the school's web site.	How can an effective promotional strategy for this Web site be implemented?	Promotional issue	Chapter 3	

### 6.3 FINDINGS

In this section the findings of the questionnaire and the expert interface ratings are discussed individually. Results as collected are listed per research question as applicable to each separate design objective.



### 6.3.1 Results of the questionnaire

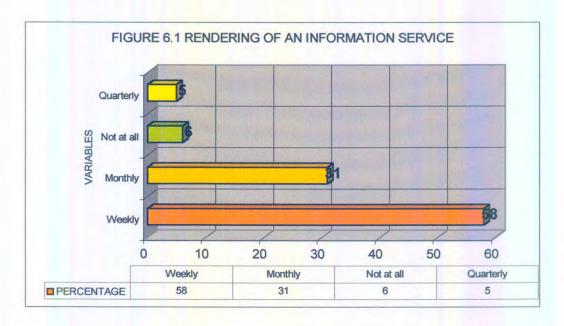
#### OBJECTIVE 1: To render an information service

### 6.3.1.1 How can this site be marketed as a community information service?

At this stage the web site can render a community information service through the newsletter as published on the web site. The reason for this is that the school's newsletter also functions as a promotional medium for parents and the community to advertise services and products, by placing this newsletter on the web site. The advertisements reach a wider audience through the WWW.

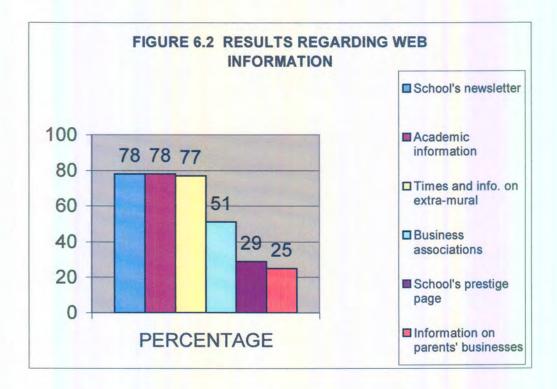
To test how often respondents would like these tools for creating a community information service to be updated, I used question 14 in the questionnaire.

The results are summarised in the following figure.



It is clear that more than 85% of the respondents feel that the newsletter should be updated frequently. Most of these people feel that it should be done weekly; where the rest feel it should be done as least monthly. Once this aspect is fully functional, the site can be promoted as a community information service.

The figure below explains the outcome of the ratings with regard to specific web information.



The respondents were interested in the daily activities of the school, like news, academic information and extra-mural activities.

The objective could not be reached successfully with this question, as the respondents were not interested to use the web site as a community information service.



# 6.3.1.2 How should a Web site be constructed to be promotable?

The literature study as discussed in chapter 2, revealed that there are six <u>basic stages</u> in developing an effective web site; planning, content development, design, programming, promotion and maintenance.

As explained in chapter 2, only three of these play an important role during the study.

#### PLANNING

Experts quoted on this topic introduced several questions that can be asked to determine the extent of the development process. During the planning process (as discussed in chapter 3) and the development of Laerskool Lynnwood's web site, their ideas were incorporated.

#### CONTENT DEVELOPMENT

Experts quoted on this subject, stressed that content is the heart of a good web site. Development objectives should be consistent with resources available to you. Furthermore several of them stressed the importance of maintenance. The content development for this particular web site was done and discussed in detail by my fellow researcher, (Greyvenstein, 2001).

For promotional purposes, my role was to ensure that all information adhere to promotional requirements for content on web sites, as set by marketing specialists.

#### Chapter 6

Recommendations and conclusions

- Doling out information stingily
- Keep messages short
- > Stay on the topic
- > Provide immediately useful information
- > Remember that the customer must bite first
- > Think globally
- > Learn and follow the rules
- > Identify yourself
- DESIGN

A summary of opinions by specialists quoted on this aspect include:

- Competence in the design phase is what separates amateurs from professionals in the making of multimedia.
- > You're designing pages, and you're designing the way the pages link together.
- Keeping the page design consistent is important, because you want all pages to fit your color and graphic scheme.
- > Simplicity is the essence of good web design.

As explained in chapter 3, these aspects also played a big role in the construction of Laerskool Lynnwood's web site.

### OBJECTIVE 2: To determine whether the initial promotion of the web site was successful



### 6.3.1.3 How can more people be attracted to your web site?

Experts recommend the following:

- Be realistic.
- · Even good ideas can get you nowhere if they aren't well executed.
- Ask questions on the web site to find out if your audience is happy with what you are offering to them.
- Listen what your audience is telling you.
- Include the information your prospects and customers need.
- One of many interesting things about the web site is that people you have never met will tell you things you'd never expect them to reveal.
- A key rule of marketing is to be able to tell customers how you are different and better than competitors.
- Getting a write up in a newspaper or magazine give you a kind of credibility you can't buy with a banner ad or search engine placement.
- Marketing your web site will be an ongoing effort.

### 6.3.1.4 How does this specific school intend to promote their web site?

A promotional plan (as set out in table 3.11), was designed to ensure that the school's web site was promoted successfully. Table 6.2 describes the steps that were followed to reach an outcome.



### Table 6.2 STEPS TO REACH AN OUTCOME

	• STEPS	✓ OUTCOME
	An enlargement of a colour printout of the site's Home Page.	✓ The outcome for this action is to introduce the web site to the visitors an show them what it looks like.
•	Pupils created massive posters along the corridors leading to the computer centre to display the web site to visitors in the computer centre.	✓ The purpose of this action is to show visitors the way to the venue where the can look at the web site.
•	Display the web site to visitors in the computer centre.	✓ This purpose of this action is to give visitors the whole overview of the site.
•	Advertise the URL and E-mail address throughout the rest of the school by placing posters all over the corridors and school grounds.	✓ The outcome is to impress the URL and E-mail address on all visitors.
•	Create business cards for the Principal and Governing Body with the URL on it.	✓ The purpose is to promote the web site outside the school.
•	Placing an advertisement in the school's newsletter.	✓ The reason for this action is to reach parents who did not attend the open da of the school.
•	The researchers signed up with http://www.saschools.co.za.	✓ To reach a wider audience.
•	Formal launching in 2002.	✓ Promotion of the final upgraded web sit and upgraded computer centre to the widest possible audience.
•	Handing out of CD's.	✓ The outcome is to promote the final product.



# 6.3.1.5 Which promotional aspects would play a role in the promotion of a web site for a primary school?

According to specialists quoted in table 2.8 any site should be designed around the needs of the audience. A further rule of marketing is that one should be able to tell customers how you are different and better than competitors.

The following marketing steps as summarised in table 6.3 was used as a guideline to develop a promotional plan for Laerskool Lynnwood's web site. In this table the steps as proposed by specialists quoted in chapter 2, are listed again and an explanation is given of how it was applied during the promotion of Laerskool Lynnwood's web site.

TABLE 6.3 APPLICATION OF 10 STEPS TO WEB MARKETING REGARDING LAERSKOOL LYNNWOOD'S WEB SITE

STEP	ACTION/APPLICATION
Submit your web site's URL	Signing up with http://www.saschools.co.za
Publicize with a press release	Inviting the local newspapers to report on the site
Obtain links from other web sites	Linking to other primary school web sites
Announce in subscribed e-mail lists	4
Announce in newsgroups	
Launch a direct e-marketing campaign	Application of strategy as listed in promotional plan
Produce a subscribed e- newsletter	Publishing the school's newsletter regularly
Purchase ad banners on other web sites and search engines	
Create your return traffic with on-site events, surveys, contest, etc.	
Integrate your web site's URL with your traditional marketing	Promoting the site's URL on certain items of the school

In the questionnaire, the researchers wanted to test if the initial promotion of the web site was successful. 69% of the respondents felt that the web site was not promoted effectively.

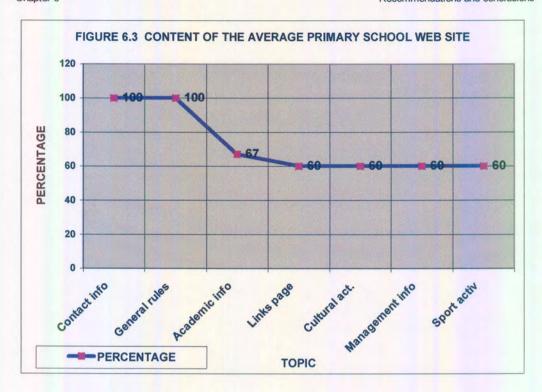
The following limitations effected the promotion of the web site:

- Promotional aspects always have financial implications.
- Availability of limited information on the promotion of primary school web sites.
- > The big time lapse between the original decision on creating a web site and the actual launching of the web site.
- > High staff turnover.
- > The fact that respondents were asked to complete the questionnaire only two months after the initial launch.

### OBJECTIVE 3: The site must be competitive to other primary school web sites

### 6.3.1.6 What content are there on present primary school web sites?

The figure below explains which content received the highest ratings for popularity during the investigation of primary school web sites.



A more detailed explanation on the average content of primary schools can be found in table 3.8.

Unfortunately, the majority of respondents did not visit the web sites of other primary schools. Thus it was impossible to determine how the web site of Laerskool Lynnwood compares to other primary school sites.

### OBJECTIVE 4: To serve as an advertising medium

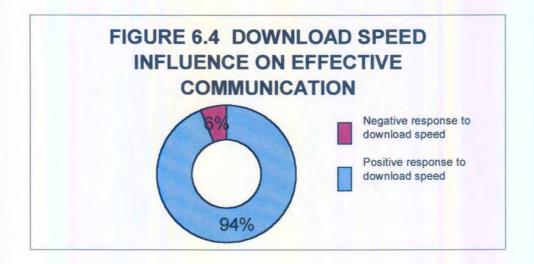
### 6.3.1.7 What is the importance of effective communication?

Palmer and Weaver (1998:71) describe effective communication as follows:

"Whatever the type of communication you use remember the five C's of communication: ensure that all your communications are: Clear, Complete, Concise, Correct and Courteous.

The download speed of a web site plays a very important role in effective communication. If the visitor has to wait too long for the site to download, the possibility is always there that he will move on to other sites.

The following graph shows the reaction of respondents towards the download speed of Laerskool Lynnwood's web site. This positive feedback shows that the download speed Laerskool Lynwood's web site contributes positively towards effective communication.



In my opinion, using the school's web site as an advertising medium for parents to promote their businesses, could definitely improve the communication between the parents and the school. Unfortunately the parents were not interested in using this option.



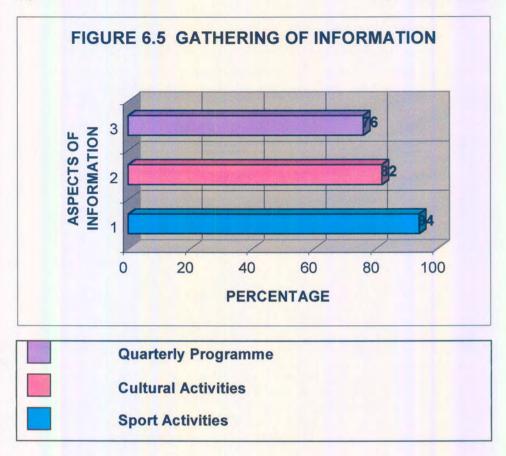
# 6.3.1.8 Which technological issues must be kept in mind when promoting a web site?

Cash (1999) explains the overall process and steps one need to take when putting a web site together. According to him, the following 4 items play a very important role:

TABLE 6.4 TECHNOLOGICAL ISSUES DURING THE PROMOTING OF A WEB SITE

IMPORTANT ASPECTS	EXPLANATION/ EXAMPLES	APPLICATION
Browser	Netscape, Mosiac, Lynx, Cello, WinWeb, MacWeb, InternetWorks etc	The web page was created using Front page. Sites created in this application are viewed best through Internet Explorer and Netscape's navigator. (Most popular browsers used by Laerskool Lynnwood's site audience).
Information	Provide only meaningful information	Greyvenstein (2001) completed an in-depth information analysis. I checked the selected information for its contribution to the promotability of the site.
HTML	Language of the WWW	The professional programmer handled this aspect.
Server	Place where your web page lives	Limited space on a server supplied free of charge by a parent of the school.

The figure below describes the most popular aspects of information published on the web site as chosen by the respondents of the questionnaire.



Results as listed in table 5.7, question 18 shows that 100% of the respondents felt that the contact information was given accurately. 84% of the respondents shared positive comments in the information on the quarterly programme, cultural activities and sport activities.

Chapter 5, page 13 summarises the rating on the information on specific items and groups them according to percentages.



### OBJECTIVE 5: To save all involved parties time and money

# 6.3.1.9 How can an effective promotional strategy for this web site be implemented?

Refer to the promotional plan as discussed in Table 3.11, Chapter 3, as well as a summary of the promotional plan in paragraph 6.3.1.4.

## OBJECTIVE 6: To open doors for learners to link to other schools on the WWW

These questions are already discussed in paragraphs 6.3.1.7 and 6.3.1.9.

# OBJECTIVE 7: To encourage learners to promote the school's web site

This question is already discussed in paragraph 6.3.1.9.

### 6.4 EXPERT INTERFACE RATING FORM

This rating form was used to evaluate Laerskool Lynnwood's web site as well as the web sites of 15 other primary schools. Results of these evaluations were used to answer several of the original research questions.

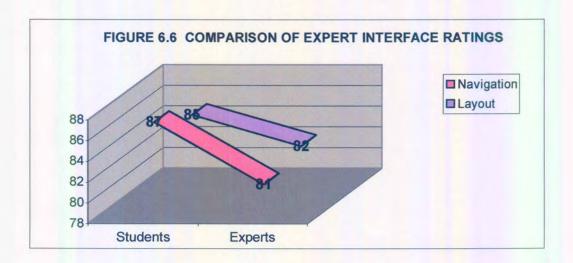


#### **OBJECTIVE 1:** To render an information service

## 6.4.1 How should a web site be constructed to be promotable?

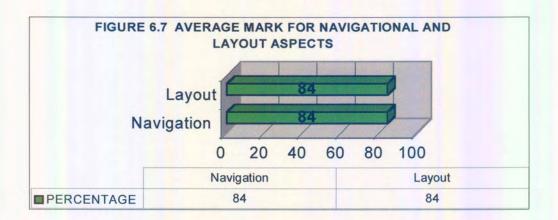
In my opinion the expert interface rating form can be used to test a site's promotability. If seen from this perspective, results can be interpreted as follows:

Two groups of WWW specialists were asked to rate Laerskool Lynnwood's web site (as explained in detail in chapter 5), the following graph shows a comparison of the results, portraying scores of both navigational and layout aspects.



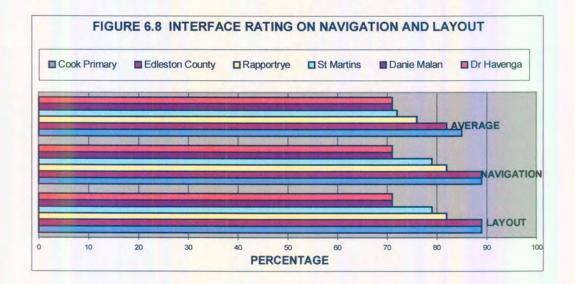
The web site of Laerskool Lynnwood received the following ratings from the experts and final year students on the Navigation and Layout aspects.

Figure 6.7 explains the results, when these marks are averaged.



In order to compare the web site of Laerskool Lynnwood with other primary school web sites the researchers used the same expert interface rating form to rate the promotability of 15 other primary school web sites.

The figure below displays the average marks of the 6 highest scoring schools for respectively navigational aspects, layout aspects and the summarised average mark for the site.





### 6.5 CONCLUSIONS

#### DESIGN OBJECTIVE 1: To render an information service

As listed in **Table 5.5**, the respondents would like to see information on certain topics more often than other topics as listed. Respectively figures 6.1 and 6.2 explain the outcome of this rating.

The objective could not be reached successfully with this question, because the respondents were not interested to use the web site as a community information service.

# DESIGN OBJECTIVE 2: To determine whether the initial promotion of the web site was successful

The initial promotion of the web site is not judged to be successful because of limitations that were discussed in paragraph 6.2.2.5. The promotional plan was followed on the school's open day to promote the school's web site, but after the open day no other attempts were initiated to promote the site. The respondents who completed the questionnaire also suggested that the web site should be promoted more effectively.

DESIGN OBJECTIVE 3: To determine if the site was competitive to other primary school web sites

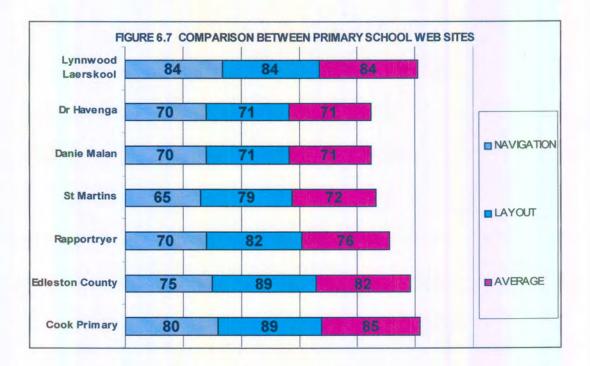
Chapter 6

Recommendations and conclusions

A comparison between Laerskool Lynnwood's web site and that of 15 other primary school web sites culminated in the following basic results:

- The web site of Laerskool Lynnwood received a second best rating in comparison with the other primary schools' web sites.
- Cook Primary School is situated in Australia and received a rating of 85%.
- Edleston County, a primary school in the United Kingdom received an average rating of 82%.

Internationally, the web site of Laerskool Lynnwood deserves a second place and can be very proud of it.



### DESIGN OBJECTIVE 4: To serve as an advertising medium

The school's web site could be an excellent medium for advertising the businesses of parents or other people in the community. Results of the

153

Chapter 6

Recommendations and conclusions

questionnaire show that the parents were unfortunately not interested in using the site for this purpose.

# DESIGN OBJECTIVE 5: To save all involved parties time and money

Through the web site of Laerskool Lynnwood, parents could read the school's newsletters and other important information without waiting for a letter from the school or making any telephone calls. The school can save money, because there will be no need for printing newsletters and all the information can be updated on the school's web site without any expenses.

The school can go even further and create mailing lists to send specific information directly to interested parties.

### DESIGN OBJECTIVE 6: To open doors for learners to link to other schools on the WWW

It is important to create a links page for learners to link with other schools through the web site of their own school. Information can be exchanged and in this manner learners can learn from each other's school's web sites.

Learners can feel part of the Internet and not left behind in the world of technology and every learner must be Internet literate. In this manner the school can also be promoted to the outside world and maybe it can change some users' minds to rather choose Laerskool Lynnwood where their children can build on their future.



### DESIGN OBJECTIVE 7: To encourage learners to promote the school's web site

Learners must be aware of the fact that the future of their school is partly in their hands and that they can contribute to their school's future through the school's web page. Proofreading the site regularly or asking them for new ideas for the school's web site can further involve them.

### 6.6 LIMITATIONS

- The web site of the school could not be promoted as effectively as planned, because the school is a not-for-profit institution and the lack of funds restricted the promotion of the site.
- Information on primary school web site promotion was hard to come by.
- The time lapse between the original decision to create a web site for the school and the actual launch had a negative impact on the total promotional process.
- The high staff turnover at the school had a destabilising effect on the continuity of the development- and promotion process. The coherence of the staff was also affected and this had a negative influence on the site's promotion.

### 6.7 RECOMMENDATIONS

Laerskool Lynnwood is a very privileged school to have researchers from the University of Pretoria to evaluate their school's web site in different areas, like the content, development and promotion. The school should use this precious Chapter 6

Recommendations and conclusions

information to promote the school and let the learner count rise and grow. Remember that there are always room for improvement and growth.

Update the web site, to keep the users in touch with the school's activities and let every user enjoy the web site. GET the users' interest and KEEP their interest.

Improve on your achievements and always be proud of your good work.

Thank you for the opportunity that we (the researchers) could be part of such a great project!

### 6.8 FURTHER RESEARCH

What is the way forward for the promotion of primary school web sites?

In conclusion the parents were not interested to use the web site of Laerskool Lynnwood to advertise their businesses to assure that the site could be used as a community information service. I would suggest the following:

- During the promotional process of the web site, the users must be properly informed on the advantages such a web site can have for them.
- During the promotional process the functionality of the web site for both the parents as well as the school must be explained in more detail.

Chapter 6

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What is the way forward for further studies in this area?

- This research project and the evaluation instruments used during the study can be used as a base for further studies in the field of Web design, focussing on school web sites.
- The comprehensive literature survey focussing on the marketing and promotion of web sites can serve as an information source for researchers interested in the field of Web development and the promotion of Web sites.



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# Appendix A Questionnaire focused on parents





Laerskool Lynnwood Rodericksweg LYNNWOOD, 0081

Posbus 20292 ALKANTRANT, 0005

Telefoon: 348-8894

348-1306

Faks: 348-1305

#### LYNNIES SE WEBBLADSY

#### Geagte respondent en ouers

Ons is besig om vir ons skool 'n tuiste op die Internet te skep! Die leerlinge en personeel is baie opgewonde hieroor en hopelik sal u ons entoesiasme deel.

Ons skool se webblad is dan ook die studieterrein van 'n navorsingsprojek deur twee Magister-studente van die Universiteit van Pretoria - Mariaan Greyvenstein en Hendrihette du Preez. Hulle werk hard saam met die ontwerper, Anneke van Rooyen om te verseker dat ons blad uniek, effektief en nuttig is.

Om bogenoemde te verseker, versoek ons u om asseblief meegaande vraelys te voltooi en so spoedig moontlik aan u kind se register onderwyser(es) terug te stuur. Hierdie inligting sal verseker dat ons webblad ook sover moontlik aan u persoonlike vereistes sal voldoen.

## Let asseblief op die volgende:

- Vraelys word anoniem ingevul.
- In hierdie vraelys word inligting omtrent uself, rekenaar toegang en -gebruik,
   web toegang en -gebruik, en rekenaarvaardigheid verlang.



• Die vraelys is in die volgende afdelings ingedeel:

Vraelys wat anoniem voltooi word Skeurstrokie wat apart ingehandig word

#### Algemene instruksies:

 Die vrae word beantwoord deur 'n kring om die toepaslike nommer te trek of in die gearseerde area te skyf.

Stuur asb. Die voltooide vraelys aan u kind se register onderwyser met skeurstrokie apart om anonimiteit tov vraelys te verseker. Skeurstrokie se inligting gaan slegs deur die skool se personeel gebruik word vir algemene administratiewe doeleindes. Slegs die vraelyste word aan die navorsers oorhandig.

PG LOUW

**UITVOERENDE HOOF** 

Na	ntoorgebruik
	alleenlik

	Respondent	
V1		1 - 3

1. Gebruik u 'n rekenaar (PC) as deel van u werk?

1	Ja	1
	Nee	2

2. Gebruik u 'n rekenaar tuis?

Ja	1
Nee	2

3. Het almal in die gesin toegang tot 'n rekenaar tuis?

Ja	1
Nee	2

4. Gebruik u die Internet as deel van u werk?

Ja	1
Nee	2

5. Het u toegang tot die Internet? Kies slegs een.

By die werk	1
By die huis	2
By die huis en werk	3
Geen toegang	4
Ander toegang (spesifiseer)	

_
5

V4	6

V5		7
	0.00	

Kantoorgebruik	•
alleenlik	-

6. Indien u geen toegang het nie, beplan u om te kry?

Binne die volgende 6 maande	1
Binne die volgende jaar	2
Nooit	3

V7	-

7. Is u bewus daarvan dat Lynnies 'n Webblad het?

Ja	1
Nee	2

V8	10
V8	10

8. Indien "JA", waar het u van die Webblad gehoor? Kies slegs een.

Personeel van Lynnies	1
Leerling(e) van Lynnies	2
Opedag van Lynnies	3
Ouer(s) verbonde aan Lynnies	4
Ander bron (spesifiseer)	

V9	11
	-

Kantoorgebruik alleenlik

9. Dink u dit is 'n goeie idee om die Web adres op die Volgende items van die skool te adverteer?

Skryfbehoeftes	1
Skoolhemde (T-hempies)	2
Sportdrag	3
Sporttoerusting	4
Ander (spesifiseer)	

12
13
14
15
16

 Sou u die skool se Webblad wou besoek vir: ( Kies almal wat van toepassing is)

Die skool se nuusbrief	1
Tye en info oor buitemuurse aktiwiteite	2
Tye en info oor vergaderings	3
Die skool se spogblad	4
Besonderhede oor besighede van ouers verbonde aan skool	5
Besonderhede van besighede in u omgewing (bv. Restaurante se spyskaarte ens.)	6
Bestuursaangeleenthede	7
Akademiese inligting: (soos bv Temas, Prestasies, Toetsdatums)	8
Inligting oor skooldrag	9

V15	17
V16	18
V17	19
V18	20
V19	21
V20	22
V21	23
V22	24
V23	25

11. Het u al die Webblad van Lynnies besoek?

Ja	1
Nee	2

V24	26

Kantoorgebruik alleenlik

Indien "NEE", beantwoord slegs vrae 12 tot 17 Indien "JA", voltooi asb vrae 12 tot 33

12. Indien u antwoord "Nee" is by nr. 11, wat is die rede? Kies slegs een.

Nie bewus daarvan dat Lynnies 'n Webblad het nie	1
Het nie toegang tot die internet nie	2

V25 27

13. In watter taal sou u graag die Web blad op die "WWW" wou hê? Kies slegs een.

Engels	1 '
Afrikaans	2
Kombinasie van Afrikaans en Engels	3

V26 28

14. Hoe gereeld moet die Nuusbriewe van die skool op die Webblad geplaas word? Kies slegs een.

Per week	1
Per maand	2
Per kwartaal	3
Per jaar	4
Glad nie	5

V27 29

15. Hoe gereeld voel u moet die ontwerp van die Webblad opgedateer word?

Maandeliks	1
Kwartaaliks	2
Jaarliks	3

V28 30

		Kantoorgebruik alleenlik
16. Dink u dat die  Ja  Nee	Webblad genoegsaam bemark	word?
	r die geskiedenis van Lynnies	op die V30 32
Verd Baie dankie vir u WWW 18. Word die skoo	ie webblad besoek het nie, hoe ere vrae te beantwoord nie. samewerking en besoek ons Iynnwoodlaer.co.za I se kontakinligting effektief we d? Kies slegs een.	gerus by
Ja Nee		1 V31 33
19. Sou u sê die s weergegee op	kooltradisies van Lynnies word die Webblad?	d effektief

Ja

Nee

Onseker

1

2

3

V32

34

Indien u die Skooldagboek van Lynnies op die Webbladsy besoek het, kon u die nodige inligting inwin oor die volgende aspekte?    JA NEE				Kantoorge alleen	
Kwartaal Program Kultuur Sport  Sport	besoek het, kon u die nodige				
Kultuur 1 2 V34 36 Sport 1 2 V35 37  Is u van mening dat Lynnies se Webblad voornemende ouers positief kan beïnvloed om hierdie skool te kies?  Ja 1 Nee 2 V36 38  Sou u verkies om meer foto's op die Webblad te hê?  Ja 1 Nee 2  Kon u vinnig genoeg toegang tot die Webblad van Lynnies verkry?  Ja 1 Nee 2  Hoe gereeld besoek u die Webblad van Lynnies?  Daagliks 1 V39 41  Weekliks 2 Maandeliks 3		JA	NEE		
Sport 1 2 V35 37  Is u van mening dat Lynnies se Webblad voornemende ouers positief kan beïnvloed om hierdie skool te kies?  Ja 1 Nee 2  Sou u verkies om meer foto's op die Webblad te hê?  Ja 1 Nee 2  Kon u vinnig genoeg toegang tot die Webblad van Lynnies verkry?  Ja 1 Nee 2  Hoe gereeld besoek u die Webblad van Lynnies?  Daagliks 1 V39 41  Weekliks 2 Maandeliks 3	Kwartaal Program	1	2	V33	35
Is u van mening dat Lynnies se Webblad voornemende ouers positief kan beïnvloed om hierdie skool te kies?  Ja 1 Nee 2 3 38 38 38 38 38 38 39 39 39 39 39 39 39 39 39 39 39 39 39	Kultuur	1	2	V34	36
ouers positief kan beïnvloed om hierdie skool te kies?    Ja	Sport	1	2	V35	37
Ja 1 Nee 2  Kon u vinnig genoeg toegang tot die Webblad van Lynnies verkry?  Ja 1 Nee 2  Hoe gereeld besoek u die Webblad van Lynnies?  Daagliks 1 Weekliks 2 Maandeliks 3	(1998) The same of			V36	38
Kon u vinnig genoeg toegang tot die Webblad van Lynnies verkry?  Ja 1		op die Webblad	te hê?	V37	39
Lynnies verkry?  Ja 1 Nee 2  Hoe gereeld besoek u die Webblad van Lynnies?  Daagliks 1 Weekliks 2 Maandeliks 3					
Nee 2  Hoe gereeld besoek u die Webblad van Lynnies?  Daagliks 1 V39 41  Weekliks 2  Maandeliks 3		tot die Webblad	van		
Hoe gereeld besoek u die Webblad van Lynnies?  Daagliks 1 Weekliks 2 Maandeliks 3				V38	40
Daagliks 1 V39 41 Weekliks 2 Maandeliks 3	No. of the last of	oblad van Lynnie	es?		
Weekliks 2 Maandeliks 3	Daagliks		1	V39	41
Maandeliks 3					1
	TTOOKIIKO		The state of the s		
	Moondolike				

# 25. Is die inligting op die Webbladsy aangaande die volgende voldoende?

	JA	NEE
Bestuursliggaam	1	2
BL Komitees	1	2
Personeel van Lynnies	1	2
Leierraad en Leerlingraad	1	2
Laerskool Lynnwood Trust	1	2
Publikasies van Lynnies	1	2
Akademie van Lynnies	1	2
Sport aktiwiteite van Lynnies	1	2
Kulturele aktiwiteite van Lynnies	1	2
Lynnies se winkel	1	2
Naskoolsentrum van Lynnies	1	2
Inligting oor Graad R klasse	1	2

#### 26. Dink u die Webblad van Lynnies is gebruikersvriendelik?

Ja	1
Nee	2

## 27. Indien u antwoord "Nee" is by nr. 26, wat is u rede?

Inligting oorvleuel onnodiglik	1
Inligting word nie volledig uiteengesit nie	2
Beweging tussen afdelings lomp	3
Gebruikersleidrade onduidelik of onvolledig	4
Ander (spesifiseer)	

#### Kantoorgebruik alleenlik

V40	42
V41	43
V42	44
V43	45
V44	46
V45	47
V46	48
V47	49
V48	50
V49	51
V50	52
V51	53

# V52 54

_	
V53	55
V54	56
V55	57
V56	58
V57	59



#### 28. Watter tye van die dag besoek u die Webblad?

Soggens	1.
Middae	2
Saans	3

# Kantoorgebruik alleenlik

V58	60
V59	61
V60	62

## 29. Wat het u die meeste beïndruk van Lynnies se Webblad?

Tuisblad	1
Sketse en grafika	2
Web uitleg	3
Kontak Inligting	4
Web navigasie	5
Skooltradisie	6
Skooldagboek	7
Ander (spesifiseer)	

V61	63
V62	64
V63	65
V64	66
V65	67
V66	68
V67	69
V68	70

## 30. Besoek u gereeld ander laerskole se webbladsye?

Ja	1
Nee	2

V69	71
	7 7

31.	Indien "JA" by vrg 30, hoe vergelyk die Webblad van
	Lynnies met die Webbladsye van ander Laerskole?

Goed	1
Swak	2

Kantoorgebruik alleenlik

V70	72

32. Sou u graag betrokke wou wees by die instandhouding en/of ontwikkeling van die Webblad ten opsigte van:

Ontwerp van die Webblad	1
Inhoud van die Webblad	2
Bemarking van die Webblad	3
Nee	4

V71	73
V72	74
V73	75
V74	76

33. Sou u die skool se Webblad wil gebruik as Bemarkingsmedium vir u eie firma?

Ja	1
Nee	2

175	77
V75	77

34. Hoeveel kinders het u in Laerskool Lynnwood in die volgende groepe:

Gr 1 tot 3	
Gr 4 tot 7	

V76	78
V77	79

Voltooi asb u besonderhede op meegaande skeurstrokie en handig afsonderlik van vraelys in om anonimiteit tov vraelys te verseker. Baie dankie vir u vriendelike samewerki



## Appendix B

## Expert interface rating form

TOPIC	FREQUENCY OF OCCURRENCE ON THE WEB SITE OF LAERSKOOL LYNNWOOD												
	EXCELLENT	GOOD	ADEQUATE	POOR									
NAVIGATION:													
Consistency of Buttons													
Home Page													
Site Map													
Access to Help													
Multiple Ways													
of Navigation													
LAYOUT:													
Consistent Look and Feel													
Appropriate Use of Colours													
Complimentary Fonts													
Uncluttered Interface													
Readability													
Download Time													
Printable													

4 = Excellent

3 = Good

2 = Adequate

1 = Poor



## Appendix C

Site map of Laerskool Lynnwood's Web site

Web sketse: Lianca van der Merwe



#### APPENDIX D

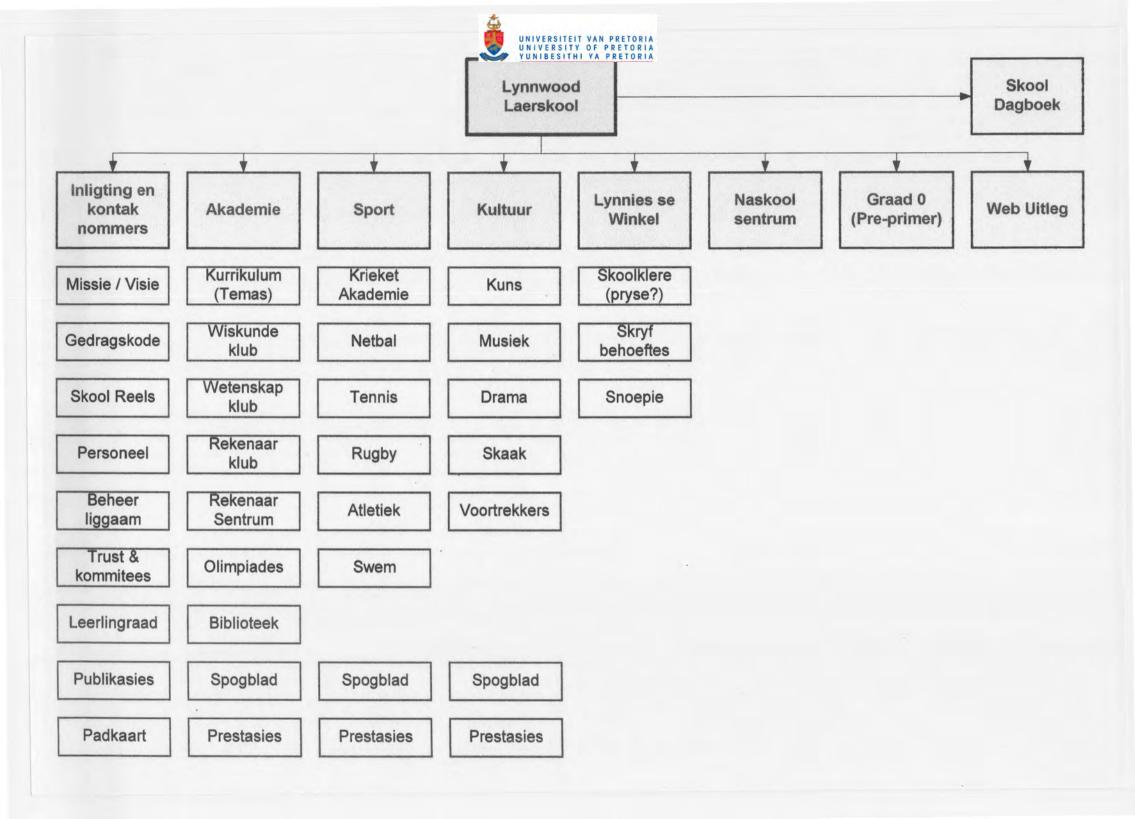
## PROFORMA COMPLETED BY STAFF OF LAERSKOOL LYNNWOOD

Vul asb die volgende document so volledig moontlik in. Dit is slegs 'n riglyn, gee asb soveel besonderhede as moontlik.



#### Appendix E

Example of flowcharts used during the development of Laerskool Lynnwood's Web site





Appendix F
Results of the content topic rating of 15 Primary School Web sites

School Topic	Laerskool Kruinsig	Laerskool Wonderboom	Cook Primary School	Laerskool Fleur	Laerskool Paratus	Laerskool Danie Malan	St Martin's School	Laerskool Menio Park	Edleston County Primary	Laerskool Dr Havinga	Laerskool Uitsig	Laerskool Rapportryer	Worcester Noord Primêr	Laerskool Garsfontein	Laerskool Totiusdal
Academic information	1	1	4	0	0	2	4	4	2	3	0	1	1	0	0
Admission requirements	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0
Advertisement/Links page	3	0	3	0	0	3	3	1	4	2	3	0	0	0	0
After school care	0	0	4	2	0	3	0	0	0	1	0	1	2	1	0
Contact information	1	2	3	4	3	3	3	3	3	4	3	3	0	3	1
Cultural activities	3	1	2	1	0	4	0	2	0	1	1	1	2	2	1
Current projects	0	0	0	0	0	3	4	2	2	0	3	0	0	0	0
Exceptional facilities	0	0	3	1	0	0	0	3	3	0	2	0	1	0	0
General information/rules	0	1	4	3	2	2	2	2	3	3	2	2	3	3	0
Guide for new parents	0	0	0	2	0	3	0	0	3	0	0	0	0	0	0
Management information	0	0	2	3	2	3	2	2	0	0	0	3	3	3	0
Newsletters/circulars	0	0	4	3	0	2	2	0	4	2	2	0	0	0	2
Parental involvement	0	2	3	0	0	0	0	0	3	0	0	0	0	0	0
Personnel information	0	0	2	1	0	2	0	1	0	2	2	0	3	0	0
Photo page	0	0	0	0	0	4	0	0	0	0	0	0	4	0	0
Prestige page	0	0	0	0	0	3	3	0	3	0	0	0	0	0	0
School history/Anthem	0	0	4	3	2	4	0	2	2	0	2	2	3	0	3
School publications	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School shop	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0
School/Roadmaps	0	0	0	0	0	0	0	0	3	0	0	0	0	2	0
Site map	0	0	3	0	0	0	4	0	0	0	0	0	0	0	0
Sport activities	2	0	2	3	0	3	0	2	0	1	1	2	2	2	1
Vision/Mission/Policy	0	2	0	3	3	0	2	2	0	2	1	4	2	0	0
What's on at school	3	0	0	0	0	2	3	3	3	0	2	0	0	0	0
Year/semester plan	0	0	0	0	0	3	0	0	3	2	3	3	2	3	0



#### Ratings:

4 = EXCELLENT 2 = GOOD

3 = ADEQUATE 1 = POOR

0 = TOPIC NOT FOUND ON WEB SITE



Appendix G

# Results of the interface rating of 15 primary school web sites

School	Laerskool Kruinsig	Laerskool Wonderboom	Cook Primary School	Laerskool Fleur	Laerskool Paratus	Laerskool Danie Malan	St Martin's School	Laerskool Menio Park	Edleston County Primary	Laerskool Dr Havinga	Laerskool Uitsig	Laerskool Rapportryer	Worcester Noord Primêr	Laerskool Garsfontein	Laerskool Totiusdal
NAVIGATION:															
Consistency of Buttons	2	2	4	2	2	4	2	3	4	4	4	4	1	2	2
Home page	3	2	4	4	2	2	4	2	4	2	2	4	4	2	2
Site Map	3	2	4	2	2	2	2	2	2	2	2	2	2	2	2
Access to Help	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Multiple Ways of Navigation	3	1	4	3	3	4	2	3	4	4	2	2	3	2	2
LAYOUT:															
Consistent Look and Feel	1	3	4	2	2	2	4	2	4	2	2	4	2	2	2
Appropriate Use of Colors	3	3	2	3	3	2	4	2	4	3	3	2	2	3	2
Complimentary Fonts	2	3	4	2	2	2	2	2	4	2	3	2	2	2	3
Uncluttered Interface	3	2	4	2	2	2	2	2	2	2	2	4	2	2	3
Readability	3	2	4	4	2	2	2	4	4	3	2	2	2	2	3
Download time	3	4	2	3	3	3	3	3	2	4	2	3	4	3	4
Printable	2	4	2	2	2	2	2	2	2	2	2	2	4	2	2

4 = EXCELLENT

2 = GOOD

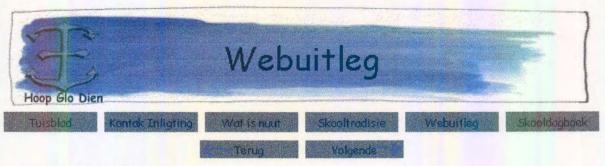
3 = ADEQUATE

1 = POOR

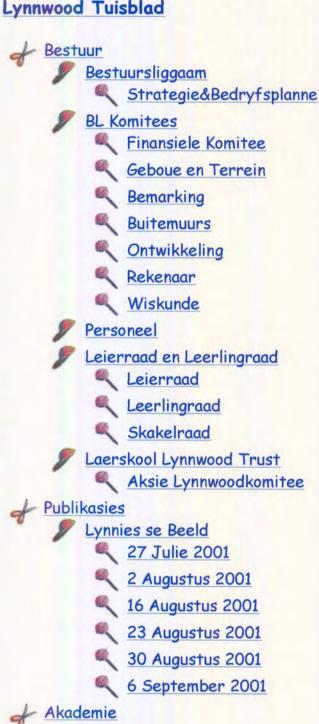


# Appendix H Primary schools' Web sites' URL's





#### Lynnwood Tuisblad





- Aanvangsfase
- Fingelse Beleid
- Kleingroeponderrig
- Leerling van die jaar 2000
- Mediasentrum
- Nuus en Kennis
- Programorganiseerders
  - Graad 2: Toebroodjieland
  - Graad 4: Ontbyt
- Reading Lab
- Rekenaarsentrum
- Tegnologie
- Vakhoofde
- Wetenskap en Tegnologie Klub
- Wiskunde
  - Junior Wiskunde Olimpiade



- Atletiek
  - Atletiek Foto Album
- # Hokkie
- Krieket
- **Landloop**
- Netbal
- Rugby
- **Skaak**
- **Swem**
- **Tennis**
- F Terrein Ontwikkeling
- Kultuur
  - # ACSV
  - Aktiwiteitrooster
  - Bybelvasvrae
  - Drama Skool
  - Merwinningsprojek





**Kuns** 

Kunsuitstalling

Kultuur Toekennings

Kunswedstryde

Leesklub

Musiek

Senior koor

Noodhulp

Pottebakkery

Redenaars

**Voortrekkers** 

Lynnies se winkel

Naskoolsentrum

Naskool Foto Album

Graad R

Fraan R - Foto Album

Kontak Inligting

Wat is nuut?

Skooltradisie

Frekode

Skooldrag

Skoollied

Lynnwood Web Uitleg

Skooldagboek

Kaskar Karnaval

Web gasheer:

@PI-USE

Stuur e-pos aan lynnwoodlaer@intekom.co.za indien u enige kommentaar of vrae oor hierdie webblad het Datum bygewerk: February 11, 2001 Web ontwerp:



School	URL	Location (country)
Cook Primary School	www.cookps.act.edu.au	Australia
Die Laerskool Fleur	www.saschools.co.za/fleur/	Gauteng, RSA
<b>Edleston County Primary</b>	www.s-cheshire.ac.uk/web/schools/edleston	United Kingdom
Laerskool Danie Malan	www.sdp.co.za/lsdaniemalan/	Gauteng, RSA
Laerskool Dr Havinga	www.drhavinga.co.za/	Gauteng, RSA
Laerskool Garsfontein	www.saschools.co.za/garsfontein/	Gauteng, RSA
Laerskool Kruinsig	www.afrikaner.co.za/kruinsig/	Gauteng, RSA
Laerskool Menlo Park	www.lmp.co.za	Gauteng, RSA
Laerskool Paratus	www.saschools.co.za/paratus/	Gauteng, RSA
Laerskool Rapportryer	www.saschools.co.za/rapportryer/	Gauteng, RSA
Laerskool Totiusdal	www.whatswhere.co.za/gauteng/pretoria/ltdal/	Gauteng, RSA
Laerskool Uitsig	www.whatswhere.co.za/gauteng/pretoria/lsuitsig/	Gauteng, RSA
Laerskool Wonderboom	www.saschools.co.za/wonderboom-laer/	Gauteng, RSA
St Martin's School	www.talent.com.au/stmartins	Australia
Worcester-Noord Primêr	www.wcape.scool.za/lswn/	W -Cape, RSA