

ORIGINATION INSITE

THE THINGS WE LEARNED

cultureonline 

www.channel4.com/inSITE



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Introduction: What is this?

Having just spent the past 18 months organising free community workshops teaching people how to write and build websites to tell their own stories, it seemed like a good idea to share the things we learnt, our successes and the mistakes we made in the hope that it might save you some time. This document describes our project, our experiences and the impact on people who took part. We hope it'll be useful for teachers, museum outreach workers, community groups, voluntary sector groups and those working in areas like diversity or corporate social responsibility – or simply, anyone who ever wanted to build a website to tell a story but didn't know where to start.

Background: About INSITE

Our project is called ORIGINATION INSITE (INSITE for short). Through a series of free workshops set up in partnership with museums and galleries across the country, through a competition in schools and through the Channel 4 website, we wanted people to tell the many stories of the different cultures that make up modern England. As well as presenting a picture of Englishness that incorporates the stories of incoming cultures, the project would engage its participants with new technology and with the work of our cultural institutions, such as the Wolverhampton Art Gallery, the National Museum of Photography, Film and Television in Bradford, At-Bristol, Rugby Museum and Libraries – some of the partners on the project. We worked with two technology partners, ZyWeb and Moonfruit, who provided the tools for people to build their websites. The project was commissioned by Culture Online, part of the Department for Culture Media and Sport (DCMS). There's a full list of partner organisations and their website addresses in the final section of this document.

The Channel 4 INSITE homepage features sites that have been built by participants and the partner museums as well as general information about the project.

Workshops: in the community and for the community

The aim of INSITE was to produce a rich body of interesting content comprising several hundred websites. These would be produced by people attending the workshops, key stage 3 pupils taking part in the schools competition we ran in 2005, and by people contributing their websites directly online. This last option was intended for participants with more Internet and computer experience. The websites would tell the stories of different incoming cultures, many of which would be people's stories of their own lives and family histories. We worked with different cultural institutions to organise and host the workshops, some of which were also held in local community venues.

Why a workshop?

Originally we thought that most of our participants would be recruited via the INSITE website and would build their websites without any workshop training. It quickly became clear that this would exclude less experienced Internet and computer users; people who were likely to benefit most from the opportunities offered by the project. So we devised a programme of four workshops in each of five partner cities. Each workshop lasted two days and introduced participants to all the basic skills needed to create a website in terms of storytelling, design and structure. It was never intended that it would create professional web designers overnight, but that it would introduce participants to a new set of skills and the opportunity to share their stories online. We planned that there would be a maximum of 20 participants in each workshop; which would be run by the workshop project manager Maud Hand who works for Channel 4. A trainer from the technical partners would attend the first day to introduce people to the site building software and a museum representative would be there to talk about the work of the museum and to develop its relationship with the workshop participants.

How to set up a workshop

Our initial requirement was for venues where we could have 20 people working on Internet-connected computers. It was important that the trainer for the workshops would be able to demonstrate material on the computer screen to the whole group at once. As a result we looked for venues with the facility for an overhead video projector connected to a computer. In Bristol, half the workshops were held in our partner's venue (At-Bristol) and the other half in community venues located in parts of the city where we hoped to recruit participants for the workshops. Although we had a budget and were able to pay for venue hire, lunch, any additional equipment and expenses, there were venues where we were offered free hire.

These tended to be libraries with Internet facilities or venues where the objectives and benefits of the INSITE workshops would help and support the venue's existing clients. If you've never run a workshop before our advice would be to make sure you know your material really well before you even think about holding a workshop. Test out your workshop on one or two people before you try anything bigger, it'll help you familiarise yourself with the material as well as identify any problem areas.



David Lammy, Minister for Culture and MP for Tottenham, visited the workshop at Tottenham Hotspur Football Club's Study Centre.

How to get people to come to your workshop – and what to do if they don't

This was our biggest challenge. Our initial approach was to produce postcards and posters publicising the workshops in a particular area and to distribute them through local venues ranging from libraries and community centres to cafes, bars and shops. This was based on the museum's standard approach to publicising an event. The results of this were disappointing. Through research (largely meeting with the museum partner and local community groups), Maud Hand identified a number of possible reasons for this:

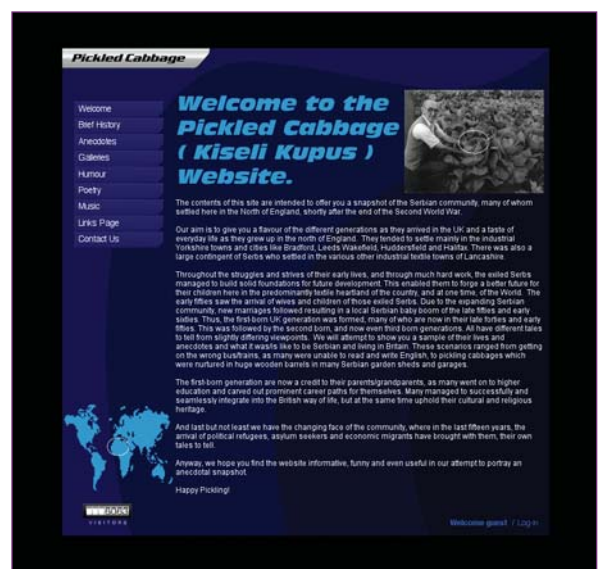
- While serving their core audience well the museum's existing marketing strategies had failed to reach and persuade the new target audience for this project.
- The INSITE team hadn't established a successful working relationship with local outreach officers wary of sharing contacts with external projects not locally based or initiated.
- Some members of grass roots communities were suspicious of a project initiated by national institutions. Similarly, certain community groups had felt used but not included in previous museum initiatives and were therefore reluctant to become involved.
- Overstretched community workers were unable to commit the time required by the project.
- Lack of pre-existing contacts with key community groups or community leaders.

So in our initial approach we faltered in two key areas:

1. We didn't reach enough of the target audience and make them aware of the project workshops.
2. We didn't overcome people's reluctance to engage with the project.

It was very clear to us that we needed to do something drastic to make this work. These are the things we did:

- **Reached out to people.** When the posters and postcards didn't do their job we realised we needed a more personal approach. In Bristol we recruited a local ambassador who was involved in a number of local projects and community venues. His role was to meet with people, let them know about the project and help them sign up for the project. The workshop project manager had worked on a number of community projects in Bradford previously and this made a real difference there. Similarly in Wolverhampton the museum outreach team made a big effort to go out and meet as many potential participants as possible.
- **Word of mouth.** Once we'd started running workshops in one area we found that recruitment got much easier. The most effective advocates for the project were participants who'd had a good time and told their friends, family and colleagues about it.
- **Grass roots action.** In some cases our target audience had had little prior contact with the museum partners in our project and as a result we encountered some reluctance to attend workshops in those venues. We found that meeting people on their own terms in familiar surroundings was the best way to overcome this; where we could take people through the project and sign up anyone who was interested.
- **Budget.** This isn't cheap when compared to a traditional mail-out, either in time or resource. Make sure you have allocated time and enough budget to make it happen.



Pickled Cabbage
<http://pickledcabbage.Originationinsite.com>
 The story of North East England's Serbian community through the generations that settled there after WWII.

- **Keep the message simple.** On our project we were asking people to tell their own stories as well as building a website to do it. This created confusion for some people: was it a computer course or a writing workshop? While many were attracted to one aspect of the project we needed people who wanted to do both. Ultimately the message we decided on was “Your story: tell it like it is”. We weren’t able to simplify further what we were asking people to do without compromising the project, but keeping it simple is something to keep in mind.
- **Are we asking too much of people?** Each INSITE workshop lasted two days and involved learning many new skills, from website building to research and writing a family history. Many people found the time commitment hard to fit into their already busy lives. Ultimately our project couldn’t have run in a shorter time but it’s important to be realistic about people’s time when considering how much time and effort your workshop’s asking of people.
- **How easy is it to sign up?** Our original plan was that everyone would sign up for a workshop via the Channel 4 website at a special address we put on the posters and postcards. While this would have saved time and avoided things like double-booking, it complicated and drew out the enrolment process: having seen the poster or postcard people then had to go home, to work or somewhere with an Internet-connected PC to sign up. We felt we were losing too many people along the way. As a result we made it possible to sign up in many ways and as simply as possible: via a freepost postcard, volunteers running stalls at community events, by phone and via the website. This helped us reach people with no access to a computer and sometimes with little or no computer skills. More work for us, but a much better, broader response.

How to run your workshop

We decided at the outset that our workshops would mix ability and experience. Also, because of the level of time and commitment, people would need to book for the workshop and do some preparation in advance. These are the main things we learnt from running the workshops:

- **Find out about your participants in advance.** Maud, our hardworking workshop project manager and trainer, would talk to all the participants in advance to prepare them but also to find out about any specific interests or needs. Many people attending had been out of education or training for a long time, so while we did follow a very structured path, it was important to make allowances for individuals.
- **Extra hands.** On the project we offered work experience to people who’d already attended workshops. This was mostly helping out on later



A Key 'n' Soul Fish

<http://www.joelbrown.OriginationInSite.com>

Musician and singer Joel Brown's extraordinary journey through Jamaican music. Since creating this site Joel has also set up a daily blog.

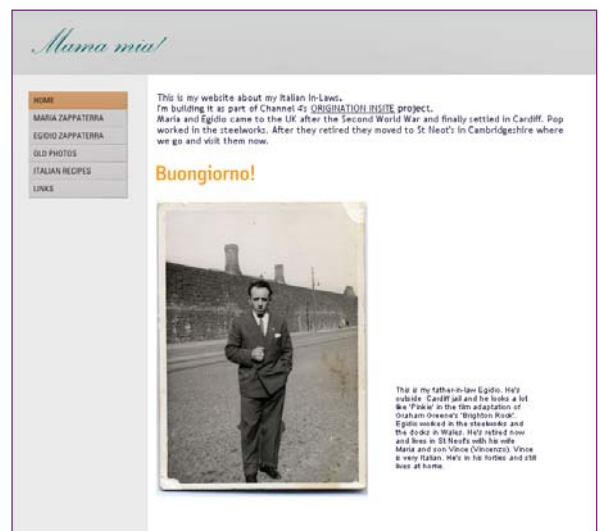
workshops (see Dan Wong's case study). The extra help and support made a huge difference on the workshops and meant we were able to offer more one-to-one help to people who needed it. In total six people gave invaluable help and gained work experience. Many of the venues were also able to offer us extra assistance either via the staff or their own volunteer schemes. Overall this was critical to the success of the workshops.

- **Different backgrounds and experiences.** Our participants were very diverse with different abilities and experiences, not just in IT and storytelling, but educationally too. It was important not to make assumptions about people.
- **IT experience.** The workshop groups had very varied experience; while some were IT professionals others had minimal familiarity with computers and the Internet. As a result quite a lot of time was spent on going over the basics with the less experienced. It would be worth considering running a short beginner's session in advance of the workshop for those with little experience. We also offered image-scanning facilities throughout the two days.
- **Show examples.** At the start of the project the museum and gallery partners built websites using their collections and the same tools that were provided for the workshops. The sites were made by the curators and outreach workers rather than designers or the IT team as a way of showing participants what was possible with the tools without specialist knowledge. It was also a way of introducing the range of objects in their museums' collections.

How to make your workshop more rewarding

We ran the workshops over the best part of a year. These are some of the things that we either started with or added to the programme over that time:

- **Certificates.** It is important to build people's confidence and to acknowledge their success. Certificates of achievement were developed for those participants who completed their websites to the standards set by the project. They were designed to act as an encouragement for participants to complete their work. The learning outcomes from the workshops are summarised on the certificates and they were a successful stimulus for achieving our goals and became a real object of desire for our users.
- **Celebrity endorsement.** Celebrities and well-known public figures have been used to raise the profile of the project amongst the general public, the media and opinion formers. These have included Ledley King, the captain of Tottenham Hotspur Football Club; David Lammy, the Minister for Culture at the DCMS; Heather Rabbatts, Channel 4 Head of Education, and Hardeep Singh Koli, comedian and TV



My Italian-in-laws

<http://my-italian-in-laws.Originationinsite.com>

This one of the many sites created as part of INSITE that explore the early days following a family's arrival in England.

presenter. This has added an extra dimension to our press releases. David Lammy attended the workshop which was held at Tottenham Hotspur Football Club.

- **Handouts and support materials.** To deliver the workshops effectively the project developed easy to understand training manuals for the two site-building tools and a summary of the basic principles of good, accessible web design, content and structure. The manuals were given to participants during the workshop. They were also available as downloads from the website.
- **Competitions.** The project used competitions as a way of encouraging people to take part in the project and finish their sites. The schools competition of INSITE was used to structure the whole process, from publicity to completion of sites. This kept it focused and highly effective. During the spring and summer of 2005, 1,668 websites were initially created and worked on for up to a month, with 477 continuing to be worked on and 75 submitted to the competition.
- **Work Experience.** During the workshops there were many opportunities to offer work experience to participants and other contacts made through the project. In this way the Workshop Project Manager gained helpers for the delivery of the workshops and participants were able to receive more one-to-one time, which benefited them greatly. In addition, Channel 4 offered new media work experience to four of the projects' participants at their London offices in the areas of PR, administration and site building. This was an excellent way to add value to the project and bring new experiences to people in the area of new media.
- **Events.** The end of each series of workshops was marked with a party for all the participants, their families and anyone who'd helped with or been associated with the project. The purpose of this was to celebrate the achievements of the participants and feature some of their work, raise the profile of the project and the cultural partner and showcase the achievements of the project. Attendees also included members of the cultural partner and project staff, local press and dignitaries. Wolverhampton Art Gallery in particular took the opportunity to present the participants with their certificates and to provide appropriate entertainment from performers generated from the workshop participants.
- **Be adaptable.** In the original project plan we underestimated the amount of work involved in setting up, running and administering the workshops. To resolve this we decided to reallocate areas of the budget so that we could meet the most pressing demands. As a result we were able to recruit a production assistant to work across all areas of the project. This made a massive difference to the smooth running of the project.



Soldier Queen

<http://www.soldierqueen.Originationinsite.com>

A site celebrating West Indian gardening and focusing on vegetables in particular, as grown by Iilda Buckley in the three allotments that provide for her family.

Resources: Making a website for free

This section gives an overview of building a website yourself or running a workshop that may have a website-building aspect to it. We've focused on easily available tools and guides that are either free or very low cost. The website building aspects of the INSITE project are built around two website-building tools, Moonfruit and ZyWeb. These were chosen as they will work from most Internet-connected computers without any software installations and downloads.

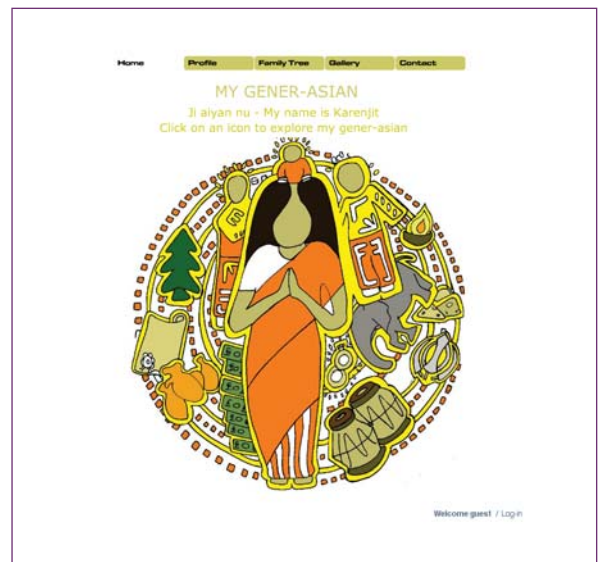
Planning and research: Decide what your website is about and why you want to build it. Do some research on the Internet and look at sites that might help you think about yours – for example, if yours is a family history site then look at other family history websites. Make a note of things that you like and don't like and things that work and things that don't work.

Preparation: Draw up a map of your website. In its most basic form this could just be a list of the pages you'd like to make up your site. A simple family history site might just have a few pages:

- My mother's family
- My father's family
- About me
- Contact me

You can always add extra pages later on. The next thing to do is think about what might go in each section, whether it's text, images or other media and where the material might come from, making sure you don't use other people's material without their permission. If you're using photos you'll need to scan them. If you can, start to write the text for the site at this stage as it'll help you later on. Sketch out the pages of your website on paper, marking where you'd like pictures and text to go.

Build your site: For this example we're using Moonfruit as it's one of the simplest ways of building a website and there is a free option as well as paid options. You won't need to get involved in writing any computer code or HTML at this stage (as it uses Flash for the more technically minded). If you decide to go on and do more website building then you'll want to learn more about the ins and outs of HTML and websites. If you've used Microsoft Word and a web-based email programme like Hotmail, Gmail or Yahoo! then you'll have practised most of the techniques involved in using Moonfruit. (Moonfruit tutorials are available to download from the INSITE website or on this CD).



My Gener-asian

<http://www.mygenerasian.orationinsite.com>

"A site exploring my identity as a Sikh Punjabi born in Dudley and what I get up to in my work as an artist," writes Karenjit Bains.

1. Go to the Moonfruit homepage (www.moonfruit.com) and click on the “Free Trial” button
2. You’ll be given the option to choose a template for your site, the type of pages and a colour scheme.
3. You’ll also be asked to give your site a name and a website address. You’ll need to choose a username and a password. Make sure you make a note of these as you’ll need them to edit your site.
4. Once you’ve agreed to the terms and conditions you’ll be taken to your site where you can start to edit it. Don’t worry if there are already pictures and text on the site that aren’t yours – these are very easy to replace or delete as needed.
5. Have a look at the guide to using Moonfruit that we used in our workshops. If you have the INSITE CD you’ll find it in the folder on the CD. If not, you can download it from the INSITE website at www.channel4.com/insite.
6. To edit your site visit the web address that you created (e.g www.mysite.moonfruit.com). You may need to enter your username and password.
7. After 14 days you’ll be offered the option of either paying for your account or taking the free option (which has ads on it).

What about other website-building tools?

There are hundreds of different tools besides Moonfruit that you can use – we chose Moonfruit simply because it’s easy for beginners. Other excellent tools include ZyWeb, our other partner on the project (www.zyweb.com), and Blogger (www.blogger.com), or you will probably find that your Internet Service Provider will supply space (and possibly the tools) for your website.

Other FAQs

- **Can I organise a website workshop when I don’t know that much about computers?** Yes, bearing in mind that the main objective isn’t simply making a website for the sake of it. Presumably you want to incorporate website building in your workshop because of the way it will complement the main purpose of your workshop. For example, if you were part of a small group of poets or artists, you and your group might be interested in looking at the web as a way of publishing and showing your work to a wider audience. However, you or someone else who’ll be running the workshop will need to get to grips with whichever website building tool you choose to use in advance of the workshop. See our guide above to get started.



Bobby, Vandana and Harphuman from the Bradford workshops held at the NMPFT. Vandana was one of the volunteer workshop assistants who made a massive contribution to the success of the project.

- **How can large organisations (like Channel 4) work with smaller regional partners and what did you learn from this?**

- **Areas of responsibility**

Does everyone feel ownership of the project? Over the period of the INSITE project various members at many of the organisations involved left and new people joined. For the sake of continuity it was very important that the project was seen as belonging to all the organisations involved rather than any specific individuals. Similarly, although Channel 4 might have been the largest single partner and manager of the overall finances, it was important that all partners felt involved in the key areas that would affect them.

- **Localisation and expertise**

The partners in each of the city venues had experience in their locale and liaisons with local community groups that were invaluable for the project. As the lead partner, but lacking in local perspective, it was important that Channel 4 respected the different skill-sets that each partner brought to the project. Workshops were held at both the cultural partner's main location and at local community centres, establishing a link between the spaces. Many participants, while they felt more comfortable attending the workshop at venues in their communities, would follow up the workshop with visits to the museum.

- **Marketing**

Ideally each of the partners would concentrate on their area of expertise and experience. In the case of INSITE this meant Channel 4 taking responsibility for national marketing, primarily through trails after relevant programmes on television and via the Channel 4 website. Similarly, local partners were much more aware of events and outlets in their area where we could promote the project.

- **Managing the project**

Editorial board meetings were held every 4-6 weeks and all the partners were invited. Money had been allocated in each of the partner budgets to cover travel expenses to attend the meetings. The meeting was chaired by INSITE's Project Manager, Paul Murphy, and followed an agenda that had been agreed the previous week between all the partners. Anyone could submit items for inclusion on the agenda. Communication between editorial board meetings would be carried out by email, telephone or face-to-face meetings. This highlighted one of the key differences between organisations. While email appears to be the preferred communication tool at Channel 4 and many large organisations, many of the partner organisations preferred to use the phone and saw an email message as being less important than a phone call or phone message and responded accordingly.

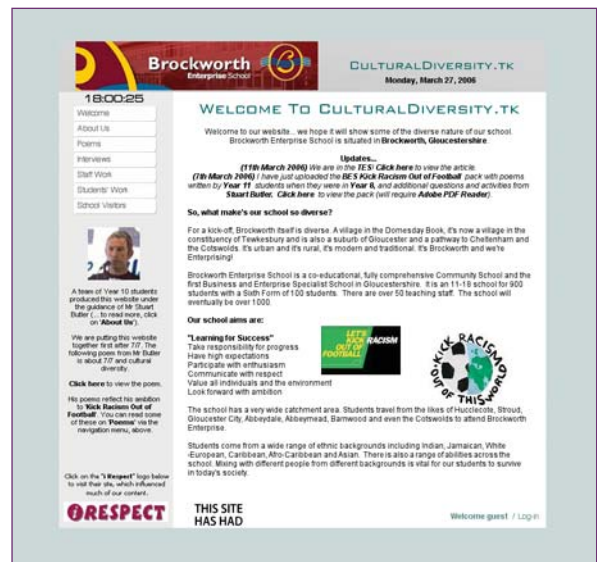


Schools Competition Case Study

Introduction: As part of INSITE we held a website-building competition for schools. Schools that wanted to enter would have access to the same website-building tools that were used in other areas of the project but we wouldn't be running any workshops for the schools. To support the schools we set up a dedicated area on the INSITE website and commissioned a series of downloadable Key Stage 3 lesson plans.

The main features of the Schools project were:

- A poster designed to engage students and a leaflet for teachers explaining the project was sent to all ICT coordinators and deputy heads in English secondary schools (6,845 schools in total). It was also distributed by Channel 4's sales team and school reps. Follow-up emails were sent to all the schools.
- All schools who wanted to take part in the competition would have unlimited access to free website building tools. They were encouraged to organise their pupils to work in small groups but the facility for each student to build their own site was there if required.
- Channel 4 commissioned and made available for download key stage 3 lesson plans in English, ICT, Art and Design, Citizenship, History and Music.
- Over 7,000 pupils took part in the competition, making it Channel 4's most successful learning project of its type.
- 1,668 URLs were created by the schools and worked on for up to a month.
- 477 websites were built or continued to be worked on for over a month.
- 75 sites were finally submitted to be part of the competition.
- Site content went from sushi-making to world music to students' stories of their family backgrounds.
- Although the competition is now over schools are still able to use all the support materials and free facilities to continue to build sites.
- The top prize went to the Cultural Diversity website, which was created by pupils at Brockworth Enterprise School. They won £2000 worth of Channel 4 resources for their school as well as an all-expenses-paid trip to London including visits to the Millennium Wheel and the T4 studios at Channel 4.
- Stuart Butler, the teacher of the winning pupils from Brockworth Enterprise School, said: "Taking part in the C4 competition gave great impetus to cross-curricular team-working for the staff at my school. It fostered great team-working for students too, and allowed them to display blue sky thinking and problem-solving skills that are not easy to duplicate in a conventional lesson. The project also helped



<http://brockworthschool.myschoolsite.net>
The winning website in the schools competition, created by a team from Brockworth Enterprise School.

us broadcast ourselves internationally and has proved to be a valuable tool for international twinning. Finally, the website will be embedded into school departments' schemes of work and so the project will ensure dynamic curricular development. In short, the project has allowed us to reflect on the past, use the present and agenda-set for the future. The school has just been awarded the intermediate, rather than foundation, level international education award from the British Council and I am sure the website is one of the reasons."

About the effect the competition had on the school's pupils, he also said that "the fact that kids realise that they have stories to tell and that so-called ordinary lives are interesting in themselves has helped their self-esteem."

Winners:

1st: <http://brockworthschool.myschoolsite.net>

Brockworth Enterprise School

2nd: www.multiculturalhistory.myschoolsite.net

Weatherhead High School

3rd: www.culture4you.myschoolsite.net

Stanground College

4th: www.undercoverculture.myschoolsite.net

Rainford High Technology College

"We had great fun creating the websites and they were part of our Humanities Week activities. Most of the pupils who created these sites chose this activity for the week from several others that were available. Even if they are not successful in making the 50 short-listed, I feel the experience was invaluable as they were able to work in teams and produce their own websites."

Mr P M Littler (ICT teacher), Mellow Lane School, Middlesex

Tottenham Hotspur Football Club Case Study

London was the last and the largest city the project visited. In order to give the widest range of people an opportunity to attend we decided that we would host the workshops in more than one venue. The Cabinet War Rooms and Churchill Museum was the lead cultural partner on the project and the three workshops there were supplemented by a workshop at Tottenham Hotspur Football Club's Study Centre as well as one at the Queens Park New Media Centre in North West London.

White Hart Lane, Tottenham Hotspur Football Ground: The ground has an education centre with 20 PCs with broadband internet access that has been used for after-school clubs for several years. We were able to work with the centre's education staff and host a two-day workshop there. The workshop emphasised the role White Hart Lane has taken over the years as a focal point for different communities in the area.

Workshop Participants: The workshop was slightly different to previous ones in that we had already established links with Westminster Kingsway College and a group of ESOL (English for Speakers of Other Languages) students (aged 17-24) at the college. Many of the students are in England seeking refuge from dangerous situations in their own countries. The group's teacher Natasha Kingham was offered the chance to build her own site in advance and attend earlier workshops to gain experience in the software and the workshop. Maud Hand, INSITE's workshop project manager, also delivered a three hour session at Kingsway College at which the 32 students developed ideas for their sites. This was supported by four IT sessions delivered by Natasha and her colleagues in advance of the workshop. Kingsway's students formed the majority of the participants in the workshop and worked in groups. Another participant, not from Kingsway, built a website about Spurs player Walter Tull, one of the first black footballers in Britain – a nice tie-in bearing in mind where the workshop was held.

Conclusion: As with the workshops held at the community centres in Bristol and Bradford, the workshop was interesting as it demonstrates the value of cultural activity in a range of venues outside of museums and galleries – the workshop concluded with a tour of the ground and a discussion of the club's history. Similarly, being located outside of the immediate centre of London suited local participants who may not have been able to attend otherwise.



David Lammy, MP for Tottenham and Minister for Culture, and the Westminister Kingsway College students alongside the pitch at White Hart Lane during their tour of the stadium.

Dan Wong, Bradford workshop participant's story

The INSITE workshop was the perfect opportunity to revamp our band's website. Even better, it was free. The workshop took place in a great location – the National Museum of Photography, Film & Television. I arrived a little late, but not to worry – Maud Hand showed me to the small meet-and-greet that was taking place upstairs amongst the other participants, including my two band mates, the fellow web designers. And what a mix – more old people than we had expected!

Tom, our drummer, had applied for the workshop. We fitted the criteria as a multi-racial band, formed shortly after the Bradford riots in 2001.

Initially, we were surprised (even disappointed?) that we weren't using Dreamweaver to build our new site. Joe White, the Moonfruit guy, gave a brief introduction to his application. It seemed a little strange at first, but then I think we were missing the point. Moonfruit is a great tool for anyone building a site – it took all the ugly and confusing code away and made it perfect for this kind of workshop. The point was about the content, not the program we were using.

After much debating and fussing between my pals, the first day seemed relatively unproductive. We'd only just got to grips with Moonfruit, and hadn't really used the expertise of Maud, Joe or Tim Burnett (from the museum).

That night, worried about the progress presentation in the morning, I started the site again from scratch. Again, it was Moonfruit's [software-less] accessibility that made that happen. By morning, we had the basic skeleton of a website mapped out. Complete with flash animation – a first for us!

The second day, having got our heads around Moonfruit's concept, we whizzed through the site, adding bits here and there. Maud, Tim and Joe were all great in assisting us with our questions – how do you get rid of that? Why's this image stuck there? But the more you played with the stuff the more it became second nature.

I had asked Maud, with her Channel 4 links, if there was anything INSITE-related (or otherwise) I could help out with – work experience for a recent graduate. As a result of the workshop, and my new-found love for Moonfruit (I had completely redone the site in my spare time), I was invited to help out with the next Bradford workshop. The first rung of my career ladder, I hoped.



Fineapple

<http://fineapple.orationinsite.com>

The band Fineapple's website that was built in one of the Bradford workshops by its members. This multi-racial band was formed shortly after the Bradford riots.

The experience was a little unnerving – but ultimately useful. There was the same eclectic mix of people and ideas in the final Bradford (and the two subsequent Wolverhampton) workshops; people with little knowledge of computers, people with disabilities, people that didn't have English as a first language – yet it all seemed to work out okay. You can achieve a lot in two days, it seemed.

Since my part in the workshops, I've been in constant contact with Maud. Through her, I helped Connie, a plucky 92-year-old, to finish her site about the first municipal housing scheme for immigrant workers in Bradford, and indeed England. I met more INSITE workshop participants at a celebratory party at the NMPFT. There, I was introduced to more Channel 4 people – Paul Murphy and Katie Streten. And through Maud's other role as co-ordinator of **IDEASFACTORY**, I was able to join her for a Creative Industry event, hosted by the West Midlands hub in Birmingham, where I was introduced to yet more of the Channel 4 team behind **IDEASFACTORY**.

From there, my work experience has grown – Maud commissioned me to write a feature for the **IDEASFACTORY** Base site, about a new digital TV channel based in Yorkshire. From there, I was appointed to come on two weeks paid work experience at the Channel 4 headquarters in London's Horseferry Road – two very worthwhile weeks, working on content for the **IDEASFACTORY** Northern Ireland site. I learned how to use the channel's web content management system (not dissimilar to Moonfruit), honed my web writing skills, and experienced the ins and outs of Channel 4 office life. I've been pretty busy – I should probably get on with updating my band's site...

An interview with Jaswinder Singh, creator of Simply Bhangra

ORIGINATION INSITE: What's your background?

Jaswinder Singh: I work as a video artist and musician, arts producer and arts consultant for many leading arts organisations in the South East and London. I have done an MA in film and video production/film studies. I work as a video installation artist and programme/produce arts events for arts venues.

OI: What gave you the idea for your website?

JS: I run my art development agency called Punjabi Folk Company which promotes and develops bhangra culture in UK. I thought it would be very good to put all the information about bhangra and UK bhangra scene on a single website for UK and worldwide audiences.

OI: What was the biggest challenge you faced in putting your site together?

JS: Writing exact text and accurate information and doing long-term research to make sure every single word that goes on the website is true. Another challenge was to make a website different from commercial bhangra song-selling websites, and to make Simply Bhangra a complete informative website for anyone who wants to know anything about bhangra.

OI: How did you find the workshops?

JS: The workshops were good, supportive and very soon I gathered this idea that I have to master this software in order to get best use from it. The people behind the workshops were great!

OI: What's the response from people been like?

JS: A positive response on my website, indeed I am surprised because I am receiving emails from all over the world with people writing thanks and good comments for making this website, which we felt was missing from the web world. On average the site has 100 visitors every day and now the Simply Bhangra visitor count is nearly 14,000.

OI: How did the INSITE project help you?

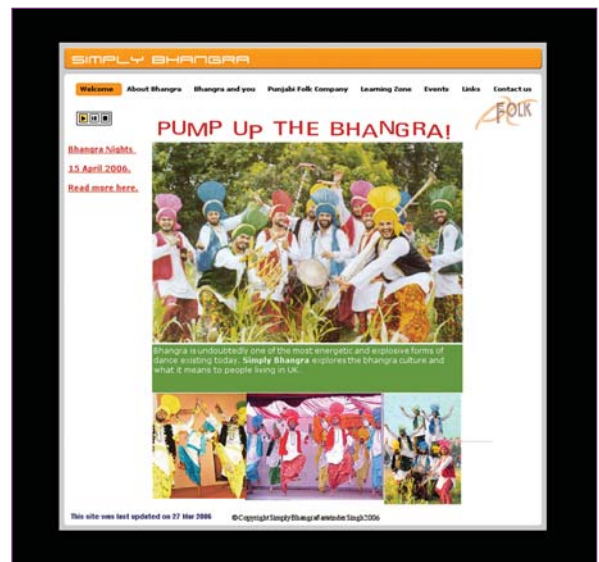
JS: Without the INSITE project, I would have never made this website. It is because of the project that I got the initiative and I realised how simple it is to make a website, I mean a good website!

OI: If we ran INSITE again how could we improve it?

JS: I reckon the training could be introduced to advanced level, as it was basic training in two days. In my case I worked for approx two months to complete the design of the website. Also it would be useful for workshops to give more generic information about how websites work and how to make more professional websites.

OI: What are you up to now?

JS: I have recently made another website with INSITE for my new video installation project, funded by Arts Council England. With regards to Simply Bhangra very soon I am going to apply business skills to raise the profile of bhangra and my art development agency, which will also benefit the UK bhangra industry. Undoubtedly these websites have raised my profile!



Simply Bhangra

<http://simplybhangra.Originationinsite.com>

"On average the site has 100 visitors every day and now the total visitor count is nearly 14,000," says Jaswinder Singh, who created the Simply Bhangra website at one of the Wolverhampton workshops.

Contacts, participants and other details

If you've received this document on the INSITE CD, you'll find a selection of documents from the project in the folder called 'INSITE documents': this includes the pre- and post-evaluation forms that we asked workshop participants to complete; the training manuals for the workshops; samples of the posters and postcards we used to publicise the project and the certificates that were awarded to everyone who successfully completed their website.

Participating Organisations

At-Bristol www.at-bristol.org.uk

Wolverhampton Art Gallery www.wolverhamptonart.org.uk

The National Museum of Photography, Film and Television www.nmpft.org.uk

The Churchill Museum and Cabinet War Rooms cwr.iwm.org.uk

Rugby Library, Art Gallery & Museum www.warwickshire.gov.uk

Tottenham Hotspur Study Centre

www.tottenhamhotspur.com/community/community_learning_centre.html

Queens Park New Media Centre www.qpnmc.com

St Pauls Community Centre www.bristol-city.gov.uk

The Shihey New Start Centre www.newstart.go-legend.net

Channel 4 INSITE channel4.com/insite

Culture Online www.cultureonline.gov.uk

The Culture Online team:

Mike Greenwood, commissioning executive

Emmanuel Ohajah, development producer

Sally Barratt, project assistant

Graham Thomas, head of marketing and communications

Harriet Williams, communications and events producer

Yvonne Harris, evaluation and usability manager

The INSITE team at Channel 4:

Maud Hand, workshop project manager

Brian Burns, INSITE assistant

Naomi Arnold, marketing manager

Rebecca Ladbury, press officer

Mark Limb, designer

Paul Murphy, INSITE project manager

Katie Streten, factual editor online

Adam Gee, commissioning editor – interactive, Channel 4