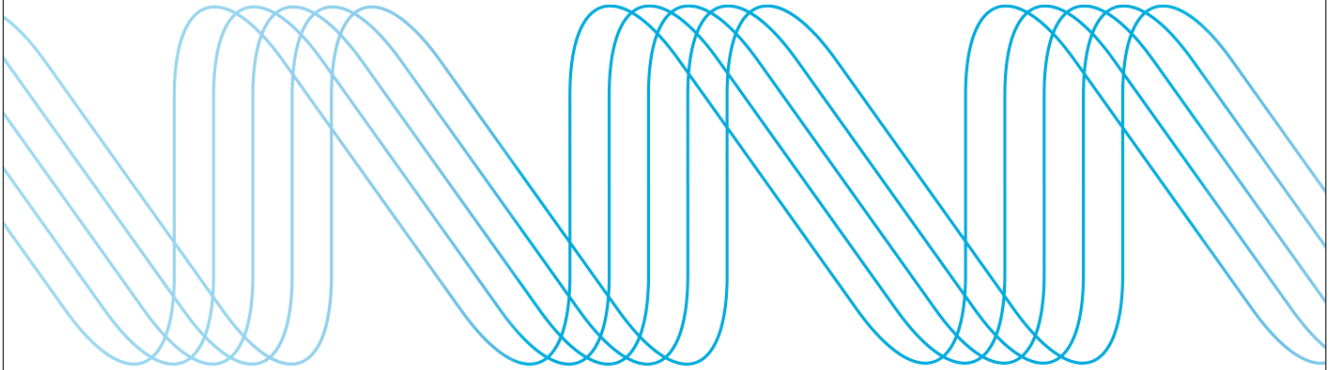

Maximising Online Resource Effectiveness



Session 3
Simply content

Subtopics

- Who is the content for—audience considerations
- Content structure
- HTML5
- Content appearance and stylesheets
- Writing style
- Content layout
- User experience
- CSS3
- Metadata
- Copyright and IPR

Who is the content for?

Consider your audience profile

- Demographics—age, gender, location, income
- What particular interests, influences, beliefs
- What media will they be using (desktop, mobile, home, work) to view content
- Any relevant behavioural trends
- Clarify how to deliver value to the audience
- What do you want to achieve with them
- What is your goal or "conversion" metric
- How will you measure this

Open University approach



Autonomy
Authenticity
Connecting & Sharing
Creativity
Individuality
Constant Stimulation

VALUES

LIKES

Devices & Phones
Identities
Cool Stuff
Stuff Friends Like
New Stuff



Friends
Fun
Music
Real-time Interaction
Self Presentation

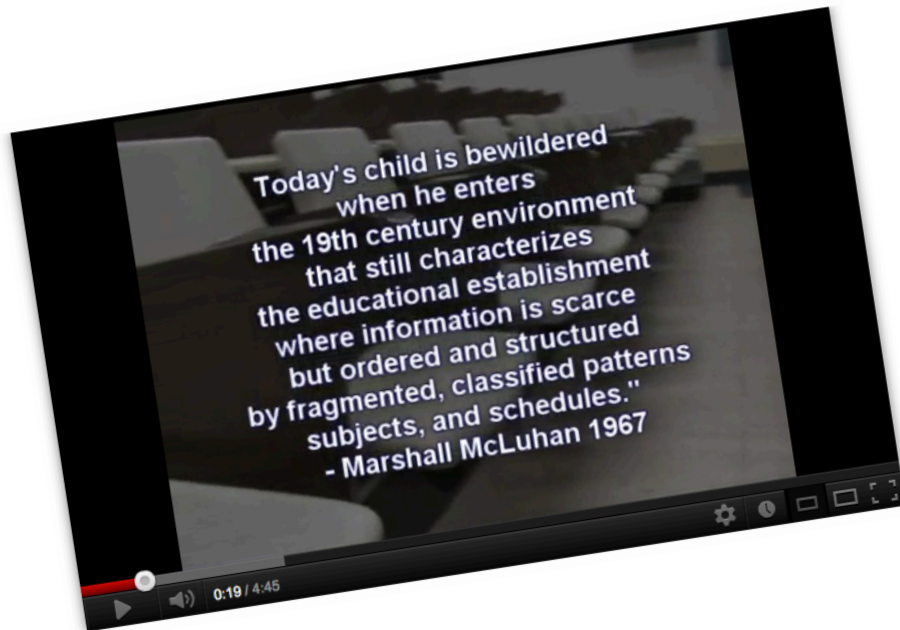
PRIORITIES

HATES

Complexity
Bad Design
Cost
Things That Get
in the Way of
Expression



Appropriate learning environment



http://www.youtube.com/watch?v=dGCJ46vyR9o&feature=player_embedded

Audience research

Establishing desirable target audience

The Audience Analysis Toolkit for public sector bodies has been developed for the Strategic Content Alliance to distribute to members

- A concise guide to researching audiences
- A visualisation guide to researching audiences
- Audience research for cultural sector practitioners
- Audience research for people experimenting with digital media
- Audience research for education and research practitioners
- Audience research for health library and knowledge practitioners
- Audience research for programme, service and research practitioners
- Audience research for senior managers

Strategic
Content
Alliance

building
bridges to
e-content



<http://sca.jiscinvolve.org/publications/>



Understanding audiences

This exercise should be done as individuals, not in a group

- **Identify your web site audiences**
how many do you have?
- **Prioritise each in terms of how important it is to communicate with them**
the time and energy you commit to each should be influenced by their relative importance—
is this the case?
- **What is purpose of communication to each**
is it to raise awareness, influence visitors, or something else?
- **Compare your audiences and purposes**
are your priorities and purposes the same for each audience?



Understanding audiences

Audience	Priority	Purpose



Understanding audiences

Select one of your audiences and consider the following

1. What sort of people make up this audience?
2. What is their understanding of the service you provide?
3. What does their working day consist of?
4. How much detail do they need from your web site?
5. What do they care about most?
6. What language style would be most suitable for them?



Understanding a single audience

Audience	
The sort of people making up this audience	
This audience's understanding of your service	
Typical working day for this audience	
Detail required by this audience	
This audience priorities	
Most suitable language style	

Basic web *savvy*

Taking your talent to the web

Jeffrey Zeldman, 1 April 2001

I wrote this book for four people:

For Jim, a print designer who's tired of sending his clients to someone else when they need a website.

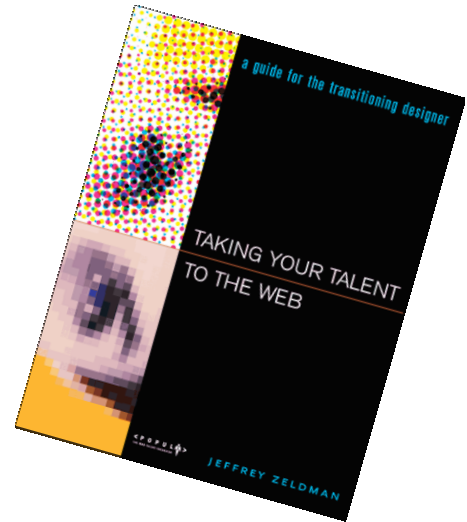
For Sandi, a gifted art director, who's hit a wall in her advertising career, and is eager to move into full-time interactive design.

For Billy, whose spare-time personal site has gotten so good, he'd like to become a professional web designer—but is unsure about what is expected or how to proceed.

And for Caroline, a professional web designer who wants to better understand how the medium works and where it is going.

I did not make up these names or descriptions: These are real people. I knew the book was finished when it had covered everything they needed to know.

An entire curriculum, a year of work and thought, and 100 years of professional experience (mine, my editors', and my collaborators') have gone into this book.



<http://takingyourtalenttotheweb.com/>

Structure is so important



Structure underpins everything

Define specific parts of a document

- Content is structured with HTML just as it is with other systems such as word processors
- HTML “tags” define parts of a web page
`<h1>heading</h1> <h2>subheading</h2> <p>paragraph</p>`
- Doing this indicates relationship between parts of a document and their relative importances
- Enables readers (including search engines) to better assess content in a document
- A better match of content to a particular requirement
- Content more likely to reach and satisfy intended audience
- Document more robust—can be reused in different ways
- Parts of document can be reused
- Styles can be associated with each part of the document, and changed easily
- Other useful processing can be done with the parts of the document, e.g. generating a table of contents for the whole document

Structure—better standards

HTML5

- HTML5 introduces new elements and attributes for semantic replacements of generic `<div>` and `` elements, e.g. `<nav>` (navigation block) and `<footer>`
- Other elements bring convenience with a standardised interface for rich content, e.g. `<audio>` and `<video>`
- Some elements from HTML 4 have been dropped, including presentational elements such as `` and `<center>`, where effects are achieved with CSS. There is also a renewed emphasis on the importance of DOM scripting



CSS3

- 2D and 3D transformations and transitions etc.

HTML5 example

```

<!DOCTYPE html>
<html>
<head>
<title>Demo site for showcasing videos stored elsewhere</title>
<meta http-equiv="Content-Type" content="text/html; charset=utf-8" />
<meta name="description" content="For demonstration purposes only, HTML5 video and audio and more...">
<meta name="keywords" content="demo, HTML5, CSS3, video tag, audio tag">
</head>
<body>
<section id="home">
<header>
<h1>A few sample videos and audio</h1>
<h2>Nothing too serious!</h2>
<nav>
<a href="#iphone-mp4">An mp4 file on the wonders of iPhone marked up just using <video> tag</a>
  <a href="#sagan-utube">An embedded youtube video of scientific slant</a>
  <a href="#meyer-vimeo">An embedded vimeo video of a conference talk by Eric Meyer</a>
  <a href="#bmw-videojug">An embedded videojug video about the world's best motorcycles</a>
  <a href="#walkonthewild-utube">Another embedded youtube video that I couldn't resist</a>
  <a href="#drivebytruckers-mp3">Some good music marked up just using <audio> tag</a>
</nav>
</header>
<article id="iphone-mp4">
<p>A few of the not so obvious reasons for having an iPhone</p>
<figure><video src="iphone-magic.mp4" width="478" height="270" controls</video></figure>
</article>
<article id="drivebytruckers-mp3">
<p>And some good old Drive-By Truckers music</p>
<figure><br />
<audio src="gravity.m4a" controls</audio></figure>
</article>
<footer>
<p>Copyright 2010 SCAMORE</p>
</footer>
</section>
</body>
</html>

```

HTML document

document head

document body

section

header

navigation block

article

footer

HTML5

A few sample videos and audio

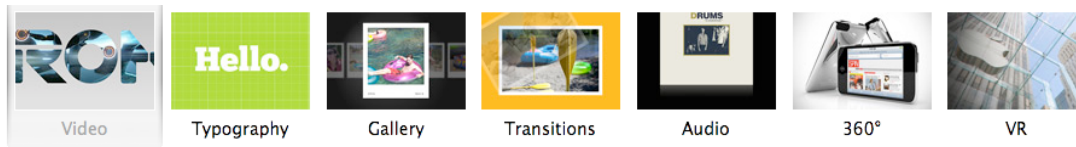
Nothing too serious!

AN MP4 FILE ON THE WONDERS OF IPHONE MARKED UP JUST USING <VIDEO> TAG
 AN EMBEDDED YOUTUBE VIDEO OF SCIENTIFIC SLANT
 AN EMBEDDED VIMEO VIDEO OF A CONFERENCE TALK BY ERIC MEYER
 AN EMBEDDED VIDEOJUG VIDEO ABOUT THE WORLD'S BEST MOTORCYCLES
 ANOTHER EMBEDDED YOUTUBE VIDEO THAT I COULDN'T RESIST
 SOME GOOD MUSIC MARKED UP JUST USING <AUDIO> TAG

A few of the not so obvious reasons for having an iPhone



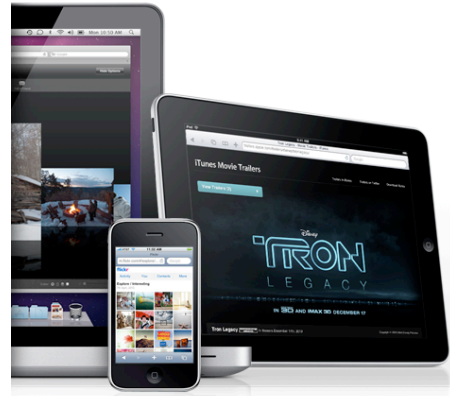
HTML5 support



HTML5 and web standards

Apple web site

Every new Apple mobile device and every new Mac—along with the latest version of Apple’s Safari web browser—supports web standards including HTML5, CSS3, and JavaScript. These web standards are open, reliable, highly secure, and efficient. They allow web designers and developers to create advanced graphics, typography, animations, and transitions. Standards aren’t add-ons to the web. They are the web. And you can start using them today.



<http://www.apple.com/html5/>

HTML5 apps

Making an iPad HTML5 app and making it really fast

Thomas Fuchs, 4 June 2010

About a month ago or so, Amy and I release a little (literally, it’s about 5k) HTML5 iPad App for looking up time zones. I don’t mean select-box wasteland like all other time zone sites (who likes select boxes anyway?!), I mean a nicely polished, touch-enabled UI that works offline, too.

The site uses no images, no JavaScript frameworks, and no external CSS, and fits quite comfortably in a few k’s of gzipped HTML.



<http://mir.aculo.us/2010/06/04/making-an-ipad-html5-app-making-it-really-fast/>

Examples, tutorials, ideas

HTML5ROCKS

Presentation Playground Studio Tutorials Resources

INTERACTIVE PRESENTATION



Watch the slideshow that lets you play with HTML5 features.

CODE PLAYGROUND



Jump headfirst into HTML5 by experimenting with each API.

SAMPLES STUDIO



A showroom of content that you can reuse in your own site.

STEP BY STEP TUTORIALS



Take a guided tour through code that uses HTML5 features.

<http://www.html5rocks.com/>

HTML5 reference

HTML5 W3C working draft

19 October 2010, editor Ian Hickson (Google Inc.)

- Common infrastructure
- Semantics, structure, and APIs of HTML documents
- The elements of HTML
- Loading Web pages
- Web application APIs
- User interaction
- The HTML syntax
- The XHTML syntax
- There are also some appendices, defining rendering rules for Web browsers and listing obsolete features and IANA considerations.



An extremely comprehensive document describing all aspects of the standard.

<http://www.w3.org/TR/html5/>

User experience

Introduce enhancements using Javascript

- Leave core content intact
- Enhance content with animations or other dynamic features
- Modify presentation of content for particular audiences or mode of use
- Provide updates to a page without full page refresh and reload from server

HTML5—workshop materials



Evolution or revolution

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Posted on Sat 09 Jun 2012

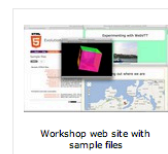
Updated workshop web site

Anyone who has used this site before will notice the upgrade from the previous one page site!

All the files relating to the workshop are still here in the *Sample files* and *Reference documents* sections. In addition we have a *Blog* section, *Newsitems* for local updates, and *Newsfeeds* for informative articles from a variety of other sources.

We hope you find it of interest. Feel free to blog on issues relating to your own work—throw out some challenges and let's see how well we can all deal with them! Feel free to leave some comments using the *Contact* session also if you wish to contact us or make suggestions on how to make this site or the workshop better.

Thanks!



Workshop web site with sample files

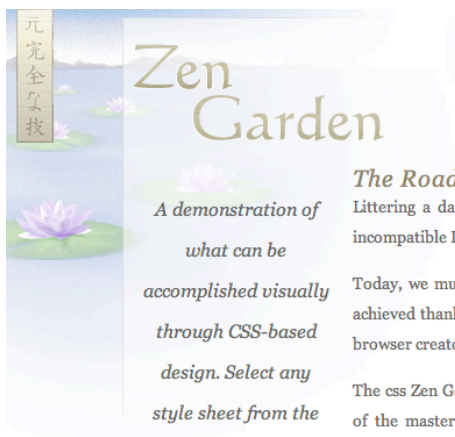


Appearance

Associate presentation style with parts of web page using CSS

- Web browser displays web page using styles associated with parts of document as defined in a stylesheet file
- Easy maintenance of look and feel without modifying the core content
- Dynamic change of look and feel possible in a web environment to suit audience

The power of stylesheets (CSS)



Zen Garden

A demonstration of what can be accomplished visually through CSS-based design. Select any style sheet from the list to load it into this page.

Download the sample [html file](#) and [css file](#)

<http://www.csszengarden.com/>

The Beauty of CSS Design

The Road to Enlightenment

Littering a dark and dreary road lay the past relics of browser-specific tags, incompatible DOMs, and broken CSS support.

Today, we must clear the mind of past practices. Web enlightenment has been achieved thanks to the tireless efforts of folk like the W3C, WaSP and the major browser creators.

The css Zen Garden invites you to relax and meditate on the important lessons of the masters. Begin to see with clarity. Learn to use the (yet to be) time-honored techniques in new and invigorating fashion. Become one with the web.

So What is This About?

There is clearly a need for CSS to be taken seriously by graphic artists. The Zen Garden aims to excite, inspire, and encourage participation. To begin, view some of the existing designs in the list. Clicking on any one will load the style sheet into this very page. The code remains the same, the only thing that has changed is the external .css file. Yes, really.



select a design:

Under the Sea! by Eric Stoltz

Make 'em Proud by Michael McAgnon and Scotty Reifsnnyder

Orchid Beauty by Kevin Addison

Oceanscape by Justin Gray

CSS Co., Ltd. by Benjamin Klemm

Sakura by Tatsuya Uchida

Kyoto Forest by John Politowski

A Walk in the Garden by Simon Van Hauwermeiren

CSS3 reference

CSS3 is a series of modular specifications

October 2010, over 50 separate areas of work...

See also: Jens Meier's index of properties.

High Priority	Current	Upcoming
CSS Level 2 Revision 1	PR	REC
Selectors	PR	REC
CSS Mobile Profile 2.0	PR	PR
CSS Marquee	PR	PR
Medium Priority	Current	Upcoming
CSS Snapshot 2007	LC	CR
CSS Namespaces	PR	PR
CSS Paged Media	LC	CR
CSS Print Profile	LC	CR
CSS Values and Units	WD	WD
CSS Cascading and Inheritance	WD	WD
CSS Text	WD	WD
CSS Writing Modes	WD	WD
CSS Line Grid	WD	WD
CSS Ruby	LC	WD
CSS Generated Content for Paged Media	WD	WD
CSS Backgrounds and Borders	LC	PR
CSS Fonts	WD	LC
CSS Basic Box Model	WD	WD
CSS Multi-column Layout	PR	PR
CSS Template Layout	WD	WD
Media Queries	PR	PR
CSS Speech	WD	WD
CSS Color	LC	PR
CSS Basic User Interface	PR	PR
CSS Scoping	WD	WD
CSS Grid Positioning	WD	WD
CSS Flexible Box Layout	WD	WD
CSS Image Values	WD	WD
CSS 2D Transformations	WD	WD
CSS 3D Transformations	WD	WD
CSS Transitions	WD	WD
CSS Animations	WD	WD
Low Priority	Current	Upcoming
CSSOM View	WD	WD
CSS Extended Box Model	WD	WD
CSS Object Model	WD	WD
CSS Syntax	WD	WD
CSS Lists	WD	WD
CSS Tables	WD	WD
CSS Reader Media Type	WD	WD
CSS Positioning	WD	WD
CSS Generated and Replaced Content	WD	WD
CSS Line Layout	WD	WD
CSS Hyperlink Presentation	WD	WD
CSS style Attribute Syntax	PR	PR
CSS Math	WD	WD
CSS Presentation Levels	WD	WD
CSS Aural Style Sheets	WD	WD
CSS TV Profile 1.0	PR	PR
Behavioral Extensions to CSS	WD	WD
CSS Introduction	WD	WD
Other	Current	Upcoming
SVG	REC	REC



<http://www.w3.org/Style/CSS/current-work>

Writing style

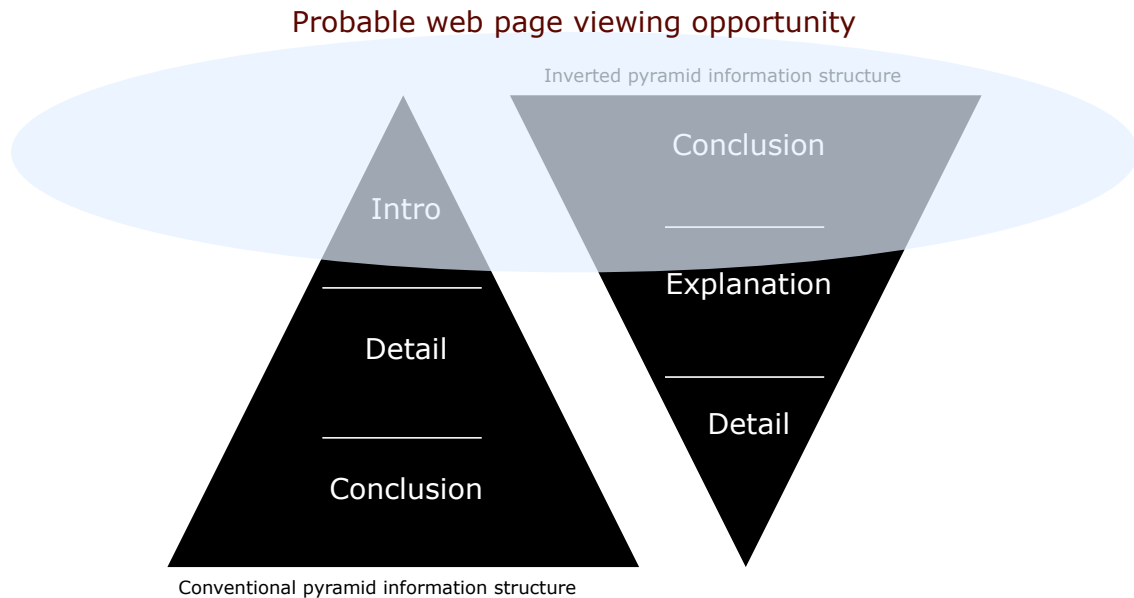
Typical reader behaviour

- driven by goals—theirs, not yours
- instantly judge your content
- skim for clues
- review headings and first paragraph
- read about 20%

Make reading engaging and easy for visitor

- be concise—focus on what visitor interested in
- capture interest, then add detail
- scannable headlines, headings, emphasised keywords
- use lists instead of long paragraphs
- ensure links are perceived for what they are (not “click here”)
- make images meaningful (and include description using “alt” in HTML tag)
- be consistent

Inverted information pyramid



http://en.wikipedia.org/wiki/Inverted_pyramid

Content layout

F-shaped pattern for reading web content

Jakob Nielsen's Alertbox, April 17 2006

Eyetracking visualisations show that users often read Web pages in an F-shaped pattern: two horizontal stripes followed by a vertical stripe.

F for fast. That's how users read your precious content. In a few seconds, their eyes move at amazing speeds across your website's words in a pattern that's very different from what you learned in school.

We recorded how 232 users looked at thousands of Web pages. We found that users' main reading behavior was fairly consistent across many different sites and tasks. This dominant reading pattern looks somewhat like an F and has the following three components.

Users first read in a horizontal movement, usually across the upper part of the content area. This initial element forms the F's top bar.

Next, users move down the page a bit and then read across in a second horizontal movement that typically covers a shorter area than the previous movement. This additional element forms the F's lower bar.

Finally, users scan the content's left side in a vertical movement. Sometimes this is a fairly slow and systematic scan that appears as a solid stripe on an eyetracking heatmap. Other times users move faster, creating a spottier heatmap. This last element forms the F's stem.

http://www.useit.com/alertbox/reading_pattern.html

Jakob Nielsen research



Metadata

Dictionary

met•a•da•ta |'metə,dætə; -dætə|

noun

a set of data that describes and gives information about other data.

Metadata is key

- Data about data
- Many and varied versions of metadata
- Add background information, put things in context, add value, make much more useful by showing relevance
- Different levels of metadata—may need pointer to further information to fully explain a piece of metadata or describe how to interpret
- Enable ways of classifying, connecting, rating, structuring, promoting, that wouldn't be possible otherwise—especially if a common "vocabulary" for the metadata terms is used



HTML5 and RDFa

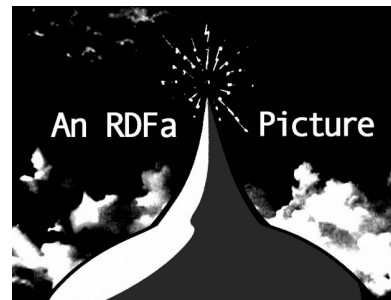
HTML5 + RDFa = time to get rid of that 20th century furniture

Laura Scott, pingv.com, 23 August 2010

Robots speaking in complete sentences

That's the net effect of RDFa. You see, currently hyperlinks, to robots, are analogous mystery meat navigation. To the human reader, the nature and location of a hyperlink may make total sense in context — even the mouse-over reveal of the hyperlink URL can yield meaning to us cerebral bipeds. But all a plain hyperlink says to a robot is "follow me." The robot doesn't know who made the link (or the destination site), what the destination is, why the link is there — just where the link is going, and that only by its URL.

RDFa changes that by providing syntax, often abbreviated and/or abetted by libraries such as Dublin Core, to add meaning to the link...



<http://pingv.com/blog/html5-rdfa-time-to-get-rid-of-that-20th-century-furniture>

Copyright and IPR

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Creative Commons is a nonprofit organization that develops, supports, and stewards legal and technical infrastructure that maximises digital creativity, sharing, and innovation.

All Creative Commons licenses have many important features in common. Every license helps creators — we call them licensors if they use our tools — retain copyright while allowing others to copy, distribute, and make some uses of their work — at least non-commercially. Every Creative Commons license also ensures licensors get the credit for their work they deserve. Every Creative Commons license works around the world and lasts as long as applicable copyright lasts (because they are built on copyright). These common features serve as the baseline, on top of which licensors can choose to grant additional permissions when deciding how they want their work to be used.



<http://creativecommons.org/> <http://wiki.creativecommons.org/Ccrel> <http://creativecommons.org/licenses/>

A different approach

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