

Creating a web content strategy



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Agenda

1. Researching site needs: content auditing, internal interviews, external interview recruitment/incentivisation, surveys, personas, card sorting, navigation specification
2. Developing site content: creating a content strategy and editable page modules. Description of the content development process and sign off. Creating consistency between departments.
3. Workflow and governance, user testing, iteration, training and best practice



1. Researching site needs

1. Content auditing
2. Internal interviews
3. External interview
 - a. recruitment/incentivisation
4. Surveys
5. Personas
6. card sorting
7. navigation specification



1.1 Content auditing

Ashmolean site content audit

ID	Page name	Page views	Time on page	Bounce rate	Exit rate	Notes	Page owner
AVERAGE/COMBINED STATS *based on 6months data 01 Jan 16 - 30 Jun 2016							
0	Homepage	156,080	0:59	23%	27%		
1	Plan your Visit	68,411	00:01:03	52%	38%	quite high should improve	
1.1	(same as Opening Times (identical to plan))	68,411	00:01:03	52%	38%	quite high should improve	
1.2	Location & Access	16,881	02:50	75%	60%		
1.3	Photography in the Ashmolean	3,000	01:02	54%	28%		
1.4	Download the Floor Plan	pdf	pdf	pdf	pdf		
1.5	Family Fun	6,162	0:48	54%	21%	mostly return users, clear avid defined audience thread (see if there is a best practice at other museums for	
1.6	Family Trails	992	0:35	37%	18%		
1.7	Ashmolean iPhone App	external site					
1.8	Ashmolean Interactive Collections	external site					
2	What's On	95,915	0:42	25%	22%	would be good to understand this user journey more, where people go from here, if it is a successful user journey?	
2.1	-external Exhibition Tickets	external site	external site	external site	external site		
2.2	What's On Tickets	64,301	0:33	31%	14%		
2.3	Events	14,852	00:24	20%	11%	these pages seem to be optimising well and get a large amount of traffic, book in a meeting with event team soon to talk about their section of the site	
2.3.1	Music at the Ashmolean	2,323	01:26	78%	41%	SEO workshop needed	
2.3.2		2,889	01:20	79%	47%	quite an ugly page in terms of poor CTA and images	



1.2 Internal interviews

What are different department's objectives?

What is the overarching project objective? Does the department have an overarching digital strategy? If not, does it have a comms strategy?

How much senior management interest is there in the site?

Has anyone looked at the analytics ever?



1.3 external interviews

Who is your target audience? How much do you know about them? Do they use the site at the moment

Define 6 different user groups and scenarios in which they might come across your digital content

Does analytics demographic analysis give you anything useful?

Recruit interviewees around these audience segments (this takes time!)

As a [person or role]
 I want to [perform an action or
 find something out]
 So that [I can achieve my goal
 of...]

Clip slide

Show all

The whiteboard is organized into columns under the following headers (from left to right):

- Initial Planning
- Transition Lines
- Hardest
- Design for Experience
- Trade off (Cost vs)
- Costs vs Performance
- Business vs
- Answer vs

A sign in the foreground defines the following terms:

- Answer** = Single concept, high demand, Short Common case.
- Guide** = Fuzzy or complex, learn about a subject, longform, Know the edges of a subject.
- DT/cala** = Hide complexity, get a definitive answer.
- Transition** = Landing page for transitions outside our control.
- Local Transition** = " " " + postcard.
- Nearest** = Find things near me.

Clip slide

Show all

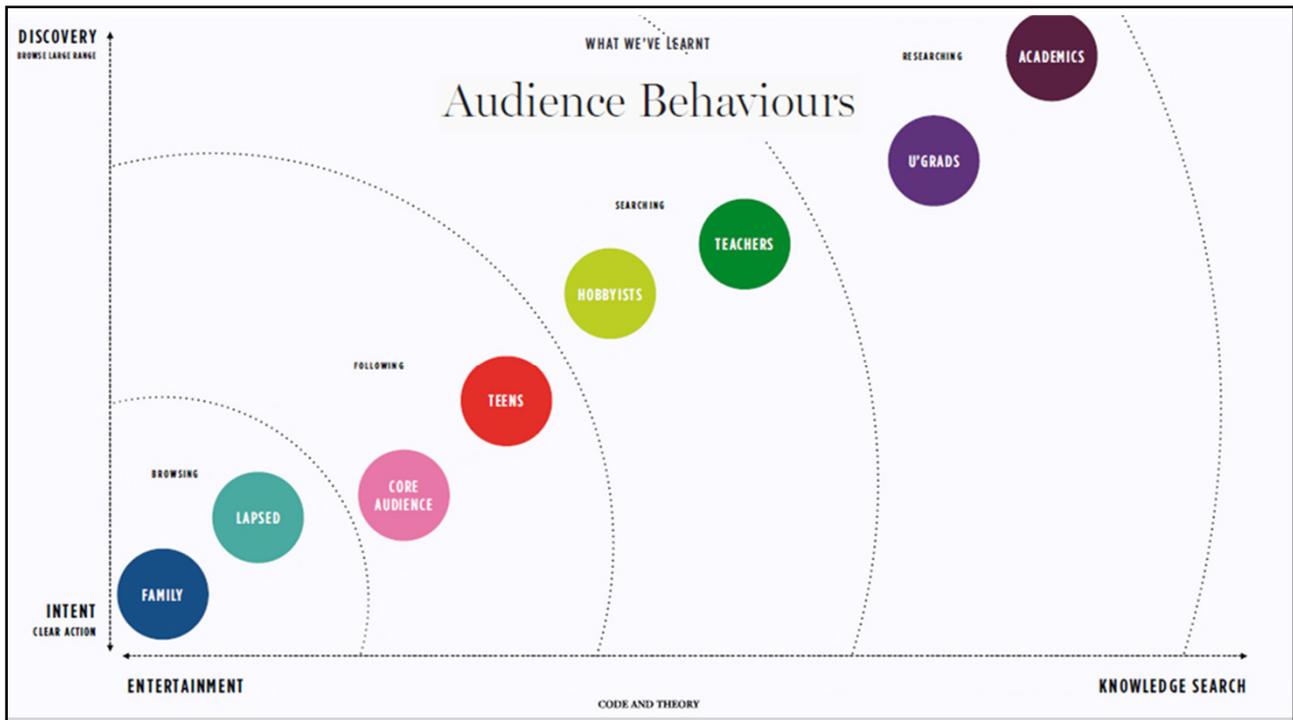


1.4 surveys

SurveyMonkey/google forms
Mix of qualitative / quantitative data (augment info from analytics)



1.5 personas



Claire, 40 Family Browser



"We are always seeking for interesting places where our family can learn and fun and education."

WHO IS SHE?

Claire is living in London with her family. She spends her time between her job and her family. To her, museums are a good way to engage with art and culture, and a good occasion for the entire family to spend some quality time together. She's been to the Ashmolean twice before and saw a friend's liking the museum page on Facebook.

RELATIONSHIP TO ASHMOLEAN

She's been to the Ashmolean twice before. She got in touch again seeing a friend liking the museum page on Facebook.

MEDIA BEHAVIOUR

She is a mobile and laptop user, her husband has a smartphone and a tablet. Claire is quite active on Facebook, Instagram and LinkedIn and likes staying up to date with her friends and things she's interested like the Ashmolean.

USER EXPERIENCE

Create a journey of discovery for her, an experience visually rich that involves human context and links to other objects, learning resources etc.

TOP CONTENT/FEATURES

Content: Access infos (opening times), family events (trails, workshops,) 100 objects (intro, provenance, map, human context) eat and drink...
Feature: Functional what's on, single search entry, save/download pictures, related objects, interactive floor plan.

More detailed target audience and: https://docs.google.com/presentation/d/1BhNt5-0p2Wkzr_JdP5CmPQWg_3a-W6Gf6m0jhd0p4

PERSONAS

Henry, 62

Core audience/Follower



"Being a member of the Ashmolean makes me feel like I am part of the family. Now that I have more time, I am thinking of getting even more involved, maybe volunteering?"

WHO IS HE?

Henry is a retired gardener living with his wife in Abingdon, Oxfordshire. He's a member of the Ashmolean. He likes to learn as much as relax in quality time, this includes frequent visits to Ashmolean's cafe.

RELATIONSHIP TO ASHMOLEAN

Since he is a member of the Ashmolean, Henry likes coming to the Ashmolean frequently to see the latest exhibitions and extend his knowledge on Archeology. To him, the Ashmolean is a brilliant institution that covers all of his interests.

MEDIA BEHAVIOUR

Henry is not using any of the social networks, he only keeps up to date with his emails. He owns a computer and tablet.

USER EXPERIENCE

Enable him to follow interesting narratives throughout objects and make clever connections between them (shop items, curator profile, suggestions).

TOP CONTENT/FEATURES

Content: Upcoming Exhibitions & Events, 100 highlights (multimedia pieces - podcasts, videos etc.), news/blog (any narrative content), eat and drink infos - plat du jour.

Feature: Advance booking, Single search entry, related objects, function what's on, save/download pictures, rooms booking, interactive floor plan, donations.

How data led target audience used: http://docs.google.com/presentation/d/1BjNt5-9pZdWfBmz_AjFFGwPQCh_3b

PERSONAS

Mary, 55

Hobbyist



"I visit a lot of museums in my spare time, the Ashmolean is one of the only ones outside of London I regularly visit."

WHO IS SHE?

Mary from London is winding down from a demanding full time job as an Accountant, she has gone part time and in her spare time indulges her interest in museums and art history. She seeks out opportunities for continuing education and volunteering.

RELATIONSHIP TO ASHMOLEAN

She is a friend of the Ashmolean and considers it as a more manageable size than other London museums, but criticises the website as it is messier in her opinion.

MEDIA BEHAVIOUR

She has a smartphone and tablet and is familiar with apps. When it comes to social networks, she uses mainly Twitter and LinkedIn, however, she also has Instagram and Facebook but using them less.

USER EXPERIENCE

Enable her to filter what's on. Provide more info under adult education section and more user friendly online collections. Also clearer calls to actions to things like object identification service, print room and volunteering opportunities

TOP CONTENT/FEATURES

Content: What's on, eating pages, adult education opportunities, and volunteering opportunities

Feature: Calendar view of what's on with filterable events, browsable digital collections

How data led target audience used: http://docs.google.com/presentation/d/1BjNt5-9pZdWfBmz_AjFFGwPQCh_3b

PERSONAS

Tom, 19

Student Researcher



"I end up spending most of my time in the Ashmolean museum: with my class or just by my own to study an artefact. The Egyptology collections is unbelievable!"

WHO IS HE?

Tom is originally from Glasgow, but is studying Egyptology at the Queen's college. He is really focused on his studies and takes them seriously. He is always looking for places where he can learn and research about Egyptology.

RELATIONSHIP TO ASHMOLEAN

He is part of the research audience and as the Ashmolean is providing the second biggest egyptology collection in the world, therefore he is happy to spend his time there, speaking to the curators and inspecting artefacts.

MEDIA BEHAVIOUR

Tom owns every possible device, from smartphone, tablet to laptop. He is very active on social media connecting with his friends and other students sharing same interests and uni relevant topics. He also uses channels like Facebook, Twitter and Instagram to share new findings about his studies.

USER EXPERIENCE

Tom needs to have access to the resources across the whole collection, especially to the old online collections. He should be able to browse staff, departments levels, Alumni events and be able to get in touch with curators.

TOP CONTENT/FEATURES

Content: New and old online collections

Feature: Booking system at a research level (object, print room, study room)

How do I find target audience on DC: https://docs.google.com/presentation/d/1B1N45-4pZdHfBzr2_JdF4ePQ7y_3h-W6-6f6m2j6d0g/edit#



1.6 Card sorting

Open Card Sort: Participants are asked to organize topics from content within your website into groups that make sense to them and then name each group they created in a way that they feel accurately describes the content. Use an open card sort to learn how users group content and the terms or labels they give each category.

Closed Card Sort: Participants are asked to sort topics from content within your website into pre-defined categories. A closed card sort works best when you are working with a pre-defined set of categories, and you want to learn how users sort content items into each category.

1.7 Navigation specification

Ashmolean site navigation ☆ ■

File Edit View Insert Format Data Tools Add-ons Help Last edit was 5 hours ago

fx

	A	B	C	D	E	F	G	H	I	J	K	
1	Nav level 1	Nav level 2	Nav level 3	Nav level 4	Nav level 5	Nav level	Template type	GB to write	Primary stakeholders	Approval	imp	Description of content
2	Homepage						homepage template					
3	Visit us											
4		Plan your visit					plan your visit page					
5			Families									
6				Family trails								
7		Group booking										
8			Adult Groups									
9			Schools									
10			Foreign Language Schools									
11		Floor plan					Floor plan					
12			Floor detail				Floor detail					
13	What's on											
14		Exhibitions					exhibitions landing page, to include touring exhibitions					
15			Exhibition detail				exhibitions detail page					
16			Archived exhibitions									
17			Future exhibitions									
18				UK touring exhibitions								
19					[current]							
20					[archive]							

2. Developing site content

IA

Header

Navigation behaviour

Footer

Content

Digital Style Guide

Content manual

Digital Transformation



2.1 Header



Clean navigation (double header)
Sub navigation reorganisation of 'collections', 'our research' and 'learn'



2.1.1 Navigation behaviour

<https://codeandtheory.invisionapp.com/share/V38WO00EH#/screens/195877017>

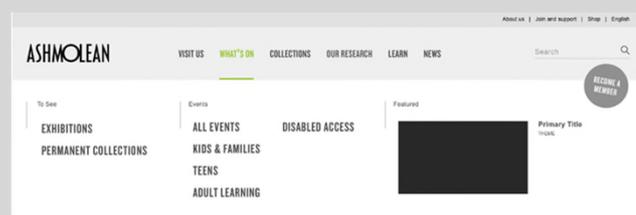
Subject to change

Removes landing page

Works better on mobile

<http://www.metmuseum.org/>

<http://www.harvardartmuseums.org/>





2.2 Footer

Commercial 'fat footer'
Key links bottom of page
Enewsletter sign up

			
CURRENT EXHIBITION Description lorem ipsum dolor sit amet	CAFE Description lorem ipsum dolor sit amet	RESTAURANT Description lorem ipsum dolor sit amet	SHOP Description lorem ipsum dolor sit amet

- About
- About us
- History
- Curatorial Departments
- Career
- Services
- Hire us
- Contact

- Collections
- 100 Highlights
- Online Collections

- Join & Support us
- Volunteer
- Membership
- Donate
- Corporate

Sign up to our newsletter

Enter your email address

Gardens, Libraries and Museums in Oxford

- Bodleian Libraries
- Museum of the History of Science
- Oxford University Museum of Natural History
- Pitt Rivers Museum
- Botanic Garden and Harcourt Arboretum



3. Content

Digital Style guide
Content development
Digital transformation

3.1 Digital Style guide

<https://glam.web.ox.ac.uk/node/93091>

A means of documenting and standardising stylistic decisions made for content on the Ashmolean site
Intended to be a living document (online - everyone has same version) and updated in response to any new style queries I get.

Public Affairs OU style guide (for print)

GDS's style guide where informed by research

The Nielsen Group's eyetracking report [How People Read on the Web](#)

The Ashmolean vision and values document



3.1.1 Public Affairs Style guide

The University of Oxford Style Guide aims to provide a guide to writing and formatting documents written by staff on behalf of the University (or one of its constituent departments etc). It is part of the University's branding toolkit (www.ox.ac.uk/branding_toolkit) which enables the University's formal documentation to be presented consistently across all communications.

<https://www.ox.ac.uk/public-affairs/style-guide>

UNIVERSITY OF OXFORD STYLE GUIDE		
Contents		
1 Introduction	Objectives of the style guide 1 How the guide is arranged 1 How to use the guide 1 What to include in the style guide 1 Quick reference guide 1	17 Names and titles
2 Abbreviations, contractions and acronyms	Abbreviations 2 Contractions 2 Acronyms 2 Specific abbreviations 3	21 Highlighting/emphasising text
4 Capitalisation		22 Word usage and spelling
7 Numbers	How to write numbers 7 Fractions 7 Dates 8 Spells of numbers and years 8	List of Oxford places 22 Common confusions in word usage 22 Spelling 24 Punctuation 24 American English 25 Trade names 25
9 Punctuation	Apostrophe 9 Brackets 10 Bulleted points 11 Colon and semicolon 11 Commas 12 Dashes and hyphens 13 Ellipsis 13 Full stop, exclamation mark and question mark 15 Quotation marks 16	25 Miscellaneous
		Personal pronouns 25 Plural or singular? 26 Footnotes 27 Addresses, phone numbers, websites etc 27

3.1.2 GDS style guide

A to Z

The Government Digital Service style guide covers style, spelling and grammar conventions for all content published on GOV.UK, arranged alphabetically.

<https://www.gov.uk/guidance/style-guide/a-to-z-of-gov-uk-style>

A to Z

The Government Digital Service style guide covers style, spelling and grammar conventions for all content published on GOV.UK, arranged alphabetically.

[Open all](#) [Close all](#)

About the A to Z

A

A*, A*s

The top grade in GCSEs and A levels. Use the symbol * not the word 'star'. No apostrophe in the plural.

A level

No hyphen. Lower case level.

Abbreviations and acronyms

The first time you use an abbreviation or acronym explain it in full on each page unless it's well known, like UK, DVLA, US, EU, VAT and MP. This includes

3.1.3 'How people read on the web'

'We observed more than 300 people use hundreds of different websites (equaling 1.5 million fixations and recordings that comprise more than 300 GB of data). This 355-page report offers 83 recommendations for web writing and content layout, plus 102 detailed findings about how people read on the web, including scanning patterns revealed as we used eyetracking technology during usability tests.'

<https://www.nngroup.com/reports/how-people-read-web-eyetracking-evidence/>

Jakob Nielsen report

How People Read on the Web: The Eyetracking Evidence

Topics: [Eyetracking](#) [Search](#) [Writing for the Web](#)

We observed **more than 300 people** use hundreds of different websites (equaling 1.5 million fixations — or "looks" and recordings that comprise more than 300 GB of data). This **355-page** report offers **83 recommendations for web writing and content layout**, plus **102 detailed findings** about how people read on the web, including scanning patterns revealed as we used eyetracking technology during usability tests.



The research findings are supplemented with **288 illustrations**, which include the following:

- Gaze plots (dots to indicate points where a person's eyes

3.1.4 Ashmolean vision and values

This document is a guide to the brand communication style for the Ashmolean Museum. It is an aid for everybody who works with the brand. Whether you are commissioning, designing or delivering brand materials, either as a member of staff or an external agency, you will find information about what the brand stands for, and how the creative elements fit together within our communications. There are also examples of various applications showing how to bring the brand to life.



3.2 Content development

Internal buy in and digital transformation

Leading with research - content heavy, senior and busy stakeholders

Difficult to communicate messages (what does it mean to be a 'university museum'?)

New sections of content to be created (academic teaching pages)



3.2.1 Content manual and sign off - 3 documents

1. [Content Manual](#)
2. [Jpeg image](#)
3. [Content design \(editable modules\)](#)



3.2.1.2 Content manual

1. To outline the new **navigation** proposed for the Ashmolean site and where the Antiquities collections landing page should live within it.
2. To identify the **purpose** and intended audience for this page
3. Using both of the above + Ashmolean Digital Style Guide to **suggest text**. V0.1 purpose is to encourage discussion and a re-examination of how best to present the [department] on the new Ashmolean site.



3.3 Digital Transformation

Aim of group: 9 x 1 hour sessions in different areas of digital to train up key people in departments to own digital content for after the project is completed.

Format of group: 1hr meetings, 30mins training, 30mins workshop, feedback, questions.

Digital Knowledge Group schedule

Dec: Digital Style Guide and content planning, defining target audience and messaging, defining a consistent Ashmolean style and tone

Jan: writing for web, how it's different from print

Feb: Search Engine Optimisation, things to consider before planning web content

Mar: planning effective web content, how to use online to achieve your existing comms objectives

Apr: Web analytics

May: Social media, e-newsletters, digital marketing techniques, creating multimedia on a shoestring

Jun: creative writing, blogs and long content online

Jul: updating content, approval processes and workflow, keeping content fresh, accurate and a department priority



Workflow and governance

Most important part of the process
Very culture dependent



Questions?