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This paper examines the design of digital libraries for children as measured against studies done on children and web design, internet searching, and use of digital libraries. Eight "digital libraries" for children were evaluated and analyzed according to those features deemed most important by the researchers of the literature. Emphasis is given on navigation design and structure/arrangement of the literature in the collections, compared to the age ranges of children for whom they are intended. The International Children's Digital Library is the only website that conforms to nearly all of the recommended criteria as it is the direct result of research. It and the other libraries are given ways on which they can improve.

Headings:

Virtual library

Web sites/Design

Children's literature/Internet resources

Information systems/Design

ACKNOWLEDGING CRITERIA: A LOOK AT RESEARCH AND REALITY OF
CHILDREN'S DIGITAL LIBRARIES

by
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Approved by

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Table of Contents

1. Introduction	1
2. Review of the Literature	2
2.1. Children's searching	2
2.2. Issues in design	7
2.3. Searching and children's development	8
2.4. Evaluation of digital libraries	9
3. Methodology	10
3.1. The Rubric	12
4. Results/Individual Analyses	14
4.1. The International Children's Digital Library	14
4.1.1. Screenshot	17
4.2. StoryPlace	18
4.2.1. Screenshot	20
4.3. Babloo	21
4.3.1. Screenshot	23
4.4. The Baldwin Online Children's Literature Project	24
4.4.1. Screenshot	26
4.5. American Folklore	27
4.5.1. Screenshot	29
4.6. Kidspace@ the Internet Public Library	30
4.6.1. Screenshot	31
4.7. The World Wide School Library	32
4.7.1. Screenshot	34
4.8. The Internet Archive	35
4.8.1. Screenshot	37
5. Conclusion	38

Bibliography

41

Appendix

45

1 Introduction

Whether at home, school, or visiting the toy store in the mall, most children interact with increasing amounts of computer and electronic technology. Items including iPods, Leapfrog books, and even stuffed animals contain technological enhancements to encourage learning or play. Children's use of computers for play and for learning is also on the rise. In school, computer lessons include games and websites that help teach children their curriculum. At home, internet toys such as WebKinz and Neopets are gaining popularity. As children become more internet-and computer savvy, libraries and schools are trying to capitalize on this trend by offering internet-based educational tools, games, and digital collections of library books.

These digital library collections often differ greatly in presentation, in content, and in objectives. Certainly they all share the goal of "having children's literature or stories on the internet," but they may be directed at a specific audience in terms of age or school, and the objectives (and indeed the digital library) may or may not reflect the specific audience for whom it is intended. Some digital libraries are so different from each other in design, content, and accessibility that it leads one to wonder why the creators of the digital library chose to build the library in that way, and the question of what design and accessibility criteria make the

library more interesting to and navigable by children. Although the realm of digital libraries for children is relatively new, there has been a fair amount of research on the subject.

The increase in digital materials (and machines with which they are used) that have been marketed specifically to children show that there is a market for introducing children to digital information. The International Children's Digital Library in particular, as both online public library and as research project, has received a great deal of attention from the media. However, there are more digital libraries for children available publicly that have not gotten the press and do not have such deep support in specific research. This paper will examine some of the literature available on the subject of children's searching and access in digital libraries, and then assess a few English-language digital libraries available to the public and learn if they meet the preferred formats and aspects of digital libraries discussed in the articles.

2 Review of the Literature

2.1 Children's searching

In their article "Building Digital Libraries for Children," Mardis and Hoffman (2002) believe that because children have grown up in a more electronic and digital environment, adults such as educators and parents may assume that the children already understand how to use digital information tools such as a digital

library, but that despite many children's fluency with technology, they actually may lack information retrieval skills appropriate for or beyond their age level.

Dresang (2002) agrees, pointing out that digital material has been a part of formerly non-digital objects since the times of these children's births, or earlier, and that children may more easily adapt to digital technology than one might think—but that though digital libraries for children may serve as “repositories,” of information, a search-and-retrieval system similar to those geared toward adults may not encourage the child to search the collection, and may even frustrate some children (Dresang, 2005).

Abbas (2005) suggests that children's information searches should be based on what she calls their “Driving Question.” A Driving Question is a rather broad, open-ended question that helps a child figure out his or her information need, without losing the focus of the search. Abbas believes that all children looking for information have a driving question, and that exploration of the website and examining results of an initial search can help them put that driving question into search terms. But children, more than adults, can get tripped up by complexities. They need to be able to access digital information with age-appropriate accession, i.e. not having to be concerned with correct spelling beyond their own levels (Druin 2005). Druin explains that offering a choice or variety of searching interfaces better aid children, as they can then pick the method of searching that suits them and their relationship to their question, and change searching methods as the question changes. Druin suggests that for early readers, “searching”

(browsing) by overall illustration color or story length is a better idea. Jacobson (1995, 69) agrees, stating that young children have the most problem with reading and typing, but that spelling is an issue no matter the children's ages. Jacobson also echoes Druin's statement that younger children prefer to search using graphics.

Text searching is an option available that may be more suitable for older children. Druin (2001) explains that her initial project offered categories based on the types of media available and the questions that children were interested in. In an early but important study on the subject of children's searching skills, Marchionini (1989) reveals that in a study, children were unlikely to select from an "AND, OR, NOT" menu even if the default choice was "AND." The children in that study also did not initially understand the "proximity" feature, though interestingly, most caught on quickly to the idea of the truncation feature. Marchionini discusses the fact that, if children choose to use (or are only given the option of using) full-text and keyword searching, they might find the results or lack thereof arbitrary (his example, "woman in space" getting results over "women in space," demonstrates that even a simple idea such as singular vs. plural may be the difference between a search with many results and a search that yields almost no results at all. Young children are more likely to search with absolute subject terms. Older children are better at understanding specific vocabulary terms that might result in a narrower, more relevant search process (Dresang, 2005, 182). Marchionini suggests that children are able to quickly form

mental models as they learn how to search through their experiences and retain those models as they continue into new searches. Hirsh (1267) points out that students prefer menu-based access to command-driven access.

Library of Congress Subject Headings are not necessarily a good searching aid for children. Abbas (2005, 1513) notes that the Library of Congress' subject headings for children is simply a pared-down lists of in-use Library of Congress Subject headings. This pared-down list is meant for children's resources, but the Library does not offer child-friendly parallels to the detailed and far-reaching Subject Headings meant for adults.

In addition to subject headings, another searching aid that can benefit children if it is made more child-friendly is that of a controlled vocabulary for a children's digital library. Abbas (1518) explains that one of the most complicated aspects of studying information retrieval is that of vocabulary—the deliberate choosing of the “most useful words” in order to represent a query and search for needed information. In Abbas' study, the researcher was able to use this issue in order to explore interpretation intrinsic to information retrieval systems and become deliberate in choosing a vocabulary for the user to later utilize in order to find the needed information.

Druin (2001, 2005) noted that while many elementary school-aged children understood the concept of hierarchical searching, they did not choose to use

Boolean or other text searching capabilities. Druin (2005) insists that a design that includes a cataloguing structure is imperative for a children's digital library. She expresses concern that designers and developers become so focused on the technology such as image icons or typing shortcuts that the cataloguing methods fall by the wayside (Druin implies that at least where children are concerned, cataloguing could use an overhaul to make it more appropriate for the children). Druin (2005) insists that all children, no matter the differences in their search preferences or patterns, want to get fast results that are relevant to their search query. Haigh (2006), one of the few available critics of Druin's International Children's Digital Library project, is skeptical of Druin's affirmation that children prefer certain graphics for browsing or hierarchical searching through graphics, and wonders whether the children Druin surveyed genuinely like the graphical searching that they have done or if they simply accept it because that is what they are offered. Hutchinson, et al (2006) revisit Druin's earlier works and admits that the original version of "their" digital library—the International Children's Digital Library—was, in effect, a "bust" because it relied very heavily on a hierarchical structure. Considering the fact that other authors extol hierarchical structures as a model organizational structure for children, this issue seems to be one on which the experts do not fully agree. Hutchison finds that despite its graphic-laden characteristics meant for ease of use, users from around the globe found the hierarchies and required abstract thinking to be too difficult. Another problematic issue, unexpected, was that the presentation was sequential, and some

children did not know how to backtrack in order to explore the library in a new direction, leaving them unable to fully use the site.

2.2 Issues in design

It is quite feasible that a digital library for children will have a multitude of uses as yet not imagined, beyond those of the classroom and of recreational reading. “In an effort to increase understanding of the source of terms used in retrieval, researchers might examine teacher practices and language used in the classroom, as well as the textbooks used and the language they convey” (Abbas 1521.) Not every child who uses a digital library does so in the classroom, so a tutorial or other learning tool integrated into the digital library might be of service as well. Children often know what sort of information they want, but are not necessarily able to understand the different ways of accessing information in a digital environment. Shenton and Dixon (2003, 1036) tells of one study participant who complained that online searching “doesn’t give you what you want or need.” Users may also put in a single keyword or phrase and narrow or change their search based on the way the computer reacts. In one study using the ICDL, 79% of children preferred using the category search function over the geographic search function. The “standard” book reader is chosen the majority of the time, a significant amount over the “comic strip” or “spiral” reading options available. Shenton and Dixon also notes that children are not likely to look at all, or even most, results in a list, often using only single sources. Children are likely to be succinct in their search terms and may not consider employing synonyms for the

vocabulary with which they initially search. Jacobson (1995, 68) notes that not only might vocabulary present an obstacle, but most children, even those trained in “library skills,” have no “naturally occurring mental models of bibliographic representation” making the move from a physical library to a digital collection difficult for them to comprehend

In 2000, Theng et al et al undertook to study the results of including children in the design of a digital library. The children, no strangers to computer games, wanted the library to be entertaining. They also offered, with little prompting, that they wanted areas in which they could ask questions as well as the ability to simply browse the digital collection. The children were interested in getting the information they sought, and they were interested in learning how to get that information, but they wanted it to be enjoyable. The children wanted creativity, and the digital library had to offer creativity—creative portals for browsing and searching, creative ways to question and find answers. Druin has also included children on the design teams of her digital libraries and learned the same—that they wanted unusual and creative ways to search for items, and unusual and creative ways to access items.

2.3 Searching and children’s development

In addition to issues regarding children’s searching method, development, including motor skills, plays a large part in the way that children can access information. Hourcade (2004, 269) notes that motor skills can lead to a huge

difference in design and accessibility of documents from a digital library meant for children: the youngest children have the most difficult time adjusting the mouse to move it in the intended direction, and are better able to “click” on their target if said target is a large and obvious graphic image--obvious in terms of boundaries and in differences from other images (Hourcade, 378). If the interaction with the mouse is kept simple, young children are more likely to have success in completing the interaction successfully (Hourcade 379). In her 2005 study, Druin demonstrates workable interfaces such as presenting search areas that have a familiar appearance (i.e. make the search interface look like something commonly known to its user group of children). For young readers, she suggests large colorful graphics with obviously relatable icons. She also suggests offering a variety of ways to browse (for instance, browsing by type of item or geography of item).

2.4 Evaluation of digital libraries

Given the information gleaned from these studies: what children want in design of a digital library, what they need in a digital library, how to help them search and browse effectively, we must wonder: How can digital libraries be evaluated, and what are the criteria by which a digital library can be effectively evaluated for its usefulness? Berger (2006) explains that criteria for evaluating websites (including digital libraries) can be divided in to the following categories: Generic questions (including purpose and link reliability); criteria about authority and credibility; content (including currency and external link reliability); design; and

navigation. Dragulanescu (2002) agrees that authority and credibility are important; he also includes categories such as “objectivity” and “promptness” (of loading, finding links, etc) that can certainly enhance the use of a children’s digital library either from the perspective of children’s use or from that of those hoping to encourage childhood literacy. Berger and Dragulanescu’s listings of criteria are thorough for all webpages; for this project, the criteria have been categorized, modified, and enhanced in order to better provide a thorough analysis of what works well and what does not work as well in each digital library (or collection) explored.

There are many librarians and information specialists who have researched and weighed in on what a good children’s digital library should be, but not all of the children’s digital libraries currently available to the public incorporate the results of this research. This project evaluates digital libraries according to criteria taken from research in website evaluation.

3 Methodology

In order to determine how children’s digital libraries correspond to the “best practices” set out by researchers on the subject, eight websites that marketed themselves as digital libraries for children were chosen for examination. The criteria for their selection were as follows:

- Though the texts in the collections could be in any language, there had to be an English-language navigation option.

- Websites that were available at the beginning of the examination but disappeared were not considered.
- Digital libraries for which one had to buy a membership or have a library card in order to use the libraries were not considered.
- Digital libraries that had a backing company, such as a library, university, or respected internet company were chosen first. The rest were chosen as suitable after an initial examination to make sure the site did indeed have a focus on a collection of works for children.

The digital libraries chosen were:

- American Folklore (<http://www.americanfolklore.net>)
- The Baldwin Online Children's Literature Project
(<http://www.mainlesson.com/>)
- Babloo (<http://www.babloo.com>)
- Kidspace@ the Internet Public Library (<http://ipl.org/div/kidspace>)
- The International Children's Digital Library (<http://www.icdlbooks.org>)
- Internet Archive: Children's Library (<http://www.archive.org/details/iacl>)
- StoryPlace: The Children's Digital Library (<http://www.storyplace.org>)
- The World Wide School Library
(<http://www.worldwideschool.org/library/>)

All websites were accessed regularly between January and April, 2007.

Each digital library's URL was entered into the World Wide Web Consortium's Link Validator (<http://validator.w3.org/checklink>) to find broken links and other issues (such as sole platforms incompatible with assistive computer technology) that might prevent children from fully accessing the libraries' offerings.

A rubric was created, based on those issues deemed important by the research discussed above and by Berger's and Dragulanescu's criteria for website evaluation. Each website was examined by checking several internal and external links for content, completely examining at least 25 digital books or stories when applicable.

Most issues could be answered in either a "yes/no" manner or with the options "Poor, Fair, Good, Excellent" (taking into account the mission or purpose of the library, the "audience" of the library, and the issues discussed in the literature review). Those issues that could not be measured in either of these ways were given numerical ranges with which they could be answered.

3.1 The Rubric:

GENERIC

Purpose/mission statement	Found in one click	Found in two or more clicks	N/A
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TECHNICAL DESIGN

Website in Firefox	Always errors	>6 errors	<5 errors	No errors
Website in IE	Always errors	>6 errors	<5 errors	No errors
Links to required plug-ins available	No	Yes	None needed	

NAVIGATION

Internal Links	5+ incorrect	3-4 incorrect	1-2 incorrect	all correct	
External Links	5+ outdated	3-4 outdated	1-2 outdated	all correct	N/A
Suggested age ranges		No	Yes		
Items grouped for age range		No	Yes		
Age-appropriate search (if yes)		Poor	Fair	Good	Excellent
Age appropriate wording (if yes)		Poor	Fair	Good	Excellent
Consistent vocabulary use		Poor	Fair	Good	Excellent
Simple hierarchical structure		Poor	Fair	Good	Excellent
Clear/consistent navigation		Poor	Fair	Good	Excellent
Forgiving search environs		Poor	Fair	Good	Excellent

VISUAL DESIGN

Uncluttered design	Very cluttered		Some clutter		Uncluttered
Colorful/graphics		No		Somewhat	Yes
Links are obvious		No		Yes	

CREDIBILITY

Information about creator(s)	No	Yes
Contact details of creator(s)	No	Yes
Date of creation provided	No	Yes
Date of last update provided	No	Yes
Last update within 1 year	No	Yes

CONTENT

Amount of advertising	3 or more ads/page	1-2 ads/page	Occasional	No ads
Advertising relevant	No		Yes	N/A
Reader's advisory suggestions	None	Some	Detailed	
Number of items in collection	0-50	51-100	101-300	300+
Consistent/correct labeling	Poor	Fair	Good	Excellent
Information easily findable	Poor	Fair	Good	Excellent

Number of accession methods	1	2	3	4+	
Languages offered	1	2	3	4+	
Content reflects mission	Poor	Fair	Good	Excellent	N/A
FAQ or Help page available	No	Hard to find/not detailed		Yes	

Four rubrics for four libraries were coded by three people: one coded all four, the other two coded two rubrics each. Some discussion took place: the “Babloo” website is aimed at Indian children, and one coder was more familiar with Indian cultures and cultures of surrounding areas than the other. After discussions on how people in these cultures might search, browse, and use the website, the website was re-examined by both coders. A deeper analysis of each website followed, putting the issues examined into a more detailed context where it was necessary.

Inter-coder reliability was then determined using Cohen’s Kappa. The result was 73%. A result of >70% is satisfactory.

4 Results/Individual Analyses

4.1 The International Children’s Digital Library

This is the “best” of all of the examined digital libraries from a child user/design perspective. This is unsurprising as the ICDL is the result of research on children and digital libraries. The research and this project were led by Allison Druin, quoted several times in the literature review. Because Druin and her team

performed much of the most recent research on digital library design for children, the resulting project—the ICDL—is the library that most closely embodies librarians’ perceptions of what a children’s digital library and its design should be.

General: Purpose/Mission statement and goals are clearly marked (this is more useful to adults).

Technical: The standard browser is readable with both browsers, sans plug-ins. “Comic” and “Spiral” readers require the use of Javascript. In one trial of the “Comic” reader, it took several minutes to load in Firefox and would not cancel without use of the Task Manager, but previous and subsequent testing of the reader did not have such a problem.

Design: The initial page of the website is rather cluttered, though there is a standout red book graphic (including a small shiny animation) along with the words “Read Books!” so that even the youngest readers gravitate to that entrance link. The rest of the main page is well-organized but contains a great deal of links and announcements and could be considered “somewhat cluttered.” Once the search page is accessed, it offers a variety of ways to search using text, different graphical buttons sorted by book color, book size, types of characters featured, age-appropriateness, etc. The design is colorful, but orderly. There is a clear hierarchical organization.

Credibility: The site provides background information about the site and contact details for the employees. It does not offer information on recent updates to the collection, but “News” updates have not taken place for more than six months.

Content: The collection items and organization follow the guidelines set in the mission statement above. Readers’ advisory includes reader reviews as well as monthly featured books chosen from submitted titles. For instance, the featured books for April 2007 were chosen by a reader named Amy Datsko, who provides a short summary of the books and why she chose them. Readers are encouraged to submit their own ideas for featured books. There are thousands of titles available at present, in 38 languages (most books are available in only one language, some in two or more). Of a random sample of 100 books viewed, each was labeled correctly.

Simple Search - Mozilla Firefox

File Edit View History Bookmarks Tools Help del.icio.us

http://icdlbooks.org/icdl/SimpleSearch/Category

Home > [Read books!](#) > Simple Search

Language English OK

Library Account Register / Sign In

Simple Search

More Choices >

Rainbow Covers
 Red Covers
 Orange Covers
 Yellow Covers
 Green Covers
 Blue Covers

Featured Books Show Any Language books

[Kapai counts to ten](#)
English - Maori

[Bakit Matagal and Sundo Ko?](#)
English - Filipino / Tagalog

[Black pencil and red pencil](#)
Persian / Farsi

Adults and children around the world recommend their favorite IC DL books to be Featured Books.
 Featured reviewer(s): [Amy Datsko](#) ([Read more](#))

Three to Five
 Six to Nine
 Ten to Thirteen
 Make Believe Books
 True Books

Kid Characters
 Real Animal Characters
 Imaginary Creature Characters
 Picture Books
 Chapter Books

Short Books
 Medium Books
 Long Books
 Recently Added Books
 Award Winning Books
 Fairy Tales and Folk Tales

4.2 StoryPlace

StoryPlace also embodies the “Best Practices” set, slightly less closely than does the ICDL. Created by the Public Library of Charlotte and Mecklinburg County (NC), it is directed at younger children.

Purpose/Mission Statement: It was not immediately obvious, but a small amount of hunting yielded it. As the statement is not interesting to children, and the library is not created for work with school curricula, this is not the issue it would be for older students.

Technical design: Everything works well, though those with dialup internet connections might have to wait some time for the pages to load. All stories and some activities have sound and animation. The website works well in both Firefox and Internet Explorer, and necessary (Java) plug-ins are available—one coder was prompted to download them.

Navigation: All of the links work, though at one time, the activity links did not always correspond to the featured story page as they are supposed to do. This has since been corrected. The collection is split into two groups: preschool and elementary. The elementary library appears to be meant for younger elementary school students; most third, fourth, and fifth graders have moved beyond the subjects presented as well as the vocabulary. In deference to its young user group, there is no text-searching, simply browsing and clicking through themes.

Visual design: The website is bright, colorful, has some animation, and the graphic links are large enough for young children to navigate. The stories are presented in uncluttered lists, and each graphic link has text on it to distinguish it from background illustration.

Credibility: Upon inquiry, the library reported that they do not have funds to continue updating StoryPlace at present. The website includes contact details and information about the County Library.

Content: StoryPlace has a sister site called the “Book Hive” that is almost entirely reader’s advisory. As each story theme encourages the user to look at the Book Hive to find more stories and/or books, the Book Hive is considered the Reader’s Advisory portion of the digital library. The Preschool-aged stories in StoryPlace are original and created for the site, while the stories for elementary-school aged children are “Topsy-turvy tales” based on well-known public-domain fairy tales: “Little Red High Tops (<http://www.storyplace.org/eel/activities/littleredhightops.asp>),” is based on “Red Riding-Hood.” Indeed, at the end of each story is a quiz asking if the reader knows the original story. There are fewer than 50 items in the collection at this time, but all items are labeled correctly and the items can be found quite easily. StoryPlace can be viewed and heard in either English or Spanish. The Java-animated presentation is, at present, the only way to view (and hear) the stories.

StoryPlace - The Children's Digital Library - Mozilla Firefox

File Edit View History Bookmarks Tools Help deJicio.us

http://www.storyplace.org/storyplace.asp

StoryPlace

The Children's Digital Library

Sign-up for our email newsletter!

pre-school LIBRARY

elementary LIBRARY

BOOK HIVE about and COMMENTS

Go to Spanish Version

Welcome to StoryPlace, the ultimate Children's Digital Library. Explore our pages full of stories and activities for children young and old.

and activities for children young and old.

Awards & Acknowledgements
We welcome your comments
Sign-up for StoryPlace Updates!

4.3 Babloo

Babloo is an interesting attempt at a site combining factual articles, Western and Indian fairy tales, nursery rhymes, counting games, and moral stories.

Purpose/Mission statement: It has a statement of purpose that is rather vague, though some links attempt to promote a relationship between Babloo and general Indian school curricula.

Technical design: Popup blockers must be turned off in order to access the site. It does load fairly quickly and with no timing out errors. Macromedia Flash is needed to view it—no part of the site adheres to the World Wide Web Consortium accessibility guidelines—and the site does not provide download links.

Navigation: There are many errors regarding internal links; several of the “portal” links that are supposed to lead to lists of stories lead instead to error messages. It is therefore difficult to analyze the total content of the site.

The site does offer suggested age ranges for its material, and items in the collection are grouped according to those age ranges. The vocabulary is consistent and age-appropriate, but some of it is more easily understood in an Indian cultural context—children unfamiliar with Indian tales are not going to simply know what “Hitopadesa” stories are. Although a keyword search box is available, the site promotes exploration by browsing. The collection has a basic hierarchical structure, although the sub-structure seems as though it was set up according to the will of the designer. Image-based links lead to categories such as “Mary Had a

Little Lamb’ and More Rhymes, “Humpty Dumpty’ and More Rhymes,” without explaining why the nursery rhymes should be given separate categories. Stories and factual articles are categorized in the same unsystematic system—in the “Youngsters” age range, a category called “How It All Began” offers up links to “Enid Blyton,” “Mandrake the Magician,” “Harry Potter,” and others, without actually explaining that the category is about the authors’ creation of their works.. However, the labeling of the individual stories in the collection is consistent, and therefore information can be found easily, once the user has figured out the categories. In addition, navigating “back” after visiting story pages is very difficult; in order to be able to return to the menus, the user must first rate the story online.

Visual design: The website is colorful, and when the mouse is moved over active links, text balloons pop up over them. The website is a bit too cluttered with non-link illustrations, though.

Credibility: Although the site promotes itself as an aid for school curricula, little is known about the creation or validity of the site.

Content: Because of the broken portal links, it is difficult to assess how many items are in the collection. All of the items viewed were written or retold specifically for the Babloo website. Items are labeled consistently. A sound feature allows a recording of the text to be played aloud.

http://babloo.com - Babloo - Mozilla Firefox

Toddler (3 - 6 yrs)

HELLO!

123

On Friendship

MORE RHYMES

Buckle My Shoe

English हिन्दी తెలుగు మరాఠీ ગુજરાતી ಕನ್ನಡ മലയാളം தமிழ் বাংলা

Home Register Search Help Quit

TODDLER PRANKSTER YOUNGSTER PARENTS NEWS

Move the mouse and click on these pretty pictures to take off on a magical journey.

4.4 The Baldwin Online Children's Literature Project

This digital collection could possibly be used by older children with minimal trouble, but is directed at teachers, who are encouraged to print items for children.

Purpose/mission statement: The purpose statement confirms that the library is directed more at teachers who wish to select books for their students. This is not uncommon, several public digital collection (not considered for this project) that were advertised as “digital libraries for children” are actually directed at parents and educators.

Technical design: Occasionally, the library did not load in Firefox, timing out on the first attempt. Refreshing the browser did correct the issue. Loading was not an issue in Internet Explorer. Users do not need extra software or plug-ins. The texts are accessed via HTML. Occasional coding issues were visible within the text.

Navigation: A few links to texts are broken, as are some external links. There are no suggested age ranges, therefore it may not matter that site does not cater to children's searching and browsing abilities. Indeed, searching is limited to browsing by author, title, and subject. That said, the structure and navigation of the browsing scheme is consistent, as is the navigation vocabulary. The consistency is a bit unusual, though—if a part of a book, such as Victor Hugo's

Les Misérables, is adapted for younger readers, it is listed under the adaptor's name in the author browsing area, and the adapted title in the title browsing area.

Visual design: The website has a clean look, with the main content of every page framed by a purple border. There are few graphics, and most of the existing ones are advertisements for classic books.

Credibility: The website does not offer much information on its creator (only a name), a drawback as it is meant to be an educational resource. However, there is a contact email address for the creator of the site.

Content: Each browsing page has an advertisement located within the purple frame on the right-hand side of the page. These advertisements are for the purchasing of classic books from a specific site (yesterdaysclassics.com).

Advertisements are not placed on the pages containing text from the books. The books and stories published on the site are in the public domain; some are written in older vocabularies that may be difficult for children to understand on their own. Many stories are adaptations from longer classic works—one of the “Christmas stories” is actually an excerpt from Victor Hugo's novel *Les Misérables*, adapted to a child's vocabulary and level of understanding.

The Baldwin Online Children's Literature Project

Bringing Yesterday's Classics to Today's Children @mainlesson.com

First Time Users

Introduction

Site Indexes

Authors

Books

What's New
In the Works

By Author

By Title

By Genre

By Subgenre

Stories

Unit Studies

Civilizations

Curricula

Waldorf

Ambleside

Getting Involved

Volunteers

Book Links

Book Stores

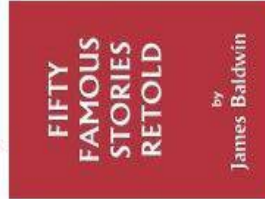
Internet Libraries

[Printable Format](#)

Introducing Children to World History Using James Baldwin's Books

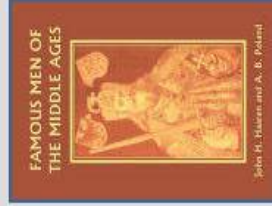
For introducing children ages 6 to 9 to historical figures, no books are better than these books of stories admirably retold by James Baldwin at the beginning of the last century. Thousands of children enjoyed reading these stories at the beginning of the 20th century and now today's children can delight in them as well.

Fifty Famous Stories Retold includes fifty legendary tales depicting certain romantic episodes in the lives of well-known heroes and famous men, or in the history of a people. Children naturally take a deep interest in such stories. The reading of them will not only give pleasure but will lay the foundation for broader literary studies, since nearly all are the subjects of frequent allusions in poetry and prose, and in the conversation of educated people. Children will enjoy having these stories read to them first, then will return to read them themselves as their independent reading skills mature.



News

Lots of Baldwin Project titles are now available for purchase at [Yesterday's Classics](#). New releases include:



4.5 American Folklore

American Folklore was created by an author/folklorist. All of the stories on this site are written or adapted by the author, S.E. Schlosser.

Purpose/mission statement: The purpose of the site is not very well spelled out. Some attempt is made on the “About the Author” page, but there is no formal mission statement.

Technical design: American Folklore loads well in both Firefox and Internet Explorer. No plug-in software is needed.

Navigation: Two internal links were broken, and there were several external links that were no longer current. The stories are arranged in a hierarchy made by the creator. The labeling of stories is slightly faulty—several stories could be placed under more than one subject, but are not. There is a “children’s section” to the site, but many of the stories not in that section are also appropriate for children and indeed have been previously published as children’s stories. For instance, several of the stories in the “Animal Stories” category are well-known as children’s stories, and nothing in the author’s retelling refutes that. Other stories alongside these are intended for adults.

Visual design: The site is uncluttered, with well-marked links. There are very few graphics, and browsing is only text-based.

Credibility: The “About the Author” page contains the reasons for making the site, as well as contact details.

Content: The site has several hundred stories, most of which are arranged well; the issues with the arrangement are mentioned above. Advertisements are for the creator’s own published books of folktales for children and for adults. The stories are only available in English, and only in HTML text.

American Folklore



- Tall Tales
- Myths & Legends
- Ghost Stories
- States Lore
- Heroes & Villains
- Campfire Stories
- Animal Stories
- Native American
- Children's Stories
- Canadian Folklore
- Mexican Folklore
- Weather Lore
- Lesson Plans
- Railroad Stories
- ESL
- Tongue Twisters
- Latin American Folklore

Children's Stories

Curl up with some funny short stories and whimsical children's bedtime tales from American Folklore. These stories are loved by children of all ages, from 2 to 200! Feeling sleepy yet?

- ◆ [American Folk Songs](#)
- ◆ [Children's Bedtime Stories](#)
- ◆ [Funny Short Stories](#)
- ◆ [Funny Ghosts & Spooky Stories](#)
- ◆ [Nursery Rhymes](#)

The Spooky Series by S.E. Schlosser



[Spooky Pennsylvania NEW!](#)

[Spooky New Jersey](#)

[Spooky New England](#)

[Spooky South](#)

[Spooky Southwest](#)

[Spooky New York](#)

[Spooky California](#)

Children's Bedtime Stories

- ◆ [Babe the Blue Ox](#)
Well now, one winter it was so cold that all the geese flew backward and all the fish moved south and even the snow turned blue. Late at night, it got so frigid that all spoken words froze solid afore they could be heard. People had to wait until sunup to find out what folks were talking about the night before...

4.6 Kidspace@ the Internet Public Library

Kidspace, though called a “library,” is essentially a web portal to various links, created in 1995 by the University of Michigan.

Technical design: The site works well in both browsers. Because the entire site is in HTML, no software or plug-ins are needed within Kidspace and the IPL.

Navigation: After being scanned in the W3C link validation site, there were only two broken external links found. The site is uncluttered and hierarchically arranged, but there are no references to age-appropriateness. Despite this, the browsing ability was good for those with some reading skills (perhaps second-grade or higher).

Visual design: Links are recognizable; the design is uncluttered and structured well. The graphics are small and unobtrusive; this is essentially a text-based site.

Content: There was trouble in deciding how many “items” were in the collection: essentially, Kidspace is a hierarchically organized list of external links. It contains no books, stories, or articles on the site. There is no FAQ page available, nor is there any mention of the last date that the site was updated.

IPL KidSpace - Mozilla Firefox
 File Edit View History Bookmarks Tools Help del.icio.us
 http://www.ipl.org/div/kidspace/

ipl KidSpace @ The Internet Public Library

enter text here IPL KidSpace Search

You are here: Home » KidSpace

KidSpace Home

Ask a Question

Features

- Science Fair
- Stately Knowledge
- Learning HTML
- Orca Search
- Poison Prevention
- Author Page
- Culture Quest
- Story Hour
- Say Hello
- U.S. Presidents

Reference

- Dictionaries
- Encyclopedias
- Homework Help
- more...

Health & Nutrition

- The Body
- The Mind
- more...

Art & Music

- Architecture
- Museums
- more...

Our World

- History
- Religion
- Geography
- more...

Reading Zone

- Books
- Short Stories
- more...

Sports & Recreation

- Football
- Dance
- more...

Computers & Internet

- Search Engines
- Online Games
- more...

Math & Science

- Animals
- Science Fair
- more...

Fun Stuff

- Arts & Crafts
- Games
- Jokes & Riddles
- more...

Resources for Parents and Teachers

W3C XHTML 1.0

4.7 The World Wide School Library (the Hart Library)

This is the online library serving the World Wide School, though there seems to be nothing more to the School than the Library.

Purpose/mission statement: There is no formally designated mission statement.

The website does contain the following statements: “This site is dedicated to the collection, preservation and presentation of educational material,” “...we are offering an education via the Web,” and “...education and reading are good.”

Technical design: The library pages are all HTML- based, so no software is needed. The pages all load easily in Firefox and in Internet Explorer.

Navigation and visual design: This library presents itself as an academically-minded digital library that is browse-able by category (subject, author, title) and allows free-text within a subcategory. The page is “clean” of heavy graphics or unusual fonts and is easy to read. However, the library collection is not divided by age so the subcategories include vocabulary that may be too advanced for its younger user group, and the structure of the subcategories does not always make sense. Because the categories and subcategories are not always clear, and because there is no searching ability aside from browsing, it may be hard for children to tell if there are any items of interest to them. This library is more effective if the user knows the material they are searching for and is reasonably certain that it might be included in the collection.

Credibility: The website publishes nothing about the creators of the site or how often it is updated or maintained.

Content: The “Youth” section of the library has over 200 items in its collection; portions of the other sections may also be appropriate for children of various ages, though some of the literature might be beyond their understanding. The administrators of the site have also put up a warning that some of the older texts may contain material that today’s readers might find offensive.

Literature (1535)

[Adventure](#) [Animal Tales](#) [Charles Dickens](#) [de Balzac](#) [Detective](#) [Drama](#) [Epics](#) [Essays](#) [Fantasy](#) [Historical](#)
[Horror](#) [Humor](#) [Lit](#) [Literary Studies](#) [Mark Twain](#) [Mystery](#) [New Age](#) [Other](#) [Other Tales](#) [Plays](#) [Poetry](#)
[Romance](#) [Science Fiction](#) [Shakespeare](#) [Short Stories](#) [Social Commentary](#) [Western](#)

Youth (204)

[Adventure](#) [Alice](#) [Anne of Green Gables](#) [Bobbsey Twins](#) [Classic](#) [Fantasy](#) [Go-ahead Boys](#) [History](#)
[Holiday Stories](#) [How and Why](#) [Humor](#) [Land of Oz](#) [Limberlost Swamp](#) [Other](#) [Poems](#) [Readers](#) [Tom Swift](#)
[Young Adult](#)

History (208)

[African](#) [Ancient](#) [Asian](#) [Biography](#) [English](#) [European](#) [Global](#) [History of Other Areas](#) [North American](#)
[Prussia](#) [Roman](#) [Russian](#) [Samoa](#) [South American](#) [Travel](#)

Geography (35)

[Geography](#) [Travel](#)

Social Sciences (70)

[Customs](#) [Etiquette](#) [Folklore](#) [Economics](#) [Education](#) [Law](#) [Political Science](#) [Public Administration](#)

4.8 The Internet Archive

Archive.org offers a digital **Children's Library** of books from the International Children's Digital Library, as well as the University of Florida's "Literature for Children" collection and juvenile literature from the National Yiddish Book Center.

Purpose/Mission statement: There is not one, though the Children's Library states that its "primary audience is children ages 3-13, librarians, teachers..."

Technical: In both Firefox and Internet Explorer, the pages did not always load on the first try, but did load when refreshed.

Visual design: The methods of searching for and retrieving items from this digital library are beyond younger readers. This "library" is essentially a portal to other existing collections, rather than an original collection for the Archive. The interface is not friendly to the younger readers, who might not be skilled at reading and want to find stories by color or by cover illustration. By intending the Children's Library to be accessible to a wide audience, it also loses a focus that is more accessible to children (mention Kaplan, et al's issues with lesser-known and older items).

Navigation: Again, this library is not easily navigable by children. Browsing is only text-based, so children who cannot read or who prefer to "see" a story before they read it are not served well. The Library touts its collection of books in

different languages, but one cannot search by all of the languages. Browsing by title and author is available, but not by subject. All browsing is text-based. The search bar at the top of the page allows for a keyword search of the Children's Library, but a drop-down menu permits users to search the rest of archive.org as well. This might be confusing to children. The structures (hierarchical or otherwise) depend on the hosting sites (see below).

Content: The Children's Library has a very large collection of mainly antique, public-domain books. Most of the books promoted on the site are not actually housed at the archive.org server, but open within the archive.org frame. Neither of the two broken external links that were found are links to texts. If the users try to read modern children's books through archives.org, they are given a message with a link to the book at the International Children's Digital Library—ICDL researchers are contributors to the Internet Archive Children's Library. Retrieving the content may not be easy for children. Some books can be simply read on the screen, while others are files that must be opened first. There are many forms in which one can download most books—PDF, text, etc— and small children may not know which one they want to use. In addition, the menu giving the users this file choice is off to one side and not instinctive; it is easy to overlook or to misunderstand. Young users may simply want to read a book, not “download” it, and the wording may cause confusion for those youngsters who do not understand the use of temporary files.

Internet Archive: Children's Library - Mozilla Firefox

File Edit View History Bookmarks Tools Help deljcio.us

http://www.archive.org/details/jael

ARCHIVE

Home [American Libraries](#) | [Canadian Libraries](#) | [Universal Library](#) | [Open Source Books](#) | [Project Gutenberg](#) | [Children's Library](#) | [Ayanet](#)

Web [Moving Images](#) | [Texts](#) | [Audio](#) | [Software](#) | [Education](#) | [Patron Info](#) | [About IA](#)

Search: [Advanced Search](#)

Children's Library [login](#) or [join us](#)

Spotlight Item



Old French fairy tales
A wonderful book with 5 timeless French fairy tales magnificently illustrated with 8 beautiful and dramatic full page color and many black and white drawings by Virginia Frances Sterrett. "Done when she was only 19 years of age, this was Sterrett's (Chicago born) first book, and she is often..."

About the Internet Archive


[Background](#)

[Frequently Asked Questions](#)

[Contributors](#)

Welcome to Children's Library 2,531 items

Books of Interest



Abroad (1882) [\(details\)](#) | [read it](#)

- ◆ [What the moon saw : and other tales \(1866\)](#) [\(details\)](#) | [read it](#)
- ◆ [The crooked man and other rhymes \(between 1851 and 1870\)](#) [\(details\)](#) | [read it](#)
- ◆ [Carlo, or, Kindness rewarded \(ca. 1870?\)](#) [\(details\)](#) | [read it](#)
- ◆ [Jack and Jill and old Dame Gill \(1806\)](#) [\(details\)](#) | [read it](#)
- ◆ [Infant's cabinet of birds & beasts \(1820\)](#) [\(details\)](#) | [read it](#)

Books for children from around the world.

From [University of California Libraries \(list\)](#), the [University of Florida's "Literature for Children" Collection](#), the [National Yiddish Book Center](#), [International Children's Digital Library](#), and other libraries.

Top Batting Averages [\(what's this?\)](#)

1. [Abroad](#)
Batting average: 44.23%
2. [Goody Two-Shoes](#)
Batting average: 35.89%
3. [Cinderella](#)
Batting average: 26.26%
4. [The Lilliputian library, or, Gullivers museum, in ten volumes. Containing lectures on morality, historical pieces, interesting fables, diverting tales, miraculous voyages, surprising adventures, remarkable lives, poetical pieces, comical jokes, useful...](#)
Batting average: 25.21%

5 Conclusion

At this time, it seems that any individual or group can digitize texts, make them available on the internet, and call the result a “digital library.” The structures and navigational issues of these libraries do not always reflect the lessons learned through the research of Abbas, Druin, Dresang, and others who have researched children’s work with internet web pages, libraries, and searching. The libraries analyzed here varied in quality and in type, but the common theme was that they served the purpose of trying to make literature accessible to children. Some, like the *ICDL* and *StoryPlace*, do it in a way that enables even young readers to navigate the library and access the collection independently; others would require adult assistance either by intent or simply because it was not directly designed for children.

American Folklore would benefit from putting all of its child-friendly stories on the “Children’s” story page; many stories are cross-filed under different categories, so this would be in keeping with the structure of the site. The creators of the site should also add small graphics on the “Children’s” page to reinforce the categories (a picture of a ghost, a sleepy child, etc). Sites that do this, such as *StoryPlace* and *Kidspace*, break up a textual monotony and allow the child’s eye to be drawn not only to the types of stories but also to reinforce the style of browsing that the site requires.

Kidspace, as it is not a library but an internet portal, should be labeled to make clear that there are no books on the site. If the creators of the Internet Archive Children’s Library do mean for the site to be used by children, it needs to be redesigned with a

child-friendly searching or browsing façade; it may not need to be as detailed as the ICDL's search page, but it needs to include more graphics, be hierarchically arranged, and have larger text or graphical links for younger children to be able to browse independently. The ICDL might consider audio files for some of its shortest stories (similar to StoryPlace and Babloo), and should continue researching ways in which it can reach more children from the perspective of assistive computer technology (StoryPlace, Babloo, and the Internet Archive are also offenders on this front.

If the Children's Library is instead meant for adults, who will disseminate the information to children, then the Library ought to explain that somewhere, perhaps in a statement of purpose.

The creators of Babloo need to fix the broken links, make the site more easily navigable (a working "Back" and "Home" button is a start), and should learn from several of the other libraries. American Folklore's "cross-cataloguing," the limited but obvious graphical links of StoryPlace, and the hierarchy and forgiving environment of the ICDL would certainly help, especially if Babloo is meant for an international audience.

The World Wide School Library could benefit from a hierarchical arrangement similar to that of Kidspace and the internal organization of the Baldwin Online Literature Project, which could in turn adopt the clean browsing interface of the World Wide School library, if not the strange searching categories.

The creators of these libraries of course hope for their continued use, but this can only happen if children understand how to use the libraries, and find them

interesting. At this time, many people who create online digital collections for children are not using the results of research to design collections that appeal to children's navigational skills, aesthetics, or both. The research is still fairly new, as are most of these digital libraries, but there have already been some proven design issues, and more digital libraries should implement them to attract and keep visitors to their collections. Most children's digital library designs still need work in order to promote an enjoyable experience for their young visitors.

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Appendix: Rubrics

Internet Archive Children's Library

GENERIC

Purpose/mission statement	Found in one click	Found in two or more clicks	N/A
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TECHNICAL DESIGN

Website in Firefox	Always errors	>6 errors	<5 errors	No errors
Website in IE	Always errors	>6 errors	<5 errors	No errors
Links to required plug-ins available	No	Yes	None needed	

NAVIGATION

Internal Links	5+ incorrect	3-4 incorrect	1-2 incorrect	all correct
External Links	5+ outdated	3-4 outdated	1-2 outdated	all correct N/A
Suggested age ranges	No	Yes		
Items grouped for age range	No	Yes		
Age-appropriate search	Poor	Fair	Good	Excellent
Age appropriate wording	Poor	Fair	Good	Excellent
Consistent vocabulary use	Poor	Fair	Good	Excellent
Simple hierarchical structure	Poor	Fair	Good	Excellent
Clear/consistent navigation	Poor	Fair	Good	Excellent
Forgiving search environs	Poor	Fair	Good	Excellent

VISUAL DESIGN

Uncluttered design	Very cluttered	Some clutter	Uncluttered
Colorful/graphics	No	Somewhat	Yes
Links are obvious	No	Yes	

CREDIBILITY

Information about creator(s)	No	Yes
Contact details of creator(s)	No	Yes
Date of creation provided	No	Yes
Date of last update provided	No	Yes
Last update within 1 year	No	Yes

CONTENT

Amount of advertising	3 or more ads/page	1-2 ads/page	Occasional	No ads
Advertising relevant	No	Yes	N/A	
Reader's advisory suggestions	None	Some	Detailed	
Number of items in collection	0-50	51-100	101-300	300+
Consistent/correct labeling	Poor	Fair	Good	Excellent
Information easily findable	Poor	Fair	Good	Excellent
Number of accession methods	1	2	3	4+
Languages offered	1	2	3	4+
Content reflects mission	Poor	Fair	Good	Excellent
			N/A	

FAQ or Help page available	No	Hard to find/not detailed	Yes
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Babloo

GENERIC

Purpose/mission statement	Found in one click	Found in two or more clicks	N/A
---------------------------	---------------------------	-----------------------------	-----

TECHNICAL DESIGN

Website in Firefox	Always errors	>6 errors	<5 errors	No errors
Website in IE	Always errors	>6 errors	<5 errors	No errors
Links to required plug-ins available	No	Yes	None needed	

NAVIGATION

Internal Links	5+ incorrect	3-4 incorrect	1-2 incorrect	all correct	
External Links	5+ outdated	3-4 outdated	1-2 outdated	all correct	N/A
Suggested age ranges	No	Yes			
Items grouped for age range	No	Yes			
Age-appropriate search	Poor	Fair	Good		Excellent
Age appropriate wording	Poor	Fair	Good		Excellent
Consistent vocabulary	Poor	Fair	Good		Excellent
Simple hierarchical structure	Poor	Fair	Good		Excellent
Clear/consistent navigation	Poor	Fair	Good		Excellent
Forgiving search environs	Poor	Fair	Good		Excellent

VISUAL DESIGN

Uncluttered design	Very cluttered	Some clutter	Uncluttered
Colorful/graphics	No	Somewhat	Yes
Links are obvious	No	Yes	

CREDIBILITY

Information about creator(s)	No	Yes	
Contact details of creator(s)	No	Yes	
Date of creation provided	No	Yes	
Date of last update provided	No	Yes	
Last update within 1 year	No	Yes	N/A

CONTENT

Amount of advertising	3 or more ads/page	1-2 ads/page	Occasional	No ads	
Advertising relevant	No	Yes	N/A		
Reader's advisory suggestions	None	Some	Detailed		
Number of items in collection	0-50	51-100	100-300	Unknown (over 50)	
Consistent/correct labeling	Poor	Fair	Good	Excellent	
Information easily findable	Poor	Fair	Good	Excellent	
Number of accession methods	1	2	3	4+	
Languages offered	1	2	3	4+	
Content reflects mission	Poor	Fair	Good	Excellent	N/A
FAQ or Help page available	No	Hard to find/not detailed	Yes		

Baldwin Online Children's Literature Project

GENERIC

Purpose/mission statement	Found in one click		Found in two or more clicks	N/A
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TECHNICAL DESIGN

Website in Firefox	Always errors	>6 errors	<5 errors	No errors
Website in IE	Always errors	>6 errors	<5 errors	No errors
Links to required plug-ins available	No	Yes	None needed	

NAVIGATION

Internal Links	5+ incorrect	3-4 incorrect	1-2 incorrect	all correct
External Links	5+ outdated	3-4 outdated	1-2 outdated	all correct N/A
Suggested age ranges	No	Yes		
Items grouped for age range	No	Yes		
Age-appropriate search	Poor	Fair	Good	Excellent
Age appropriate wording	Poor	Fair	Good	Excellent
Consistent vocabulary use	Poor	Fair	Good	Excellent
Simple hierarchical structure	Poor	Fair	Good	Excellent
Clear/consistent navigation	Poor	Fair	Good	Excellent
Forgiving search environs	Poor	Fair	Good	Excellent

VISUAL DESIGN

Uncluttered design	Very cluttered	Some clutter	Uncluttered
Colorful/graphics	No	Somewhat	Yes
Links are obvious	No	Yes	

CREDIBILITY

Information about creator(s)	No	Yes	
Contact details of creator(s)	No	Yes	
Date of creation provided	No	Yes	
Date of last update provided	No	Yes	
Last update within 1 year	No	Yes	N/A

CONTENT

Amount of advertising		3 or more ads/page	1-2 ads/page	Occasional	No ads
Advertising relevant	No	Yes		N/A	
Reader's advisory suggestions	None	Some	Detailed		
Number of items in collection		0-50	51-100	101-300	300+
Consistent/correct labeling	Poor	Fair	Good	Excellent	
Information easily findable	Poor	Fair	Good	Excellent	
Number of accession methods	1	2	3	4+	
Languages offered	1	2	3	4+	
Content reflects mission	Poor	Fair	Good	Excellent	N/A
FAQ or Help page available	No	Hard to find/not detailed	Yes		

American Folklore

GENERIC

Purpose/mission statement	Found in one click	Found in two or more clicks	N/A
---------------------------	--------------------	------------------------------------	-----

TECHNICAL DESIGN

Website in Firefox	Always errors	>6 errors	<5 errors	No errors
Website in IE	Always errors	>6 errors	<5 errors	No errors
Links to required plug-ins available		No	Yes	None needed

NAVIGATION

Internal Links	5+ incorrect	3-4 incorrect	1-2 incorrect	all correct
External Links	5+ outdated	3-4 outdated	1-2 outdated	all correct N/A
Suggested age ranges		No	Yes	
Items grouped for age range		No	Yes	
Age-appropriate search		Poor	Fair	Good Excellent
Age appropriate wording		Poor	Fair	Good Excellent
Consistent vocabulary use		Poor	Fair	Good Excellent
Simple hierarchical structure	Poor		Fair	Good Excellent
Clear/consistent navigation		Poor	Fair	Good Excellent
Forgiving search environs		Poor	Fair	Good Excellent

VISUAL DESIGN

Uncluttered design	Very cluttered		Some clutter	Uncluttered
Colorful/graphics		No	Somewhat	Yes
Links are obvious		No	Yes	

CREDIBILITY

Information about creator(s)	No	Yes
Contact details of creator(s)	No	Yes
Date of creation provided	No	Yes
Date of last update provided	No	Yes
Last update within 1 year	No	Yes

CONTENT

Amount of advertising		3 or more ads/page	1-2 ads/page	Occasional	No ads
Advertising relevant	No	Yes	N/A		
Reader's advisory suggestions	None	Some	Detailed		
Number of items in collection		0-50	51-100	101-300	300+
Consistent/correct labeling		Poor	Fair	Good	Excellent
Information easily findable		Poor	Fair	Good	Excellent
Number of accession methods	1	2	3	4+	
Languages offered		1	2	3	4+
Content reflects mission	Poor	Fair	Good	Excellent	N/A
FAQ or Help page available	No	Hard to find/not detailed	Yes		

International Children's Digital Library

GENERIC

Purpose/mission statement	Found in one click	Found in two or more clicks	N/A
---------------------------	---------------------------	-----------------------------	-----

TECHNICAL DESIGN

Website in Firefox	Always errors	>6 errors	<5 errors	No errors
Website in IE	Always errors	>6 errors	<5 errors	No errors
Links to plug-ins available	No	Yes	None needed	

NAVIGATION

Internal Links	5+ incorrect	3-4 incorrect	1-2 incorrect	all correct	
External Links	5+ outdated	3-4 outdated	1-2 outdated	all correct	N/A
Suggested age ranges	No	Yes			
Items grouped for age range	No	Yes			
Age-appropriate search (if yes)	Poor	Fair	Good	Excellent	
Age appropriate wording (if yes)	Poor	Fair	Good	Excellent	
Consistent vocabulary use	Poor	Fair	Good	Excellent	
Simple hierarchical structure	Poor	Fair	Good	Excellent	
Clear/consistent navigation	Poor	Fair	Good	Excellent	
Forgiving search environs	Poor	Fair	Good	Excellent	

VISUAL DESIGN

Uncluttered design	Very cluttered	Some clutter	Uncluttered
Colorful/graphics	No	Somewhat	Yes
Links are obvious	No	Yes	

CREDIBILITY

Information about creator(s)	No	Yes	
Contact details of creator(s)	No	Yes	
Date of creation provided	No	Yes	
Date of last update provided	No	Yes	
Last update within 1 year	No	Yes	Unavailable

CONTENT

Amount of advertising	3 or more ads/page	1-2 ads/page	Occasional	No ads	
Advertising relevant	No	Yes	N/A		
Reader's advisory suggestions	None	Some	Detailed		
Number of items in collection	0-50	51-100	101-300	300+	
Consistent/correct labeling	Poor	Fair	Good	Excellent	
Information easily findable	Poor	Fair	Good	Excellent	
Number of accession methods	1	2	3	4+	
Languages offered	1	2	3	4+	
Content reflects mission	Poor	Fair	Good	Excellent	N/A
FAQ or Help page available	No	Hard to find/not detailed	Yes		

Kidspace@ the Internet Public Library

GENERIC

Purpose/mission statement	Found in one click	Found in two or more clicks	N/A
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TECHNICAL DESIGN

Website in Firefox	Always errors	>6 errors	<5 errors	No errors
Website in IE	Always errors	>6 errors	<5 errors	No errors
Links to required plug-ins available		No	Yes	None needed

NAVIGATION

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Clear/consistent navigation		Poor	Fair	Good Excellent
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VISUAL DESIGN

Uncluttered design	Very cluttered		Some clutter	Uncluttered
Colorful/graphics		No	Somewhat	Yes
Links are obvious		No	Yes	

CREDIBILITY

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Date of creation provided	No	Yes		
Date of last update provided	No	Yes		
Last update within 1 year	No	Yes	N/A	

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Content reflects mission	Poor	Fair	Good	Excellent	N/A
FAQ or Help page available	No	Hard to find/not detailed	Yes		

StoryPlace

GENERIC

Purpose/mission statement	Found in one click	Found in two or more clicks		N/A
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VISUAL DESIGN

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Information easily findable	Poor	Fair	Good	Excellent
Number of accession methods	1	2	3	4+
Languages offered	1	2	3	4+
Content reflects mission	Poor	Fair	Good	Excellent N/A
FAQ or Help page available	No	Hard to find/not detailed	Yes	

World Wide School Library

GENERIC

Purpose/mission statement	Found in one click	Found in two or more clicks	N/A
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