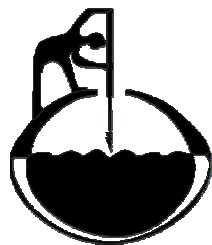


**SUMMARY OF ALASKOOL WEB SITE  
SURVEY RESULTS: WHAT'S USEFUL  
AND WHAT CAN BE IMPROVED?**

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APRIL 2004



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## INTRODUCTION

This report summarizes the results of a survey the Institute of Social and Economic Research (ISER) and First Alaskans Institute (FAI) developed to determine how useful the Alaskool Web site—[www.alaskool.org](http://www.alaskool.org)—is and how it might be improved. To understand the survey results, it's helpful to know the background of the Alaskool Web site.

The Alaskool Web site is the product of the Alaska Native Curriculum and Teacher Development Project, designed in the late 1990s by Paul Ongtooguk and John Pingayak—two Native educators—and Bill McDiarmid, who at that time was the director of ISER. They saw that resources teachers and others needed for Alaska Native education were very scarce, and they proposed to fill the need by creating an online collection of materials on Alaska Native history, culture, and languages, as well as curricula and other products teachers and students could use. Such a collection, on a Web site, would not only bring together in one place a wide array of materials, but would also make them instantly accessible to residents of remote rural communities.

In 1998, the U.S. Department of Education funded the project with a three-year grant. The project brought together teams of teachers, elders, and community members in various parts of Alaska with university-based specialists to develop curricula on Alaska Native studies and language. It was the result of collaboration and contributions from ISER, the UAA College of Education, Kashunamuit School District, Chevak, UAF Native Language Center, Juneau Douglas High School, Howard Luke Academy in Fairbanks, Iditarod School District, KNBN radio, and several other individuals and organizations.

The Alaskool Web site came on-line in 1999. Over the three-year period of the Department of Education grant, Alaskool Web site innovations included:

- For the first time, people in rural Alaska had ready access to materials developed about them.
- For the first time, an Alaska Native language could be seen and heard via the Internet.
- For the first time, a freely available, Internet-compatible Native language font existed.
- For the first time, the works of many Alaska Native authors, including many rare and out-of-print works, were easily accessible and in one place.
- For the first time, a Native educator had written a Native studies curriculum specifically to help Native students be successful participants in their own communities.
- For the first time extensive materials on the history of Alaska Native education, which many non-Native teachers are not familiar with, are easily accessible.
- For the first time, multiple perspectives about the history and consequences of the 1971 Alaska Native Claims Settlement Act were available in one place.

The Alaskool Web site offers students, educators, and Native community members rich resources in a number of content areas. Topics addressed on the Web site include education, subsistence and traditional life, Native languages, Native government, racism in Alaska, biographies, land claims, literature, and more. There are resources aimed specifically at teachers, maps, Alaska Native Commission reports, and links to Web sites for a number of Native organizations and related agencies.

Alaskool is widely used by students, researchers, and educators around the state. During calendar year 2002, nearly 38,500 unique visitors viewed Alaskool pages 517,888 times. From January through August 2003, 70,208 individual visitors made 686,177 visits to the pages. Average monthly site traffic has increased dramatically as well. The number of individual site visitors grew from an average of 3,205 per month in 2002 to 8,776 per month for January through August 2003—an increase of 174 percent. Links to Alaskool.org from other Web sites also increased from 1,221 in calendar year 2002 to 1,419 in the first eight months of 2003.

Federal funding for the project ended in 2000. Since then, the Alaskool team—consisting primarily of Alaska Natives—has pursued partnerships with Alaska Native organizations such as the First Alaskans Institute and the CIRI Foundation, as well as funding from other public and private organizations. The University of Alaska Anchorage provided funding for one year as well.

The Alaskool team members continue to seek funding for the Alaskool Web site, because they believe it is an invaluable tool for educators and community leaders tackling the critical issues facing both the Native education system and Alaska's Native population as a whole.

## **METHODOLOGY**

The Institute of Social and Economic Research (ISER) worked with the First Alaskans Institute to develop an online survey to collect information from visitors to the Alaskool Web site on how they used the Web site and how it might be improved. We first identified potential users of the Web site—both groups and individuals—and e-mailed them information about the survey and a link to it. We also placed a link to the survey on the Alaskool home page, so that anyone who was interested could complete the survey.

The survey was a voluntary and anonymous online survey, and the survey results do not represent a scientific sample of Alaskool Web site users. The survey population consisted of adults who were 18 years and older—we asked students under 18 not to participate. We did not collect any personal or identifying information about individuals or their computers.

The survey began on November 19, 2003, and ended on January 14, 2004. There were 127 valid responses. The online survey automatically saved respondents' answers in a database that we later used to summarize the data.

The following report is a summary of respondents' answers to the survey questions. The answers to each question are summarized in both text and graphs. There are three appendixes. Appendix A is a printout of the online survey; Appendix B shows the survey results in table form; and Appendix C is a complete list of the text answers given to the open-ended questions.

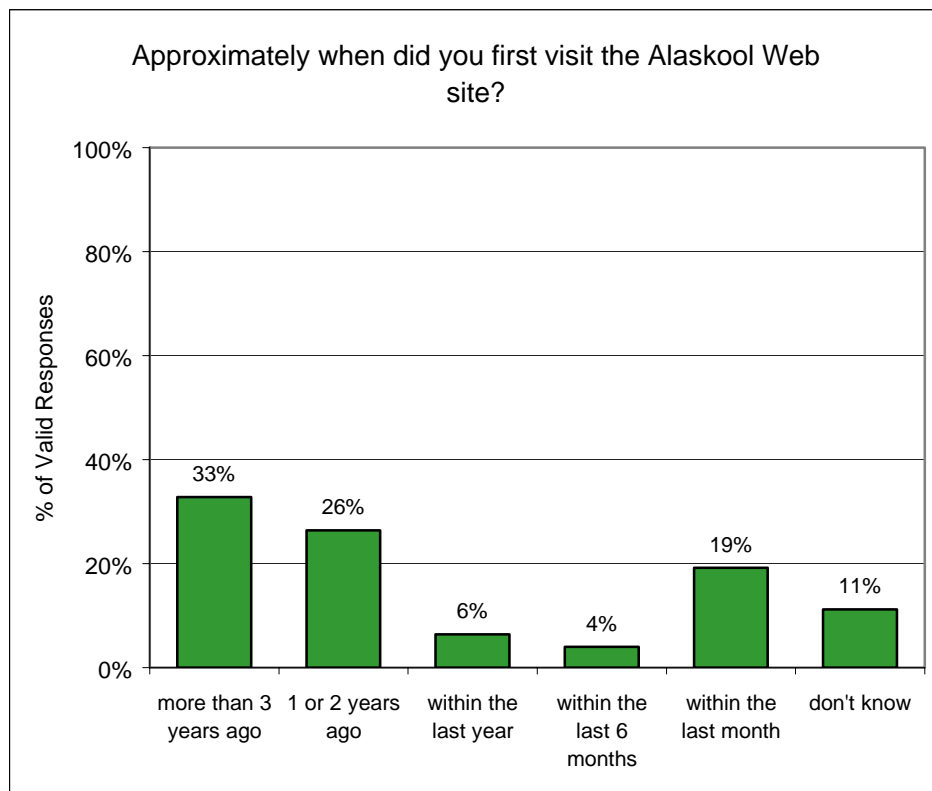
## SURVEY RESULTS

The Alaskool Web site survey included three sets of questions. First, we asked people to tell us how they used the Alaskool Web site. Next, we asked respondents for some demographic information. Finally, we asked people to tell us what they liked best about the Web site and what they thought could be improved. The following three sections summarize the answers to these three questions.

### How Respondents Use Alaskool

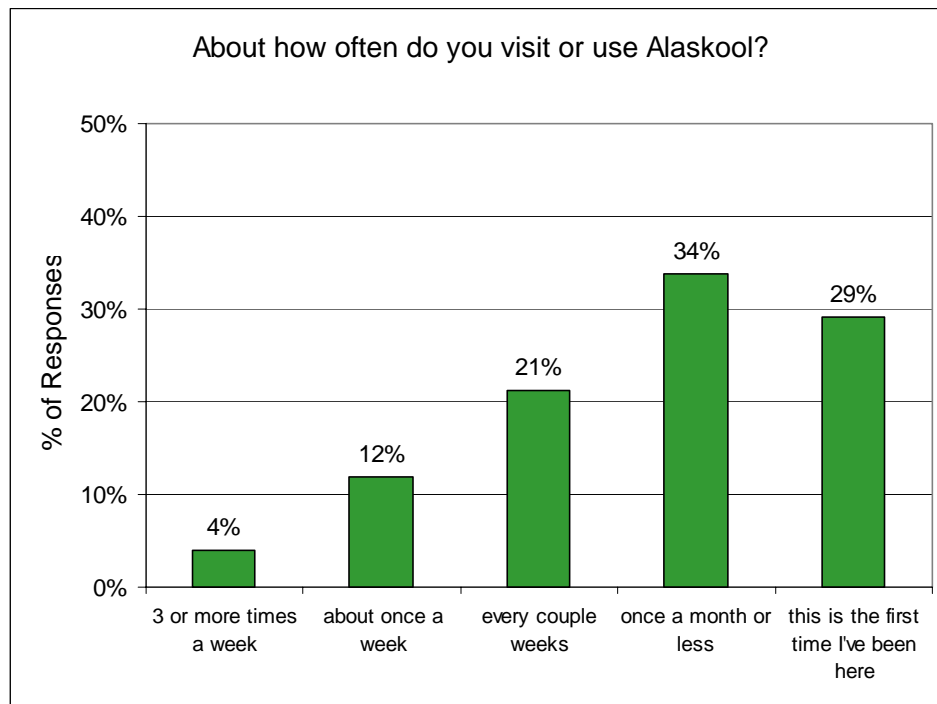
Survey answers suggest that Alaskool has a core group of repeat visitors—59 percent of respondents—who have been using the Web site for over a year. Figure 1 summarizes respondents' answers to the question, "Approximately when did you first visit the Alaskool Web site?" A third of respondents (33 percent) said they first visited the site more than three years ago, and 26 percent said they first visited Alaskool one or two years ago; 29 percent visited the site for the first time within the last year.

Figure 1.



Over a third of the respondents use the Alaskool Web site every few weeks. Figure 2 shows that 4 percent of respondents said they visited Alaskool three or more times a week; 12 percent visited about once a week; 21 percent used the site every couple of weeks; and 34 percent of respondents said that they visited Alaskool once a month or less. The remaining 29 percent said this was the first time they had used Alaskool.

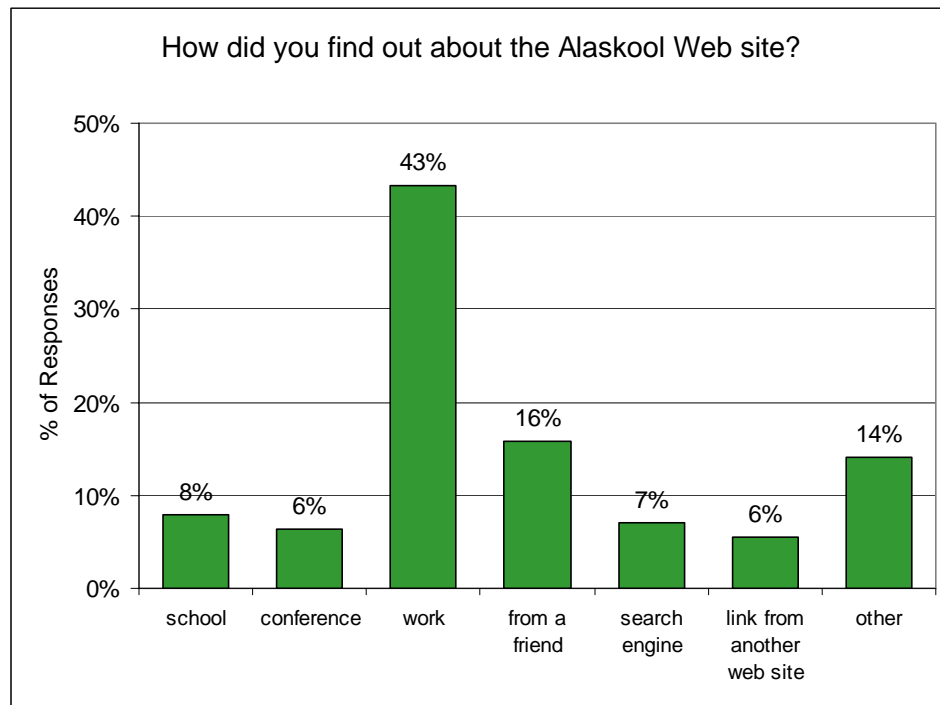
Figure 2.





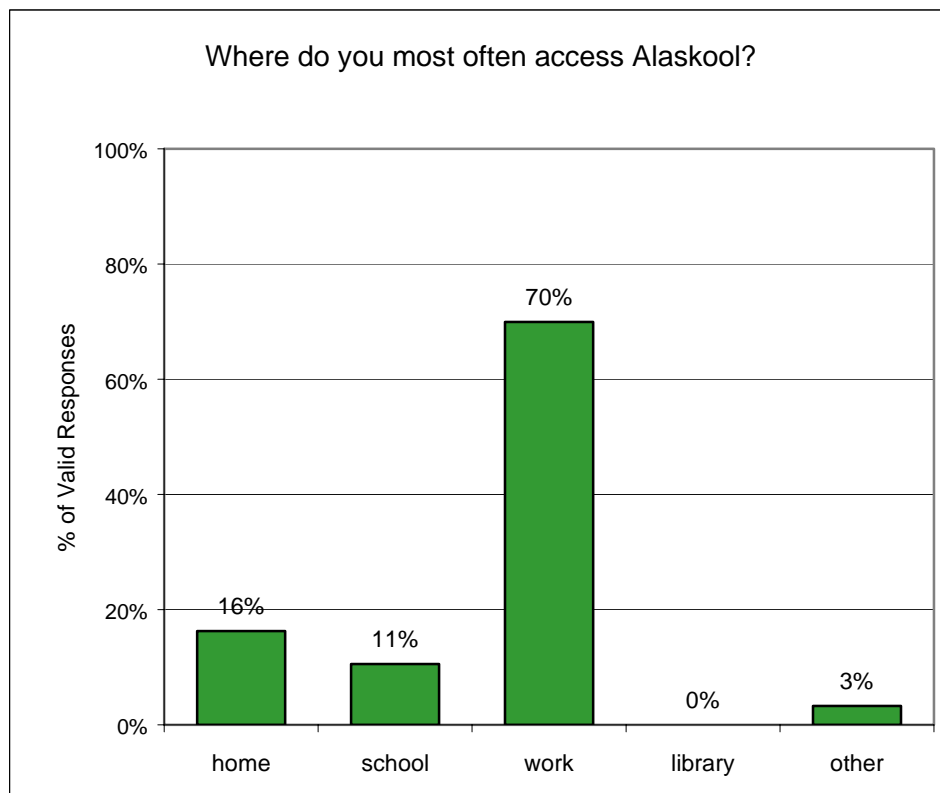
We asked respondents how they found out about the Alaskool Web site, so we could better promote and develop Alaskool resources. Figure 3 summarizes their responses. Almost half of the respondents found out about the Web site from work; 16 percent heard about it from a friend; 8 percent heard about it at school; 7 percent discovered the site through a search engine; 6 percent heard about it at a conference; 6 percent found it through a link from another Web site; and 14 percent indicated other sources. (See Appendix C, Question 2, for complete text answers to this question.)

Figure 3.



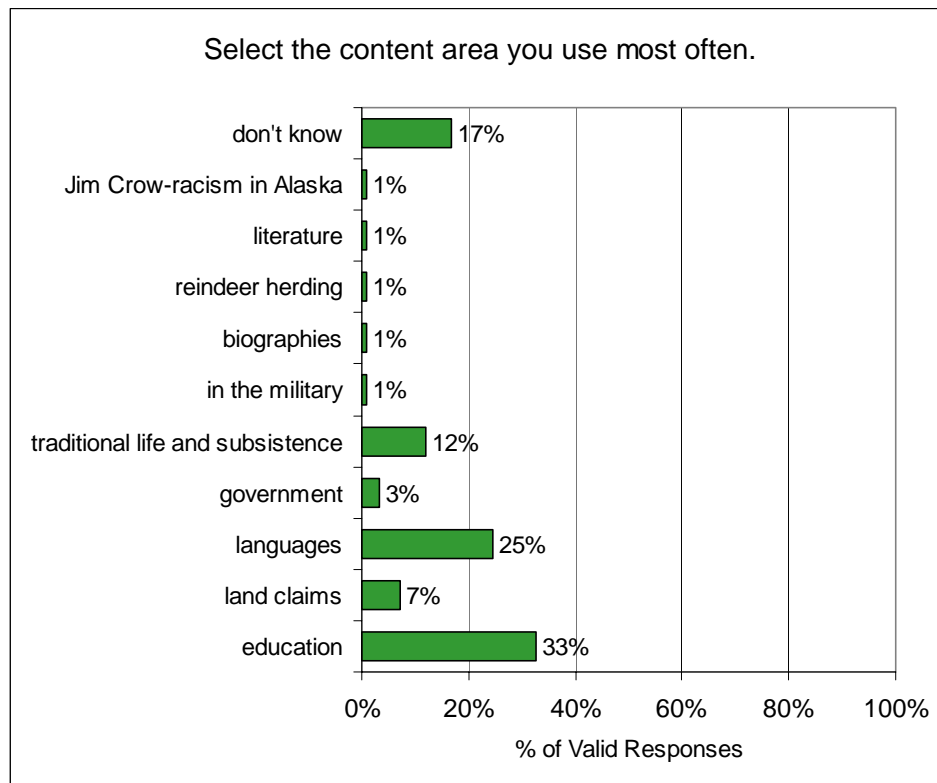
Our next question to respondents was, where do you access the Alaskool Web site? Most respondents (70 percent) accessed Alaskool from work; 16 percent accessed it from home; and 11 percent accessed it from school. Surprisingly, no survey respondents accessed Alaskool from libraries. This may be because we asked people to take the survey by e-mail, and most people check their e-mail at work, home, or school.

Figure 4.



The Alaskool home page identifies two types of content—main content and supplemental content. Figure 5 identifies the categories of main content that respondents used most often—education (33 percent), languages (25 percent), and traditional life and subsistence (12 percent). In addition, 7 percent of respondents used materials on land claims and 3 percent used materials on government. Only 1 percent of respondents used the remaining content areas—literature, reindeer herding, biographies, and in the military.

Figure 5.



We also asked respondents to select the content area they used second most often. Figure 6 summarizes the responses to that question. Once again, education (20 percent), languages (12 percent) and traditional life and subsistence (25 percent) were the most frequently selected content areas. These were followed by: Jim Crow-racism in Alaska (7 percent), land claims (6 percent), literature (3 percent), and government (3 percent). We combined responses to the two questions—most often and second most often selected content areas—to establish the following prioritized list of Alaskool content areas: education, languages, traditional life and subsistence, land claims, Jim Crow-racism in Alaska, government, literature, reindeer herding, biographies, and the military.

Figure 6.

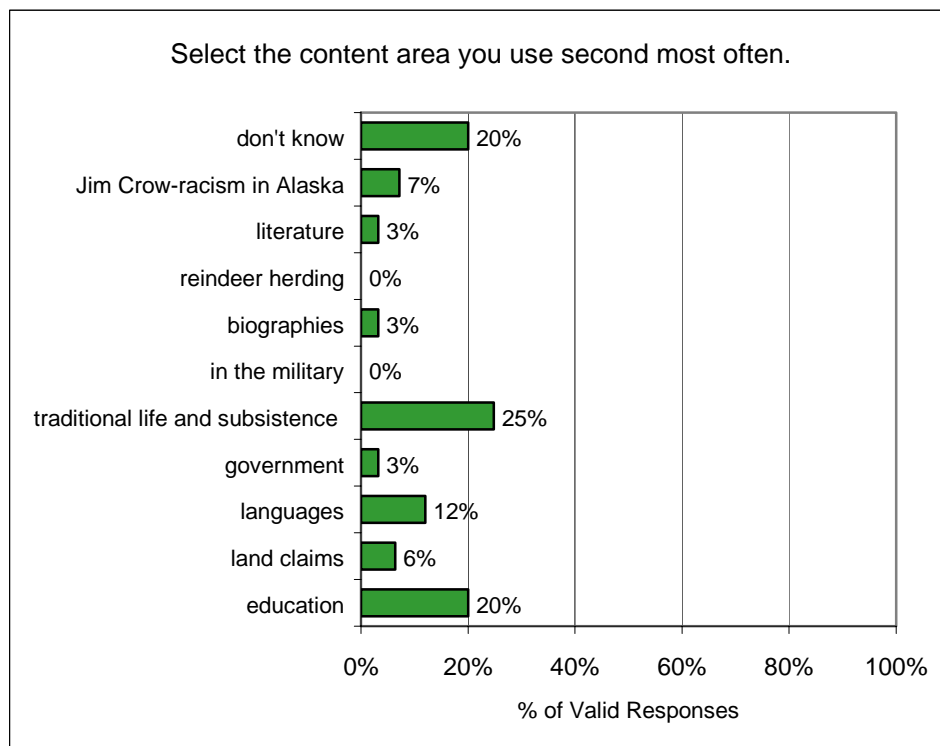
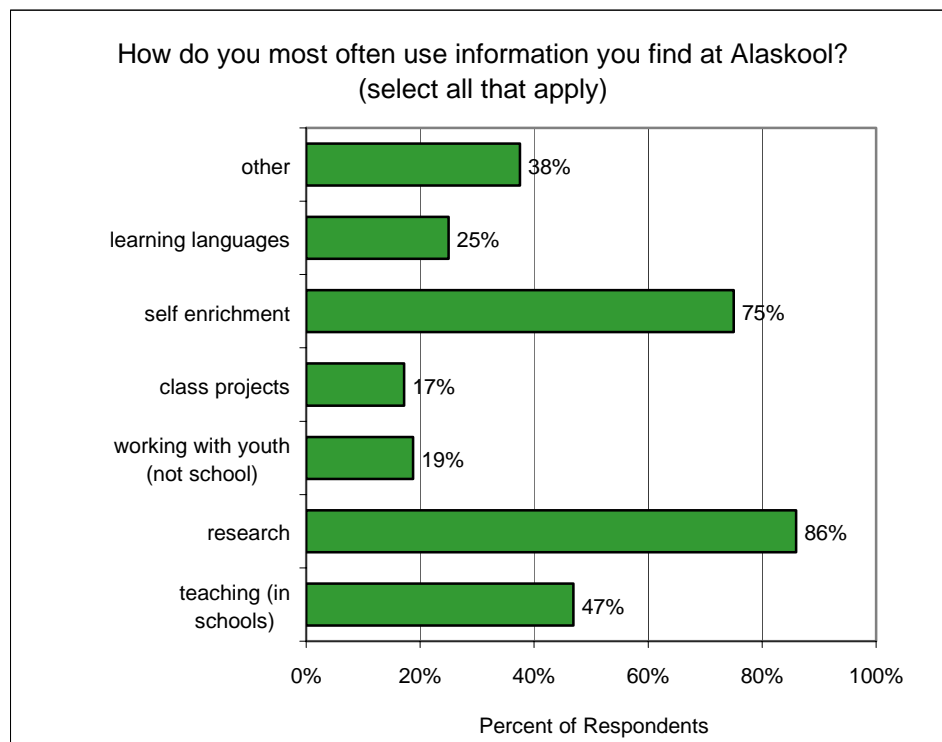


Figure 7 summarizes respondents' selections of how they most often use information they find on the Alaskool Web site. Because respondents could select as many categories as applied, the percentages do not add up to 100 percent. The vast majority of respondents—86 percent—said they used information on Alaskool for research; 75 percent used Alaskool information for self-enrichment; and 47 percent used information for teaching in schools. Fewer respondents cited learning languages (25 percent), working with youth not in school (19 percent), and class projects (17 percent).

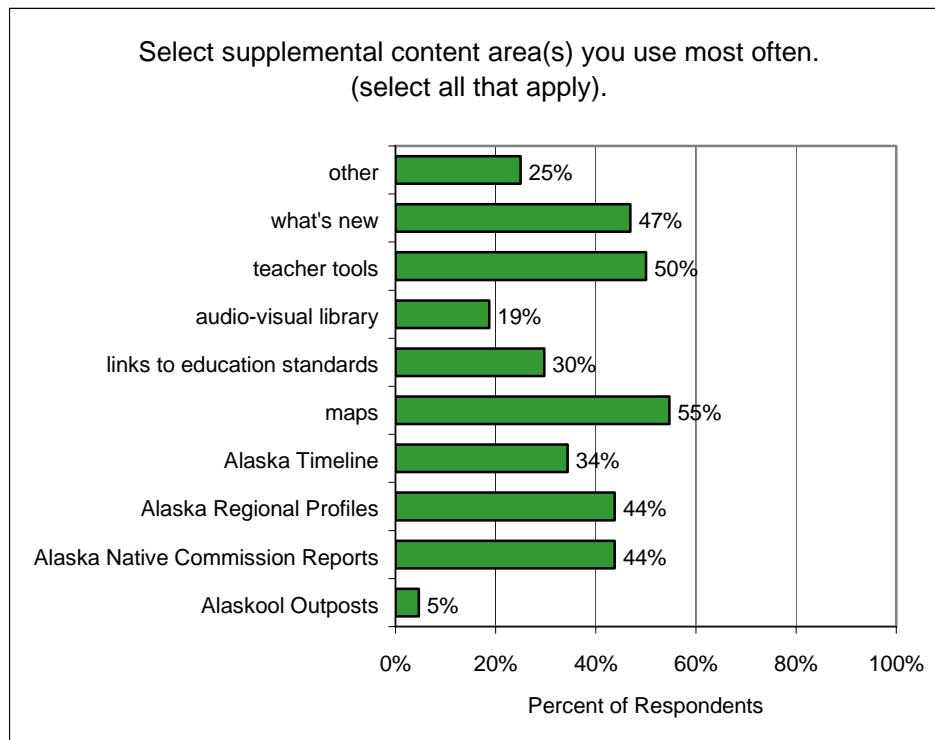
A large number of respondents selected the “other” category (38 percent). These respondents were asked to add an explanation. Explanations given included to increase cultural awareness at work, work-related, background for work (legislative office), learn about other cultures, and Inupiaq font for stories. Several respondents explained that this was the first time they had visited the Alaskool site. (See Appendix C, Question 7, for the complete text of respondents' explanations.)

Figure 7.



Next, we asked respondents to select the supplemental content areas on the Alaskool home page that they used most often. This question was also a select-all-that-apply question, so the percentages do not add up to 100. The majority of respondents selected maps (55 percent) or teacher tools (50 percent) as the most frequently used supplemental content areas; 47 percent selected the what's new category; 44 percent selected Alaska Regional Profiles; 44 percent selected Alaska Native Commission Reports; 34 percent chose the Alaska Timeline; 30 percent chose links to education standards; 19 percent picked audio-visual library; and 5 percent picked Alaskool Outposts.

Figure 8.

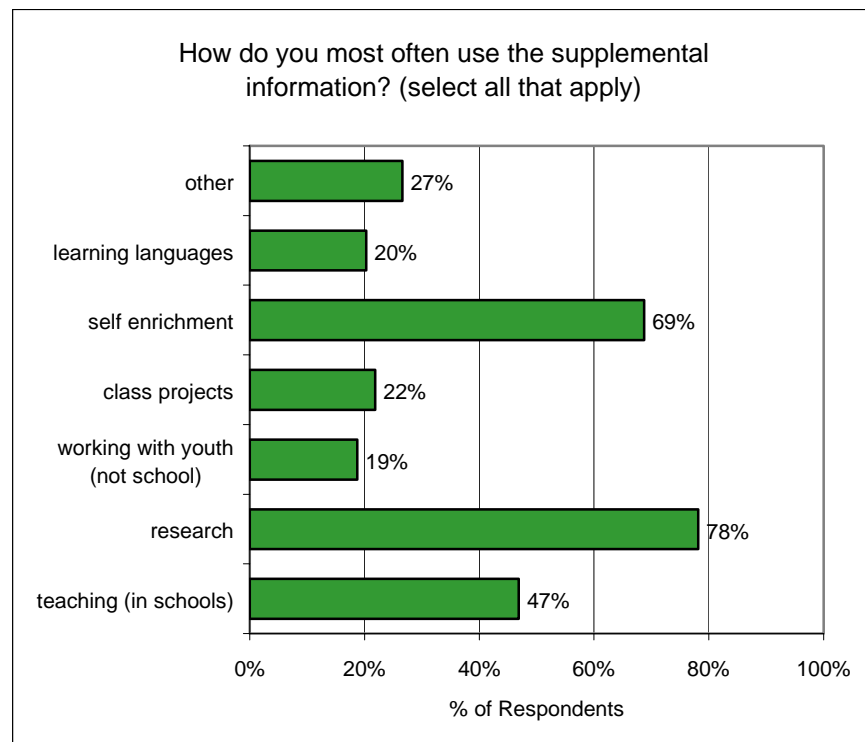


Again, we asked the 25 percent of respondents who selected the “other” category to provide an explanation. These explanations included Inupiaq language dictionary, Inupiaq fonts, education, and do not use. (See Appendix C, Question 8, for the complete text of the explanations.)

Figure 9 summarizes answers to the question of how respondents most often use the supplemental information categories on the Alaskool home page. Again, since respondents could select all the categories that applied, the percentages do not add up to 100. Respondents' answers were very similar to their responses to the question of how they used the content information on Alaskool summarized in Figure 7. The vast majority of respondents—78 percent—said they used information on Alaskool for research; 69 percent used Alaskool information for self-enrichment; and 47 percent used information for teaching in schools. Fewer respondents cited class projects (22 percent), learning languages (20 percent), and working with youth not in school (19 percent)

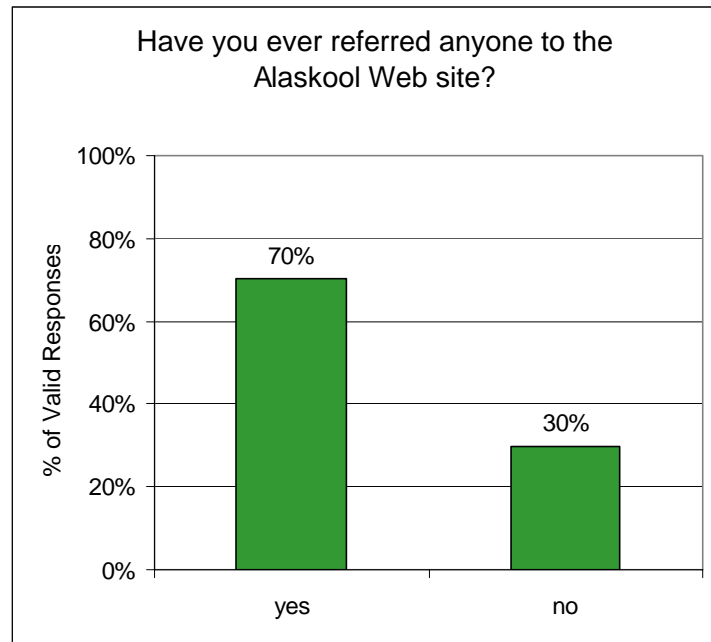
Again, 27 percent of respondents selected the other category, and again we asked them for an explanation. Answers included: cultural awareness, information sharing, working with teachers, and sharing information with visitors and guests. (Appendix C, Question 9, lists the complete explanations.)

Figure 9.



We next asked respondents whether they had ever referred someone else to the Alaskool Web site. Most respondents—70 percent—answered yes. This is a good indication that the Alaskool Web site is useful and that word-of-mouth is an effective method for advertising the Web site.

Figure 10.



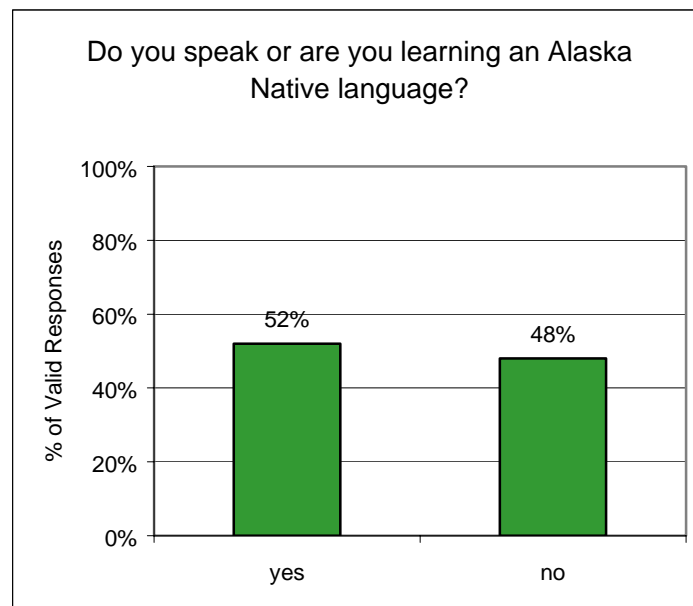


## Respondent Characteristics

### *Language*

We wanted to find out if respondents in this survey were familiar with Alaska Native languages, since there is a significant amount of language material on the Alaskool Web site. We asked respondents if they spoke or were learning an Alaska Native language. Over half of respondents (52 percent) said that they either did speak or were learning an Alaska Native language.

Figure 11.



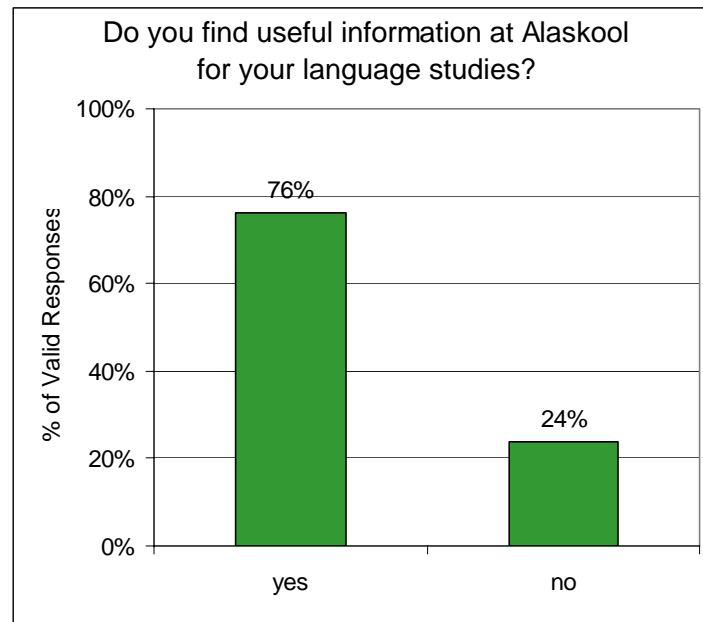
Of those respondents, 62 percent said they spoke or were learning Inupiaq; 11 percent said Unungam Tunuu (Aleut); 8 percent said Yup'ik; 6 percent Tlingit; 6 percent Athabaskan; and two percent Cup'ik. Six percent of respondents selected the “other” category and listed the following as a language they spoke or were learning: St. Lawrence Island Yupik, Alutiiq – Sugstestun, Dena'ina, Deg Xinag and Unangam Tunuu.

Figure 12.



The first language material placed on the Alaskool Web site was in Inupiaq, and Inupiaq materials still represent the most comprehensive language materials on the site. Alaskool continued to add material for other Alaska Native languages but, due to funding constraints, the depth and detail is probably not as great as for the Inupiaq materials. It is, however, a positive sign that respondents were using material in all the languages on Alaskool. And most respondents—76 percent—said they found useful information on Alaskool for their language studies.

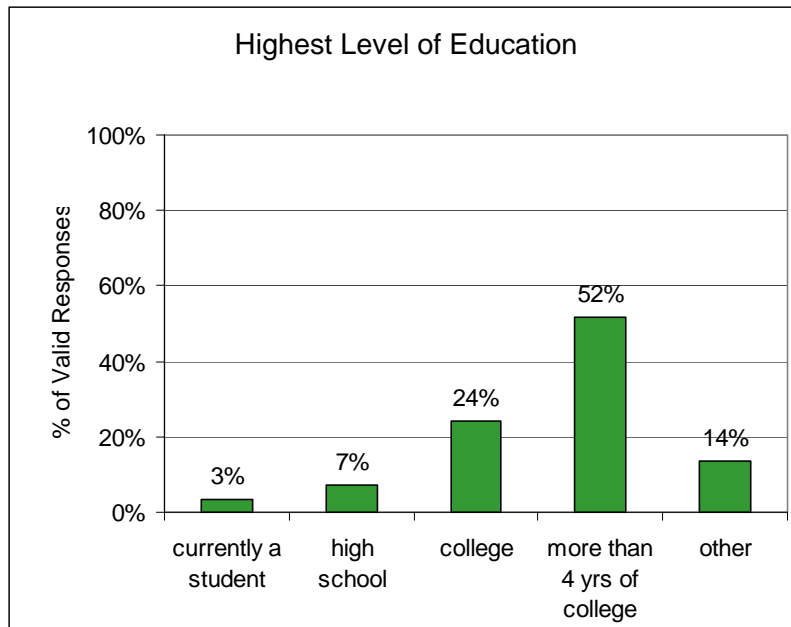
Figure 13.



### *Education Level*

Those who responded to the survey were highly educated. Fifty-two percent said they have more than four years of college and 24 percent said their highest level of education was college. People younger than 18 were asked not to respond to the survey, so K-12 students are not represented by these survey results. The explanations of the 14 percent who chose the other category are listed in Appendix C, Question 14.

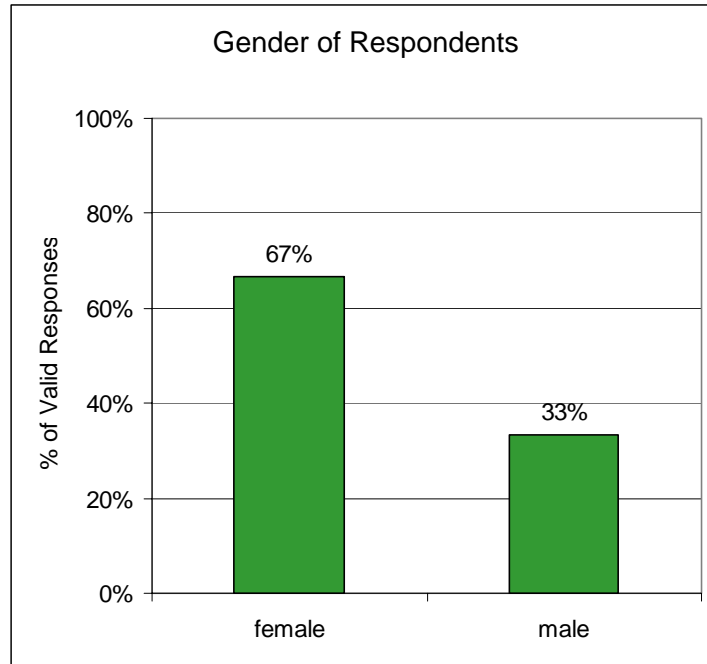
Figure 14.



### *Other Demographics*

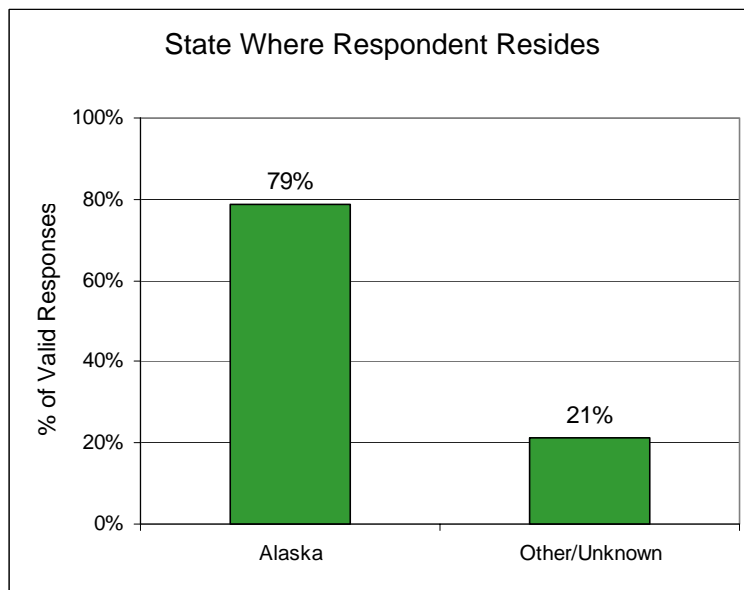
Two-thirds of respondents were women and one-third men.

Figure 15.



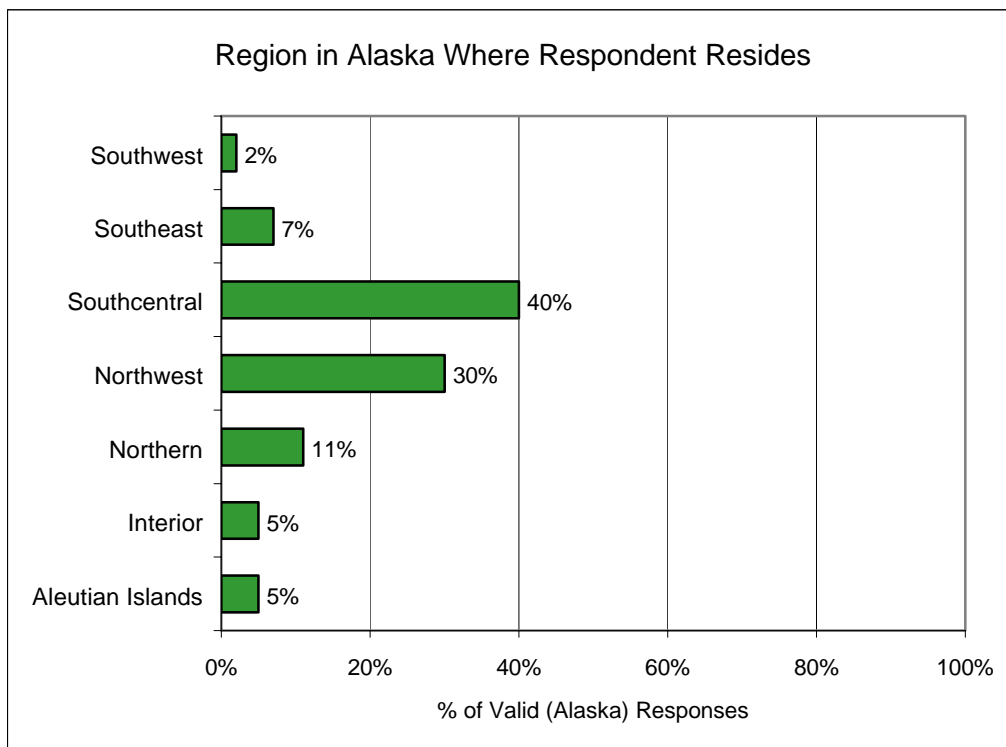
Seventy-nine percent of respondents said they live in Alaska. Other states with one or two percent of respondents included Arkansas, California, Colorado, Washington, D.C., Michigan, New Hampshire, Texas, Virginia, Washington and Wyoming.

Figure 16.



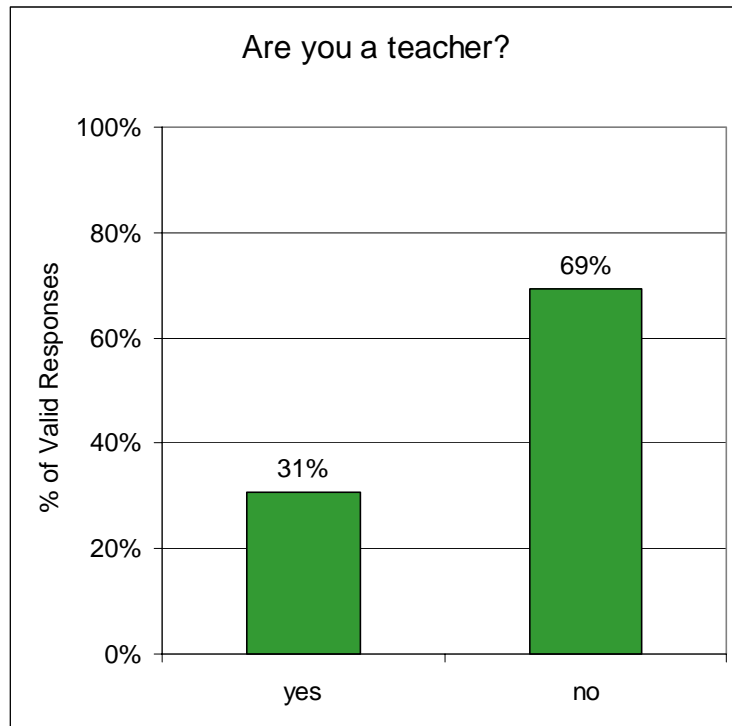
We asked respondents who lived in Alaska to tell us in what region they live. The greatest number (40 percent) said they live in southcentral Alaska—the area that includes Anchorage; 30 percent live in the northwest region of Alaska, and 11 percent live in the northern region. These last two regions are Inupiaq-speaking parts of Alaska. Fewer respondents lived in other regions —7 percent in southeast Alaska; 5 percent in both the Interior and Aleutian Islands; and two percent in southwest Alaska.

Figure 17.



Since we made an effort to contact schools and teacher groups about this survey, we asked respondents to tell us if they were teachers; only 31 percent of respondents identified themselves as teachers.

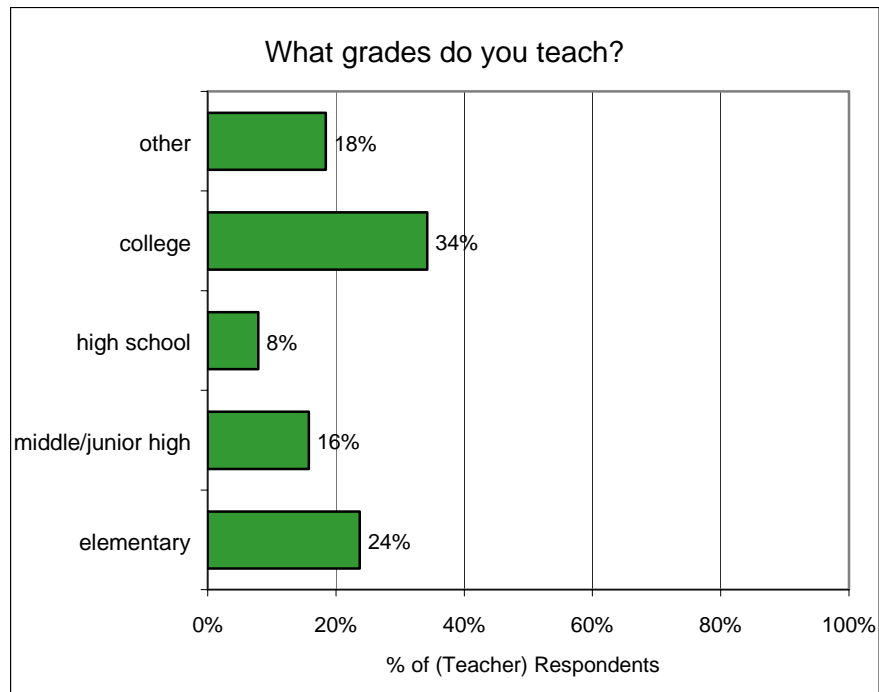
Figure 18.



Of the teacher respondents, 34 percent said that they taught at the college level and 24 percent taught at the elementary level. Fewer respondents (16 percent) said they taught junior high/middle school, and 8 percent said they taught high school.

The 18 percent of teachers who selected the “other” category further explained their teaching as: teacher of teachers, Alaska Native Fine Art, K-12, through the National Park Service, elementary and middle school, and bilingual. (See Appendix C, Question 22, for complete text.)

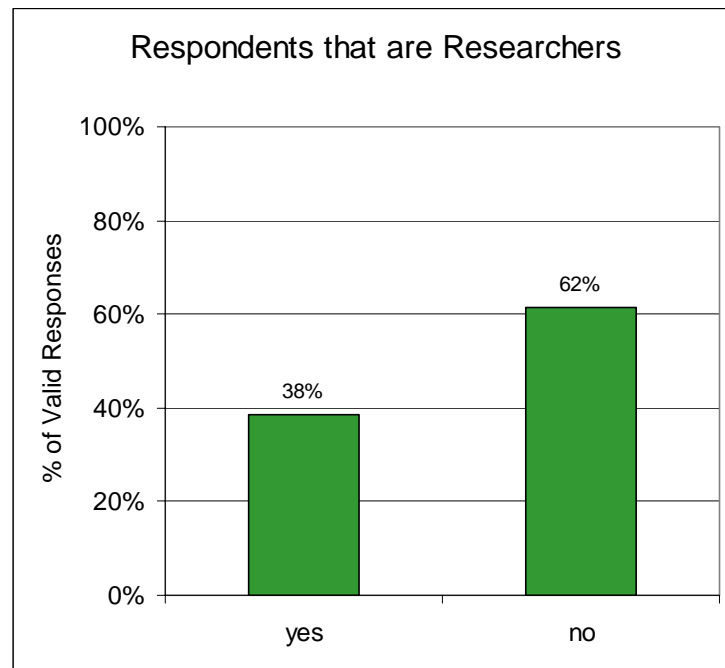
Figure 19.





Thirty-eight percent of respondents identified themselves as researchers. We asked them to tell us how the Alaskool site has helped with their research. Researchers' explanations of how they use Alaskool materials included: curriculum development, historical information, cultural information, original documents, out-of-print documents, language materials, and background materials for grant writing. (See Appendix C, Question 24. for complete answers.)

Figure 20.



### ***General Questions – What’s Good and What Can Be Improved?***

We asked respondents what they liked best about the Alaskool Web site and what they would improve. There was a wide variation in the responses about what people liked best. The most often cited favorites were ease of use and the availability of Alaska Native language materials. However, there were several other comments:

- Information on the Inupiaq language available to anyone with a computer. This includes the Inupiaq font.
- The variety of materials; the ready-made curricula; the opportunities to hear Native languages spoken; the availability of historical documents that can be used in class.
- Information is easy to locate, more resources are given for further information, covers broad range of Alaska Native education issues, statewide cultural information is shared (not just one area), ties to current events/issues Alaska Natives face, information is written so it is useful to students and adults, Web site is very user friendly and easy to remember.
- Biographies are very inspiring to read, whenever I get discouraged in the school I am attending in Washington state.
- I like the fact that the information is true and relevant to what I want to include in my teaching.
- Access to source documents.
- I feel confident in quality/validity of materials that are included.
- Alaska Native content and reports available such as the Alaska Native Commission that is out of print.
- Land claims information for current issues is so hard to find. As a teacher who believes land claims should be taught, our districts DO NOT PROVIDE adequate support in this area. I think that is a crime! Schools should support the land claims curriculum! I am very thankful for Alaskool for this reason. Keep up the good work.
- The language section is very comprehensive and I am using it to learn Inupiaq.
- That I can just browse the site and look at the different information that is on there and to learn more about the Yup'ik language that I am taking. That it is easily available for people to use and how you have everything in different categories.
- Unangam Tunuu font—this is the best solution I have seen for the difficulties posed of using it within the mainstream.
- Inupiaq fonts (mentioned several times)
- There is much information that is useful for teaching. It would be very helpful in teaching Alaska Studies in grade 4. I had to develop my own curriculum in the past. Also, I have taught in Romania and China. I think this would help me develop curriculum for other cultures also. There is also lots of information for anyone interested in Alaska Natives or history, even slightly—they would find it more interesting than expected. I wish I had access to this 10 years ago.

Respondents also suggested many different ways to improve the Alaskool Web site.

- Update access to the Inupiaq font.
- Even more documents on key historical events like ANCSA and ANILCA; more on languages; more literature by Alaska Native writers; more information—historical and otherwise—on specific communities.
- More language and curriculum ideas for language instruction.
- More information on tribes whose members live between and in both Alaska and Canada and the problems the borders cause.
- Richer interlinking between articles. It's great to also just have the important documents too—on their own—but annotation via hyperlink is cool. As is doing "more" around an individual document—not just posting it, but creating activities, interactions—guiding people's experience of areas of the site some.
- Include more regions of Alaska who have good cultural curriculum developed that are aligned to state and national standards.
- There needs to be two components that complement each other: Cultural/Linguistics/Social and the academic aspects that teach the systems and how they develop. For instance, languages are more easily understood if one knows linguistics; or social systems are more easily understood if one understands the contexts in which social systems work and the variables that lend themselves to interactions on a variety of social systems. Here in Alaska, all Alaska Native systems are not the same and therefore the outcomes one sees and understands are necessarily different.
- Inupiaq on the Web site is the Barrow dialect. There is a need to include the Bering Strait dialects—Kaweraqmuit, Fish River, and others.
- MORE land claims information at deeper levels. Access to pre-made worksheets, lesson plans—an entire land claims curriculum. Really—teachers flounder, give up and don't teach land claims at all. Most kids never learn about it. Someone has to take the initiative to make a good solid curriculum.
- A place name dictionary. A reference to the many different names in Alaska, and most importantly their origin.
- I am afraid some who do not really know how to speak and understand the Inupiaq language are learning the wrong way because I have to correct the spelling and the pronunciation all the time at work.
- I think that the Inupiat alphabet should be pronounced by a voice in order for someone to learn to correctly pronounce an Inupiaq word.

## SUMMARY AND CONCLUSIONS

It is important to remember that these results do not represent a scientific sampling of Alaskool users. However, over half the respondents have used the Web site for over a year and over a third use the site every few weeks. Thus, their comments are the informed opinions of frequent users and should be useful in assessing future directions for the Alaskool Web site.

- Almost half of respondents found out about the Web site through work, and 70 percent accessed the site at work.
- Materials on education, Alaska Native languages, and traditional life and subsistence are used most frequently.
- The vast majority of respondents used the Web site for research and self-enrichment, although over half also use the materials for teaching.
- Maps, teacher tools, the Alaska Regional Profiles, and the Alaska Native Commission Reports are the most-frequently used supplemental content.
- Word-of-mouth is an effective way to advertise the Web site.
- Over half of respondents speak or are learning to speak an Alaska Native language. More than three-quarters of them found useful information at Alaskool for their language studies.
- Survey respondents are well-educated. More than three quarters of them had completed college.
- Four-fifths of the respondents lived in Alaska. The largest numbers were from the southcentral and northwestern regions of the state.
- Over a third of respondents are researchers and another third are teachers.

The things respondents liked best about the Alaskool Web site were:

- It is easy to use.
- It makes Alaska Native language materials available to everyone.
- It makes historical and out-of-print documents accessible.
- It provides free fonts for Alaska Native languages.
- It provides difficult to find curriculum for Alaska Native studies.
- It provides a forum for the sharing of cultural information.

Respondents also suggested improvements. It is interesting that most of these improvements were requests for more of what already exists. This tells us that users like the direction of Alaskool, but would like more funding to supplement available materials and curriculum.

- Update access to the Inupiaq font.
- More documents and literature
- More language and curriculum ideas for language instruction
- More regional materials
- A place name dictionary
- Richer interlinking between articles
- Create more activities and interactions around documents.

In summary, respondents like the Alaskool Web site and find it useful—they would just like more of it.

**APPENDIX A. TABLES**

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1. About how often do you visit/use Alaskool?

	code	number of responses	% of Total
3 or more times a week	1	5	4%
about once a week	2	15	12%
every couple weeks	3	27	21%
once a month or less	4	43	34%
this is the first time I've been here	5	37	29%
Total		127	100%

2. How did you find out about the Alaskool Web site?

	code	number of responses	% of Total
school	1	10	8%
conference	2	8	6%
work	3	55	43%
from a friend	4	20	16%
search engine	5	9	7%
link from another web site	6	7	6%
other	7	18	14%
Total		127	100%

3. Approximately when did you first visit the Alaskool Web site:

	code	number of responses	% of Total	% of Valid Responses
<blank>		2	2%	
more than 3 years ago	1	41	32%	33%
1 or 2 years ago	2	33	26%	26%
within the last year	3	8	6%	6%
within the last 6 months	4	5	4%	4%
within the last month	5	24	19%	19%
don't know	6	14	11%	11%
Total		127	100%	100%

4. Where do you most often access Alaskool  
from:

	code	number of responses	% of Total	% of Valid Responses
<left blank>		4	3%	
home	1	20	16%	16%
school	2	13	10%	11%
work	3	86	68%	70%
library	4	0	0%	0%
other	5	4	3%	3%
Total		127	100%	100%

5. Select the content area you use most often:

	code	number of responses	% of Total	% of Valid Responses
<left blank>		1	1%	
education	1	41	32%	33%
land claims	2	9	7%	7%
languages	3	31	24%	25%
government	4	4	3%	3%
traditional life and subsistence	5	15	12%	12%
in the military	6	1	1%	1%
biographies	7	1	1%	1%
reindeer herding	8	1	1%	1%
literature	9	1	1%	1%
Jim Crow-racism in Alaska	10	1	1%	1%
don't know	11	21	17%	17%
Total		127	100%	100%



6. Select the content area you use second most often:

	code	number of responses	% of Total Responses	% of Valid Responses
<left blank>		2	2%	
education	1	25	20%	20%
land claims	2	8	6%	6%
languages	3	15	12%	12%
government	4	4	3%	3%
traditional life and subsistence	5	31	24%	25%
in the military	6	0	0%	0%
biogrpahies	7	4	3%	3%
reindeer herding	8	0	0%	0%
literature	9	4	3%	3%
Jim Crow-racism in Alaska	10	9	7%	7%
don't know	11	25	20%	20%
Total		127	100%	100%

7. Referring to your answers to Questions 5 and 6, how do you most often use information you find at Alaskool (select all that apply):

	teaching (in schools)	research	working with youth (not school)	class projects	self enrichment	learning languages	other
# of responses	30	55	12	11	48	16	24
% of total (64 responses)	47%	86%	19%	17%	75%	25%	38%

8. Select the supplemental content area(s) you use most often (select all that apply):

	Alaska Native Alaskool Outposts	Commission Reports	Alaska Regional Profiles	Alaska Timelines	links to education standards	audio- visual library	teacher tools	what's new	other	
# of responses	3	28	28	22	35	19	12	32	30	16
% of total (64 responses)	5%	44%	44%	34%	55%	30%	19%	50%	47%	25%

9. Referring to your answer(s) to Question 8, how do you most often use the supplemental information (select all that apply):

	teaching (in schools)	research	working with youth (not school)	class projects	self enrichment	learning languages	other
# of responses	30	50	12	14	44	13	17
% of total (64 responses)	47%	78%	19%	22%	69%	20%	27%

10. Have you ever referred anyone to the Alaskool Web site?

	code	number of responses	% of Total	% of Valid Responses
unknown		3	2%	
yes	1	87	69%	70%
no	2	37	29%	30%
Total		127	100%	100%

12. If you answered yes to 11, what language?

	code	number of responses	% of Total	% of Valid Responses
<blank>		61	48%	
Inupiaq	1	41	32%	62%
Yup'ik	2	5	4%	8%
Cup'ik	3	1	1%	2%
Athabaskan	4	4	3%	6%
Tlingit	5	4	3%	6%
Unungam Tunuu (Aleut)	6	7	6%	11%
Other	7	4	3%	6%
Total		127	100%	100%

13. Do you find useful information at Alaskool for your language studies?

	code	number of responses	% of Total	% of Valid Responses
<blank>		51	40%	
yes	1	58	46%	76%
no	2	18	14%	24%
Total		127	100%	100%

14. Highest level of education:

	code	number of responses	% of Total	% of Valid Responses
		3	2%	
currently a student	1	4	3%	3%
high school	2	9	7%	7%
college	3	30	24%	24%
more than 4 yrs of college	4	64	50%	52%
other	5	17	13%	14%
Total		127	100%	100%

15. Gender:

	code	number of responses	% of Total	% of Valid Responses
<blank>		1	1%	
female	1	84	66%	67%
male	2	42	33%	33%
Total		127	100%	100%

16. Age group:

	code	number of responses	% of Total
<blank>		1	1%
18-29	1	22	17%
30-49	2	60	47%
50-69	3	43	34%
70 or older	4	1	1%
Total		127	100%

17. Are you Alaska Native?

	code	number of responses	% of Total
<blank>		2	2%
yes	1	76	60%
no	2	49	39%
Total		127	100%

18. Country where you live:

	code	number of responses	% of Total
Unknown		2	2%
USA	USA	125	98%
Total		127	100%

19. If you live in the U.S. or Canada, select the state or province where you live:

		number of code responses	% of Total	% of Valid Responses
<blank>		10	8%	
Alaska	AK	100	79%	85%
Arkansas	AR	3	2%	3%
California	CA	3	2%	3%
Colorado	CO	2	2%	2%
Washington, DC	DC	1	1%	1%
Michigan	MI	1	1%	1%
New Hampshire	NH	1	1%	1%
Texas	TX	1	1%	1%
Virginia	VA	1	1%	1%
Washington	WA	3	2%	3%
Wyoming	WY	1	1%	1%
Total		127	100%	100%

COLLAPSED VERSION OF QUESTION 19.

		number of code responses	% of Total	% of Valid Responses
Alaska	AK	100	79%	79%
Other/Unknown		27	21%	21%
Total		127	100%	100%

20. If you live in Alaska, where do you live:

	code	number of responses	% of Total
Aleutian Islands	ai	5	5%
Interior	int	5	5%
Northern	n	11	11%
Northwest	nw	30	30%
Southcentral	sc	40	40%
Southeast	se	7	7%
Southwest	sw	2	2%
Total		100	100%

Note: regions only used where state=AK.

21. Are you a teacher?

	code	number of responses	% of Total	% of Valid Responses
<blank>		3	2%	
yes	1	38	30%	31%
no	2	86	68%	69%
Total		127	100%	100%

22. If you are a teacher, what grades do you mostly teach:

	code	number of responses	% of Total	% of Teacher Responses
<blank>		89	70%	
elementary	1	9	7%	24%
middle/junior high	2	6	5%	16%
high school	3	3	2%	8%
college	4	13	10%	34%
other	6	7	6%	18%
vocational/technical	5		0%	0%
<b>Total Responses</b>		127	100%	100%
<b>Teacher Responses</b>		38		

23. Are you a  
researcher?

	code	number of responses	% of Total	% of Valid Responses
<blank>		2	2%	
yes	1	48	38%	38%
no	2	77	61%	62%
Total		127	100%	100%

## **APPENDIX B. PRINT-OUT OF ONLINE SURVEY**

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# Alaskool Use Survey

Institute of Social & Economic Research  
and the First Alaskans Institute

## INSTRUCTIONS:

Please choose your responses to each item as requested.

Be sure to complete the survey at one time (if you leave and return to the survey, your original information will be lost). **After you've finished answering the questions, click the SUBMIT SURVEY button at the end of the survey so your answers are recorded.**

**Please note:** You will need about 15-20 minutes to complete the survey. To see as much of the survey as possible, maximize your browser window.

## How Do You Use ALASKOOL?

**1** About how often do you visit/use Alaskool?

- ☐ 3 or more times a week
- ☐ about once a week
- ☐ every couple weeks
- ☐ once a month or less
- ☐ this is the first time I've been here

**3** Approximately when did you first visit the Alaskool Web site:

- ☐ more than 3 years ago
- ☐ 1 or 2 years ago
- ☐ within the last year
- ☐ within the last 6 months
- ☐ within the last month
- ☐ don't know



**4** Where do you most often access Alaskool from:

- ☐ home
- ☐ school
- ☐ work
- ☐ library
- ☐ other place:

**5** Select the [content area](#) you use **most often**:

- ☐ education
- ☐ land claims
- ☐ languages
- ☐ government
- ☐ traditional life and subsistence
- ☐ in the military
- ☐ biographies
- ☐ reindeer herding
- ☐ literature
- ☐ "Jim Crow" - racism in Alaska
- ☐ don't know

**6** Select the [content area](#) you use **second most often**:

- ☐ education
- ☐ land claims
- ☐ languages
- ☐ government
- ☐ traditional life and subsistence
- ☐ in the military
- ☐ biographies

- ☐ reindeer herding
- ☐ literature
- ☐ "Jim Crow" - racism in Alaska
- ☐ don't know

**7** Referring to your answers to Questions **5** and **6**, how do you most often use information you find at Alaskool (select all that apply):

- ☐ teaching (in schools )
- ☐ research
- ☐ working with youth (not school)
- ☐ class projects
- ☐ self enrichment
- ☐ learning languages
- ☐ other (please explain):

**8** Select the [supplemental content area\(s\)](#) you use **most often** (select all that apply):

- ☐ Alaskool outposts
- ☐ Alaska Native Commission Reports
- ☐ Alaska Regional Profiles
- ☐ Alaska timeline
- ☐ maps
- ☐ links to education standards
- ☐ audio-visual library
- ☐ teacher tools
- ☐ What's New
- ☐ other (please explain):
- ☐ none

**9** Referring to your answer(s) to Question 8, how do you most often use the **supplemental** information (select all that apply):

- ☐ teaching (in schools)
- ☐ research
- ☐ working with youth (not school)
- ☐ class projects
- ☐ self enrichment
- ☐ learning languages
- ☐ other (please explain):

**10** Have you ever referred anyone to the Alaskool Web site?

- ☐ yes ☐ no

## Language Questions

**11** Do you speak or are you learning an Alaska Native language?

- ☐ yes ☐ no

If **yes** answer **12**  
and **13** →

**12** If you answered yes to 11, what language?

- ☐ Iñupiaq
- ☐ Yup'ik
- ☐ Cup'ik
- ☐ Athabaskan
- ☐ Tlingit
- ☐ Unungam Tunuu (Aleut)
- ☐ Other (please list):

**13** Do you find useful information at Alaskool for your language studies?

- ☐ yes ☐ no

# Demographic Questions

Please select the response for each item that best describes you from the choices provided.

**14** Highest level of education:

- ☐ currently a student
- ☐ high school
- ☐ college
- ☐ more than four years of college
- ☐ Other (please explain):

**15** Gender: ☐ female ☐ male


**16** Age group:

- ☐ 18-29
- ☐ 30-49
- ☐ 50-69
- ☐ 70 or older

**17** Are you Alaska Native?

- ☐ yes ☐ no

**18** Country where you live:

- ☐ U.S. 
- ☐ Canada 
- ☐ Greenland

**19** If you live in the U.S. or Canada, select the state or province where you live:

--click & select--



- ☐ Norway
- ☐ Sweden
- ☐ Finland
- ☐ Russia
- ☐ Other:

**20**

If you live in Alaska, where do you live:

- ☐ northern
- ☐ interior
- ☐ northwest
- ☐ southwest
- ☐ southcentral
- ☐ southeast
- ☐ Aleutian Islands

**21**

Are you a teacher?

- ☐ yes ☐ no

If **yes** answer **22** →

**22**

If you are a teacher, what grades do you mostly teach:

- ☐ elementary
- ☐ middle/junior high school
- ☐ high school
- ☐ college
- ☐ vocational/technical
- ☐ other:

**23** Are you a reseacher?

☐ yes ☐ no

If **yes** answer **24**—▶

**24** If you are a researcher, how has Alaskool helped with your research? (please explain)

**25** What do you like most about the Alaskool Web site? (please explain):

**26** If you could improve something on Alaskool, what would it be? (please explain)

## **APPENDIX C. COMPLETE TEXT OF QUALITATIVE COMMENTS**

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A number of the questions on the survey were 'open ended', requesting respondents to type their answer. These results are like a large brainstorming session where for the most part people shared their ideas in very thoughtful responses. Results are listed below.

**2. How did you find out about the Alaskool Web site, text answer (Other)**

- SE AK Native Education Consortium
- Unsure of first reference
- THE INUIT a book
- told about it from Willie Hensely
- This Survey
- Vice President of our company
- It was sent to us to complete the survey.
- from barbra's email.
- from this solicitation to do survey
- search for Inupiaq font
- this survey
- At an inservice @ kotzebue
- e-mail
- online
- your link for survey
- class assignment

**7. How do you most often use information you find at Alaskool: Other (please explain)**

- increase cultural awareness at work through sharing info. Also, use info for learn AK Native education resource info
- work related
- haven't really used them but would now that I know of the site
- as a resource base
- background for work (legislative office)
- sending information to colleagues who need it
- learn about other cultures
- Just curious about Inupiaq spelling
- NA
- none
- my Ahtaata had a reindeer herd and i really miss them days so i read about it.
- I have never used it or heard about it. I am doing this survey as our VP instructed us to do so. If I were to use it, I would use any subject
- 1st time I've heard of this
- Taking this survey is the first time I have ever heard of Alaskool. So how can I answer this question? Now that I have heard of it, I may look at it if I ever have time at work. I don't have a computer at home.
- as above the first visit to this site
- first time I have been to this site
- Like I said, this the first on this site.
- never used the site
- trying to find the right word for my alaskan malamutes name

**7. How do you most often use information you find at Alaskool: Other (please explain)**

- Inupiaq font for stories I write.
- teaching at the university

**8. Supplemental content areas used most often: Other (please explain)**

- For various purposes, all, at some point.
- Have not used supplemental content areas
- Inupiaq language dictionary
- do not use
- NA
- First visit
- education
- 1st time I've heard of this
- I work in Planning, I may use it now that I know of it for grant writing information.
- first visit
- first time I have been to this site
- N/A
- The inupiaq fonts
- never used the site

**9. How use supplemental information: Other (please explain)**

- cultural awareness info sharing
- working with teachers
- work related
- don't really use it, as said earlier
- Sharing information with visitors and guests
- Have not used supplement content areas
- do not use
- NA
- for self pleasure and memories
- I have not yet used them. This is the first chance I've had to interact with your website and am doing so at the behest of our VP.
- haven't used it before
- Like I said before. I have never used this site before now.
- none
- N/A
- never used the site

**12. If answered yes to 11 (Do you speak or are you learning an Alaska Native language): Other (please list)**

- samalgyx
- Other languages than Alaska Native? Yes.
- St. Lawrence Island Yupik
- Alutiiq - Sugstestun
- Dena'ina
- Deg Xinag and Unangam Tunuu
- At Nikaitchut School W/Ruthie Sampson

**14. Highest level of education: Other (please explain)**

- Ph.D.
- several years of college credit accrued; currently enrolled in a 4 year program, but not completed degree program
- Graduate level student
- in college
- PhD UA faculty member
- Masters, plus
- elmetry
- GED
- HS + Vocational School
- G.E.D.
- Ph.D.; two Masters; one bachelors
- year & 1/2 of college
- 11th grade
- Tech School
- highschool w/some college
- 9th
- GED
- tech schooling/internships
- military
- Audio conference college, streatched out over time.

**22. If you are a teacher what grades do you mostly teach (Other)**

- Teacher of teachers
- Alaska Native Fine Art
- K-12
- Through the National Park Service
- All Grades
- NA
- Part of my job responsibilities entail teaching: to all age levels, from K through college, but I am not a teacher, per se.
- technical assistance
- Elementary & middle school
- Bilingual
- not currently teaching - have taught K-12 - mostly grades 4-6

**24. If you are a researcher, how has Alaskool helped with your research? (please explain)**

- Curriculum development, historical information
- Alaskool provides information that is hard to get otherwise.
- Doing historical research on specific communities.
- information  
historical material  
cultural material
- Finding information from source documents.
- Provides easy access to data and sources on ANCSA; provides a vehicle for disseminating my own research to others.
- Native education/student achievement
- Not a researcher technically, but have done research for grants and presentations.
- For my course work, many of my topics relate to rural Alaska and youth education. Great site because of wealth of information.
- my coursework, guiding students
- Relevant information. Links to other sites.
- Alaskool has provided easy access to a wide variety of documents (on an array of topics) which I otherwise had to scrounge around for.
- Provision of Documents on Land Claims, as well as provision of Alaska Native Commissions Report
- I have found background information for projects on Alaskool. I also have found quick answers to questions.
- referrals to other sites for more information, especially on specific subject areas.
- Questions 5 & 6 are difficult. I have used and appreciated all of the areas of Alaskool.org.
- Helped to guide me to other sources of information that are non-existent or hard to find in print
- Alaskool provides information about issues in Alaska.
- Maps, words in Inupiaq language, history of the Native people, social-demographic information in modern society
- Due to the checkard history of Alaska it usually requires a number of references to prove or disprove any point. So I use the Alaskool mostly for those reference referrals.
- Commission reports and demographic links
- Community Profiles  
Demographics
- Background information for projects
- given direction
- It helped me write my paper on ANCSA
- It has given easy access to important papers & speeches that would otherwise be difficult to find.
- Collecting data for use in class
- for school projects
- facts
- Helped gather info on ANCSA and Natives in The Military
- Profiles  
Personal information
- Language fonts
- FASD and behavior strategies for caregivers of persons with FASD
- Actually we are Planners, however; we have to do a lot of research to help with stats for the grant writing.

I may use this site for statistical purposes if there is information here.

- education and cultural research

**24. If you are a researcher, how has Alaskool helped with your research? (please explain)**

- Only when I'm taking classes, I'm a researcher. Using the Inupiaq fonts
- have not used it yet
- Helps me to keep current in my information. Helps me to learn new information. Helps me to verify information and /or answer questions. Gives me a resource to offer others.
- Alaska History
- maps are very helpful as well as languages just for personal knowledge, also enjoy the historical stories/documents
- Wide range of Alaska topics well documented
- validated and clarified my research
- background materials for grant proposals

**25. What do you like most about the Alaskool Web site? (please explain)**

- Information on the Inupiaq language available to anyone with a computer. We refer them to this site all the time. This includes the Inupiaq font.
  - web page design.
  - The variety of materials; the read-made curricula; the opportunities to hear Native languages spoken; the availability of historical documents that can be used in class.
  - ease of use
  - It refers to original documents and materials written by Alaska Natives.
  - comprehensive coverage and currency - it is kept up, like a living organism. If it is left static it will start to degrade.
  - unique and varied information
  - I like that it represents all of Alaska regions
  - the ANCSA and Native language resources
  - Info is easy to locate, more resources are given for further info, covers broad range of AK Native education issues, statewide cultural info is shared (not just one area), ties to current events/issues AK Natives face, info is written so it is useful to students and adults, website is very user friendly and easy to remember
  - Jim Crow history, language tools, historical information
  - Easy to use. Has very good resources.
  - Quick access. Free. Reliable and educational information.
  - providing accurate information
  - Biographies are very inspiring to read, whenever I get discouraged in school, I am attending school in Washington state.
  - ambitious, Native relevant, high standards, current
  - easy access to ideas and information
  - Colorful and informative.
- One stop shopping for information.
- Variety of quality information about (and for) Alaska Native people.
  - Comprehensive coverage of a variety of topics
  - I like that it simply exists - providing information to those who seek it, working (against great odds, actually) to shed light on Alaska's history and cultures so people can KNOW and make informed choices about life.
  - Don't really know it; but it sounds quite interesting
  - Provision of information
  - it's reliable, can always find what you are looking for
  - A lot of information
  - The historical aspects related to education of Alaskan Native people.
  - AK Native issues resources for teaching and my anthropology
  - Access to other information, especially in areas of academic research.

**25. What do you like most about the Alaskool Web site? (please explain)**

- I like the fact that the information is true and relative to what I want to include in my teaching.
- Primary sources.
- i find resources i can hear and use for practicing how to speak inupiaq

• Easy to access and research.

• Access to source documents.

I feel confident in quality/validity of materials that are included.

- It puts the Native perspective 'on top'
- The content is rich and the site is unique in that there is no other comparable resource.
- The spelling and believe it or not the use of the language in the gospels. I noticed some words that my grandfather used when I was a young boy. I believe I used those words also but gradually fell away from there use.

• Alaska Native content and reports available such as the Alaska Native Commission that is out of print.

• Land Claims information as current issues are so hard to find. As a teacher who believes Land Claims should be taught, our districts DO NOT PROVIDE adequate support in this area. I think that's a crime! Schools should support the Land Claims curriculum! I am very thankful for Alaskool for this reason. Keep up the good work.

• The language section is very comprehensive and I am using it to learn Inupiaq.

• Its all about Alaska.

• It is user friendly, and the archival photos are the best!

• Ease of access

• The educational data from regional corp and villages.

• I have not used the site in a long time.

• That I can just browse the site and look at the different info that is on there and to learn more about the Yup'ik language that I am taking. That it is easily available for people to use and how you have everything in different categories.

• wide variety of information; information is succinct; I can find the information I need or not - I don't have to spend eons searching documents to determine if the content I want is there.

• Best resource on Alaska there is. Easy to use.

• The Languages and the ease of use.

• Easy to navigate

• Easy access to lots of information

• Unangam tunuu font--this is the best solution I have seen for the difficulties posed of using it within the mainstream.

• You can log on and select the AK Native group that you are dealing with no hassle.

• IT'S INTERESTING TO CHECK OUT

• easy too understand

• ease of use

• content

Organizational manner

Ease of use

• All the information is great. Very informative. I wish you could add a "Eskimo Stories" section (maybe you have one and I didn't see it!)

• The inupiaq dictionary is awesome, I use it to double check spelling and to look words up.

• Ease of use. The ability to get my class materials up on the site.

• I love reading the content, and if i dont have time to explain something i just send them to your website.

• Inupiaq fonts

• Surfing to see what you have

• NA

• easy to access useful info

• information and the links to other native issues...

**25. What do you like most about the Alaskool Web site? (please explain)**

- idk
- Easy to use and interesting
- I have not seen it
- haven't visited the website before, will check it out
- Wealth of information on a variety of Alaskan subjects and issues.
- I have never looked at it yet. I am just taking the survey because it was sent to us from our Vice President of our organization who asked us to please fill out the questionnaire.
- Seems like lots of interesting information but I'm not sure till I use it more.
- Have never visited the web site
- Simply the fact that someone has gone through the trouble and to show interest and care about the area of the world.
- historical stories about native people
- I really enjoy the information that this site provides. THANKS
- The Inupiaq font
- Ask me again after I have had the chance to look into it.
- nothing
- Old Photos, Good to know the history of our people
- have not used it yet
- Too soon to tell
- don't know
- i would like to learn more about his website. it seems, it maybe helpful to me.
- Inupiat font
- not sure if i like it at all. I wish it was more connected with other sources when it comes to language
- guest book
- This is the first time I've been here.
- Looking thru native pictures
- I am able to use the Inupiaq font to get the right sound. I am also able to log on to see what is going on in each village. That site is so useful to see the population and information.
- the audio files of native languages
- site content
- There is much info that is useful for teaching. It would be very helpful in teaching Alaska Studies in grade 4. I had to develop my own curriculum in the past. Also I have taught in Romania and China. I think this would help me develop curriculum for other cultures also. There is also lot of info for anyone interested in Alaska Natives or history, even slightly - they would find it more interesting than expected. I wish I had access to this 10 years ago.
- No answer
- gathering information about alaska and its people for personal enjoyment
- The information about Alaska Natives
- rich content that is not available elsewhere

**26. If you could improve something on Alaskool, what would it be? (please explain)**

- Update access to the Inupiaq font.
- Even more documents on key historical events like ANCSA & ANILCA; more on languages; more literature by Alaska Native writers; more information -- historical and otherwise -- on specific communities.
- Include a search engine to masters and doctoral thesis.
- more language and curriculum ideas for language instruction. Links to educational websites e.g. other universities.
- Not sure.
- more information on tribes whose members live between and in both Alaska and Canada and the problems the borders cause
- more language links
- always think ease of locating information, navigation. pretty good already though
- Regional cultural information to match the language maps--from both an anthropological perspective and from cultural bearers.

A timeline for the occupation of Alaska from 10000 yrs ago to current day.

- Richer interlinking between articles. It's great to also just have the important documents too - on their own, but annotation via hyperlink is cool. As is doing "more" around an individual document - not just posting it, but creating activities, interactions - guiding people's experience of areas of the site some.

- public awareness of it and of the content
- It can be difficult to navigate..

Is there a site map? I get lost on the site sometimes. It's hard to go back and find a document that you had looked at before.

- more papers on people's perspectives and views on topics
- Include more regions of Alaska who have good cultural curriculum developed that are aligned to state and national standards.
- There needs to be two components that complement each other: Cultural/Linguistics/Social and the academic aspects that teach the systems and how they develop. For instance, languages are more easily understood if one knows linguistics; or social systems are more easily understood if one understands the contexts in which social systems work and the variables that lend themselves to interactions on a variety of social systems. Here in Alaska, all Alaska Native systems are not the same and therefore the outcomes one sees and understands are necessarily different.
- I don't use it enough to want to improve anything. I usually find what I need to use.
- I hope you will be able to maintain the site.
- add more language resources
- More articles on St. Lawrence Island.
- Provide more lessons or links on how to use the information in classes
- Keep developing the content of Alaskool.
- One thing, the number system is derived from the use of all the digits. K gin. one half of both hands Gin kot. the sum total of both hands. etc. to twenty which is the sum total of all digits equalling one person. I think this little tid bit would be interesting to youngsters. Note my spelling of our words not spelled correctly but I am sure that anyone can figure the words.



**26. If you could improve something on Alaskool, what would it be? (please explain)**

- Inupiaq on the web site is the Barrow dialect. There is a need to include the Bering Strait dialects - Kaweraqmuit, Fish River, and others.
- MORE land claims information at deeper levels. Access to pre-made worksheets, lesson plans--an entire land claims curriculum. Really--teachers flounder, give up and don't teach land claims at all. Most kids never learn about it. Someone has to take the initiative to make a good solid curriculum
- A place name dictionary. A reference to the many different names in Alaska, and most importantly their origin.
- Contemporary issues
- Education and work relations. What areas of work did the non graduates go to? What areas of work did the graduates go to?
- Nothing at this time
- Nothing
- Work at increasing the language dictionaries for each language.
- It's already great!
- Have it funded again so that projects conceived earlier can be pursued. I.E. Completing the Regional Profiles--there is no Southwest--and including more materials for Unangam tunuu. Thank you!
- More up dated material and Ready made Curriculum that can be used in class to learn about other Culture in Alaska.
- Put some material by Fred Bigjim in it.
- Add more content and photos more often
- Add more information
- More history and photos, crafts, subsistence.
- I'd love to have the Inupiaq spellcheck!
- I would like to see more information about the whaling controversy and history of this tradition.
- Include a capital barred L in the Deg Xinag font.
- Everything would be in my Inupiaq dialect
- I am afraid some who do not really know how to speak and understand the Inupiaq language are learning the wrong way because i have to correct the spelling and the pronunciation all the time at work.  
I think that the inupiat alphabet should be pronounced by a voice in order for someone to learn to correctly pronounce an inupiaq word.
- NA
- I'd like to know what it is! I've never heard of it before being asked by employer to complete this survey
- more cultural diversity information
- monthly newsletter to internet subscribers
- idk
- not sure--this survey is good--it might get the word out to more folks.
- Information on health was not on your list.
- don't know
- ?

**26. If you could improve something on Alaskool, what would it be? (please explain)**

- I can not answer this because I have not looked at any other part of this web site other than this survey. Maybe if you send the survey out again later on after we have been able to look at the web site, we can better answer this question.
- Don't know yet.
- Have absolutely no idea, as I have never visited the website. Perhaps these surveys could conclude if the individual has not experienced the web site and be given an opt out option rather than continuing.
- The site is not very well known. I would like to see some ads in various media formats to get the word out that the site exists.
- I haven't researched the site long enough to give good advice
- It's pretty nice.
- N/A
- nothing
  - We must start to have information that stops Alaska natives from being in denial of social dysfunction. We must start some types of new initiatives to promote increased self esteem in the youth of Alaska.
- More stories from elders
- have not used it before
- You might want to include the research, TEK studies and the organizational structure of the current Native co-management regimes in Alaska. Some of their studies and research is really interesting. Also include information on ICC.
- Too soon to tell
- ?
- ?
- i don't know, yet.
- nothing
- a greater interconnectedness with other language sites
- Don't know yet.
- put in more native pictures
- listen to sounds of pronunciation, for instance there are several ways to use "n" in our language.
- it's funding- go Suzanne Jim Paul go!
- add more material
- I don't know enough about it to say, but I like everything I see.
- No answer
- More curriculum materials
- easier interface for reaching some of the materials