

Writing for the Web

Making your content work for you

University Website Programme
Available to download via: <http://bit.ly/university-web-writing>

About this session

- Non-technical
- For anyone who writes, edits or publishes content online, including websites, wiki sites and emails
- **It's about how we communicate, not the tool we're using**

Learning outcomes

- Make your key messages stand out
- Make your site easier to navigate
- Help your site perform better in search engines
- Meet the needs of your varied visitors
- Comply with government legislation
- Where to go for more support

Why 'Writing for the web'?

What's different?

You have no control over

...where people will start or finish...

It's the world wide web, not the world wide line (or dot)

Where might people start?

The screenshot shows a Google search for 'msc history online edinburgh university'. The search bar is at the top with the Google logo. Below it, there are several search results. A red box highlights a result titled 'Taught MSc' with the URL 'www.ed.ac.uk' and the date 'May 8, 2013'. Another red box highlights a result titled 'Why study?' with the URL 'www.ed.ac.uk' and the date 'May 8, 2013'. A third red box highlights a result titled 'Virtual Open' with the URL 'www.ed.ac.uk' and the date 'May 31, 2013'. The search results are displayed in a grid format with various icons and text.

“If you’re not on Google, you don’t exist”

- Your content needs to be search engine friendly so people can find it.

Fortunately, this is a natural side effect of good writing for the web.

Choose your own adventure

The web is an interactive medium – the visitor decides where to go next.

Help them to:

- Find what they need
- Go where YOU want them to go

You have no control over...

...what people think they know...

Don’t challenge user expectations.



What does this mean?

People are used to websites behaving in certain ways:

- If text is coloured (particularly blue), it’s a link
- If text is underlined, it’s a link
- If I click on a link, it’s going to open a web page
- If I click on the logo, I’ll go to the homepage.

bit.ly/webpage-features

You have no control over...

...how people are reading your content...

But it’s probably on some kind of screen.

How people consume web content

- Desktop
- Laptop
- Tablet
- Phone
- Screenreader
- Dial-up connection
- 3G connection
- Google glass



Whatever next?



<http://slidesha.re/1bifid4>

"Get your content ready to go anywhere, because it's going to go everywhere"

Brad Frost, futurefriend.ly

Non-human readers

Your 'audience' may not be a person at all

- Search engine crawlers
- Content aggregators
 - News feeds on your own site
 - RSS pulled out to other sites
- Social media



<http://bit.ly/1f6kLw>

That's what we don't know...

...but we do know a lot about how people interact with the web.

We have lots of data from around the world and right here in the University

All web devices are hard to read

- Lower resolution text and images
- Hard on the eyes – particularly for those with existing problems
- Users are easily distracted

No-one is going to read all your content

No-one cares about your content like you do.

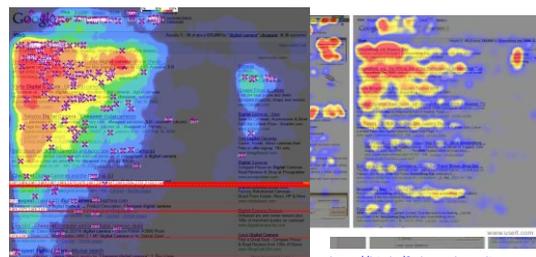
Readers are task-driven; they scan pages looking for important information.

(Yes, even hard working academics and bright and enthusiastic potential students.)

<http://bit.ly/students-on-web>
(EASE protected)

F-shaped reading

This is how people view webpages.



<http://bit.ly/f-shaped-reading>

Slow reading speed

Even where reading is more involved, people read more slowly and with greater difficulty.

How often do you (or those you know) print out documents 'so I can read them'?

Low attention span

They probably have other browser tabs open, and would rather be somewhere else.



How many tabs do you typically have open on your browser?

Where to start

The very beginning



© 20th Century Fox Home Entertainment.

Why are you writing web content?

You can't write effective content if you don't know why you're writing it

Why? – some common “reasons”

- Because “we need a website”
- To refresh the site
- To give people something “to read”
- Because I was told to

Why you are *really* writing web content?

- Because I want someone to do something for themselves
- So that...
 - I don't have to do it for them
 - They do the thing that I want them to do
 - They feel satisfied with their engagement with me



Encouraging self service will save you time, energy and money: bit.ly/service-cost

Key questions

- Who is this someone?
- What do you want them to do?
- What else might they want to do?
- How might you measure whether this is happening?



Exercise 1

- List three priority audiences
- What are the top 3 things you want your #1 audience to do?

So what can you do?

Practical guidance

So what can you do?

- #1 Give away the prize
- #2 Do sweat the small stuff
- #3 Think vertically
- #4 If it's not for you, it's against you
- #5 Be friendly and direct
- #6 Tell people what to do

#1 Give away the prize

Signpost everything constantly – give all your information away upfront.

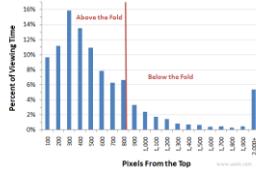


What does this mean?

- Always summarise page content at the top
- Use regular subheadings
- Say what you see
- Push trigger words to the beginning

Summarise content at the top

- Users spend 80% of their attention 'above the fold'.
- Mobile technology means 'the fold' may be high up
- Give incentives to users to scroll



<http://bit.ly/scroll-attention>

Scroll incentives

- Users need a reason to scroll to the bottom of a page like this.
- Summaries let them know they are in the right place (or not)

Induction Week

Induction Week is the start of your time at Edinburgh; you will register for your programme, attend introductory sessions, explore the University and have the chance to socialise with future classmates.

On this page
Matriculation
Programme induction
Meeting with your Programme Director
Social events (Freshers' Week)

Your Induction Week starts on Monday, 9 September 2013, and University accommodation is available from the previous weekend. You must attend as induction and registering is a compulsory part of your MSc programme.

Matriculation

The process by which you will be formally admitted to the University of Edinburgh is called matriculation.

Matriculation is a three-part process, including:

Difficulty summarising?

If the page is too difficult to summarise, it probably needs to be more than one page.

- Search engines won't be able to index the page properly if it's about different things

Say what you see

Users are scanning your text looking for something.

- So don't be cryptic in your link text, titles and subheadings.
- Don't be afraid to give away what's next.



Push trigger words to the front

- User testing studies reveal users take in, on average, the first 11 characters as they scan.
- Make these 11 characters count
 - Use 'trigger' words – meaningful keywords
 - Use numerals (11) rather than words (eleven), & rather than 'and'
 - Don't abbreviate too much

bit.ly/11-characters

Trigger words in a list

Supporting documents

Your application will require supporting information, with translations where applicable, including:

- a copy of **your curriculum vitae (CV)** detailing your relevant professional experience, including email addresses of your previous employers
- your transcript, or an interim transcript if you are yet to graduate, of **your degree certificate**, which provides details of degree examinations passed and the marks and grades awarded
- transcripts of **professional qualifications**, if applicable
- copies of **two academic references** on headed paper including both the referee's address and email address (the referee can also choose to send this separately to the University)
- if applicable, **an English language certificate** from within the last two years

Supporting documents

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- **professional qualifications** transcript, if applicable
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- **an English language certificate** from within the last two years, if applicable

Give away the prize

What subheadings say to readers and robots

- **Web visitors:** “This is what this content is about. Stop scrolling and read!”
 - **So...** use them every time the focus changes, to help scrolling users.
- **Search engines:** “These words are the most important – please index them.”
 - **So...** make sure they are uniquely meaningful, not generic or repetitive.

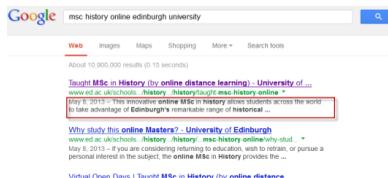
#2 Do sweat the small stuff

The details count

What does this mean?

Pay attention to:

- URLs
- Page titles
- Page properties
- Link text
- Heading text



Small changes can lead to huge reward: <http://bit.ly/300m-fix>

Readable URLs

Should contain readable, whole words

- www.ed.ac.uk/geos/pg/mscccs/int
- www.ed.ac.uk/geosciences/postgraduate/masters-carbon-capture/international-students

Readers (including robots) know what to expect from the second option

Try looking at the URLs of the top pages next time you search online.

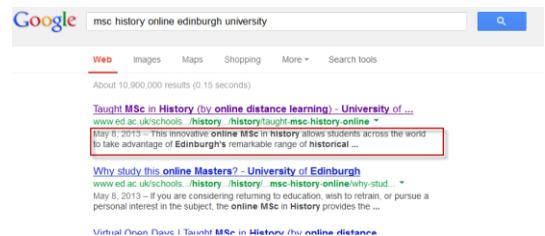
Meaningful page titles

- Context is key – you don't know where your page might be presented
- Page titles must be meaningful, but not repetitive

Your rent account on MyED | Paying for your accommodation | Accommodation Services - Mozilla Firefox

Descriptions

- If adding descriptions (metadata)
 - Make sure these are unique and meaningful
 - Often your well-written summary does the job just as well

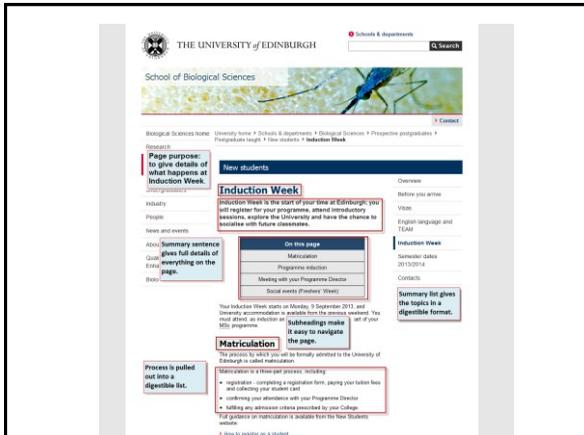


#3 Think vertically

Stay inside the F

What does this mean?

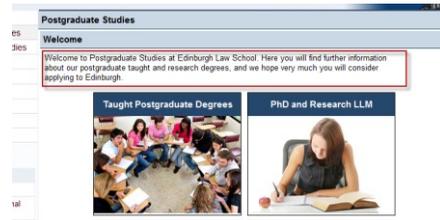
- **Use lists** - people read down, not across.
- **Keep lists short and focused**
 - No more than 7-10 items unless there's a clear context.
- **Use bullets** - only number items when there's a reason to.
- **Short paragraphs** should be used, with trigger words pushed to the front, if you can't use a list.



#4 If it's not for you, it's against you

Get rid of your trivial and repetitive content

What does this mean?



Q: "Where's the harm? It's friendly."

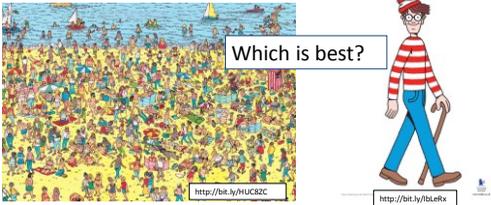
A: It distracts people from their mission and adds clutter to the page.

"Happy talk must die."

Steve Krug

Content is distracting

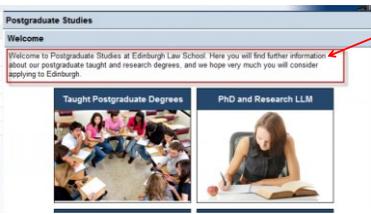
Website objective: to find Wally



Remember this is also true of search engines indexing your site

What about important content on homepages?

Right message at the right time



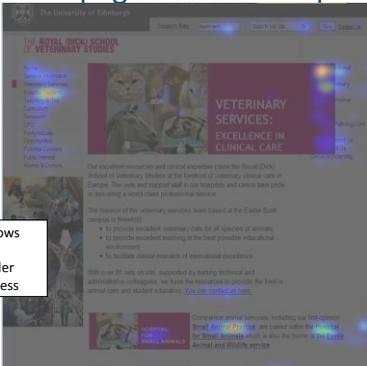
What if this content were important?

- No-one's reading it anyway

Useful content in the wrong place isn't useful

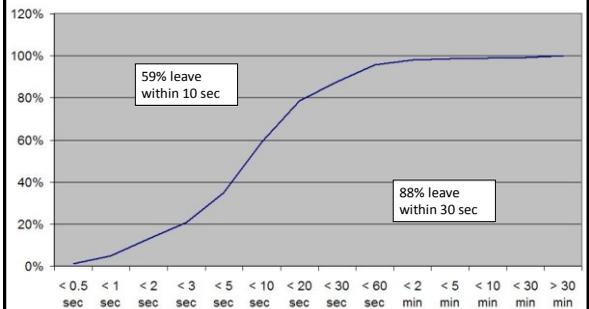
- Detailed content on navigational pages (home pages and overviews) won't be read
- Visitors are just passing through
- Consider where your page sits in the structure

Homepage click heatmap #1



Reds and yellows indicate click hotspots, cooler areas clicked less

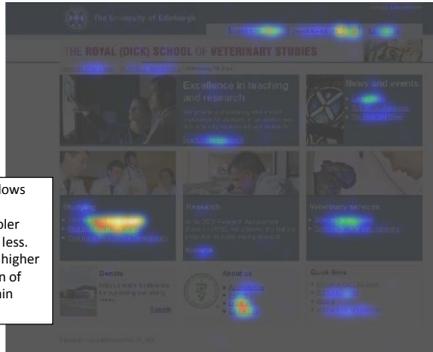
Time to click #1



59% leave within 10 sec

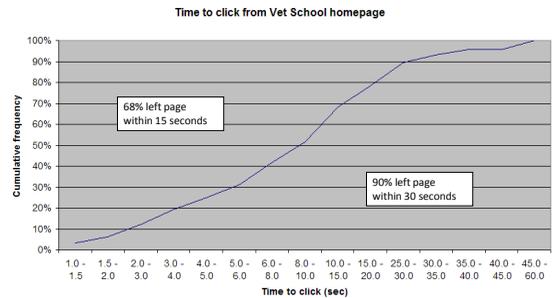
88% leave within 30 sec

Homepage heatmap #2



Reds and yellows indicate click hotspots, cooler areas clicked less. This shows a higher concentration of clicks in certain areas.

Time to click #2



So what?

The time on a navigational page isn't affected by the style/layout.

- We read at ~200 words per minute on screen
 - 90% leave after reading less than ¼ of version 1
 - 90% leave after reading ½ of version 2

Visitors aren't expecting to read content on a homepage – they're trying to get somewhere

- Consistent with Jakob Nielsen "How little do users read?"
 - <http://bit.ly/users-read-little>
- University research also backs this up
 - bit.ly/homepage-clicks
 - bit.ly/homepage-signposting

#5 Be friendly and direct

(The bit that's actually about writing)

Use Plain English

Talk directly to your audience in Plain English.

- This won't make you sound unprofessional

To highlight key points, use standout elements and bold text, not extra meaningless copy

www.plainenglish.co.uk

Examples of alternative words

- | | |
|-------------------------|------------|
| • Demonstrate | • Show |
| • Request | • Ask |
| • Despite the fact that | • Although |
| • Utilise | • Use |

Use the active voice

- Use direct, not passive language
- Always use 'you' and 'we'
 - If you don't know who 'you' is, you can't write effective content - go back to step 1

The Zombie test – check for passive voice

Check for the passive voice by adding 'by zombies' after the verb. If the sentence works, it's too passive.

- Further training in computing skills will be provided **by zombies**
- We will provide **by zombies** further training in computer skills



<http://bit.ly/zombie-rule>

<http://bit.ly/1aHQB0c>

Follow the University style guide

Use the web style guide to make sure you're being consistent:
bitly.com/edinburgh-web-style

- When to capitalise
 - university v University
- When to hyphenate
 - website, not web-site
- Commonly confused words
 - Masters, Master's, masters
- When to tag – accessibility consideration
 - EUCLID, PhD

University of Edinburgh Website Editorial Style Guide

Academy guide
 This is a guide for the primary website editors who are responsible for the content of the website. It provides a consistent style for all content on the website.

How to use the guide
 Read the guide through once to get a feel for what's covered. Then go back and read it again as you work on your content. The guide will help you to make decisions about what to write and how to write it.

Other useful writing guides
 The University of Edinburgh also has a range of other guides available for staff and students. These include the University of Edinburgh Writing Style Guide and the University of Edinburgh Accessibility Guide.

Accessibility, tagging and accessibility
 The University of Edinburgh is committed to making its website accessible to all. This includes ensuring that the website is accessible to people with disabilities. For more information, see the University of Edinburgh Accessibility Guide.

© University of Edinburgh 2013
 www.ed.ac.uk
 www.ed.ac.uk/website

Talk your users' language

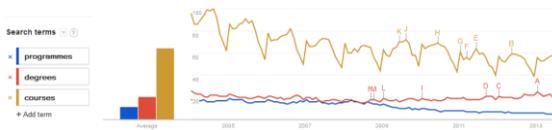
Users will better understand what you're saying

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."

Nelson Mandela

Match search terms to content

Using words your target audience will search for helps them to find them.



www.google.co.uk/trends

#6 Tell people what to do

Help them choose their web adventure

Placing calls to action

Think about what you where you want people to go next and add these calls to action at relevant points.

- Usability as common courtesy -- Why people really leave Web sites
- Web Accessibility: CDS, and you -- Making sites usable and accessible
- Help! My boss wants me to _____ -- Surviving executive design whips

[Show More](#)

Frequently Bought Together

Price For All Items: **£69.02**
Add all items to basket
Show availability and delivery details

This Item: Don't Make Me Think! A Common Sense Approach to Web Usability by Steve King Product

100 Things Every Designer Needs to Know About People: What Makes Them Tick? (Voices That Matter) Product

Smashing UI Design: Fundamentals for Designing Online User Experiences (Smashing Magazine Book 5) Product

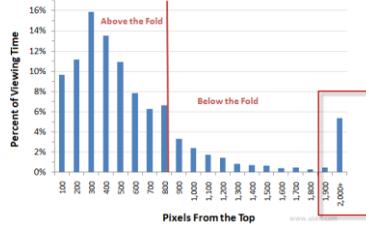
Customers Who Bought This Item Also Bought

Richard Bayliss Needs Easy: The Do-It-Yourself Guide to Designing Usable Websites <small>Product</small>	100 Things Every Designer Needs to Know About People: What Makes Them Tick? (Voices That Matter) <small>Product</small>	Simple and Usable Web: Mobile, and Interaction Design <small>Product</small>
Product Price: £25.00	Product Price: £16.14	Product Price: £16.14

Product details

Follow users' attention

- The scroll map we saw earlier shows a peak of attention towards the end – use this



Where to go next

This case study for MSc Internal Medicine shows the effectiveness of adding links to the bottom of a page.

- Scroll attention is focused at the top, with a further peak at the bottom

MSc Internal Medicine

Programme

Next Steps

Academic year 2012 - 2013
Programme start date: 10 September 2012
Programme end date: 10 September 2013
Next date: 10 September 2013
Next date: 10 September 2013
Next date: 10 September 2013
Next date: 10 September 2013

Exercise 2

Think about your audiences from Exercise 1

- Decide on a topic for a key page
 - Don't try to cover too much
- Give that page a title, summary and some subheadings
 - The details that matter
- What is the call to action? Where do you want people to go next?
 - Don't worry yet about how to word your link

Links

Links are why the web exists.
Do them right.



Aiding the user journey

Research has indicated:

- If the first click is correct, 87% will eventually succeed at their task.
- If the first click is incorrect, only 46% will succeed.

Bob Bailey – webusability.com
 Read more: <http://bit.ly/zVQe25>

Link lists

The list rules still apply

Keep links lists short

- This includes navigation menus
- Too much choice is confusing
- No more than 7-10 items, unless there's a clear context and reason for this context (months of the year for news items, alphabetical for staff lists)
 - Our guidelines say no more than 9 for a navigation menu

<http://bit.ly/170Dwfo>

Satisficing

“...most of the time we don't choose the best option—we choose the first reasonable option, a strategy known as satisficing”

Steve Krug, *Don't Make Me Think*



<http://bit.ly/170Dwfo>

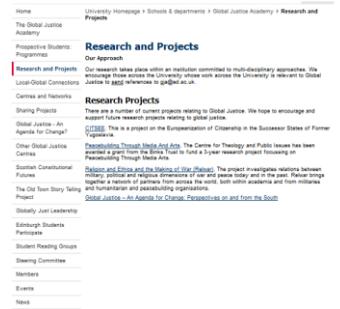
“Pogo-sticking, hopping back and forward from a “gallery” page with a list of links to the linked pages... results in a failure rate of 89%”

Jared Spool

<http://bit.ly/satisficing>

Long navigation menus are confusing

There are 18 links in this navigation menu - some of these would be better grouped by task or audience, to avoid satisficing



Give lists context

If you must present a long list, give some kind of context and break it up with subheadings. Consider alternative ways to search.

This example from the Degree Finder lists programmes A-Z – but also allows searching by School or subject area



Link text

Dos and don'ts

What is a link title?

Past presentations

You can browse through previous presentations via the wiki service. These cover a range of topics on Polopoly functionality, content planning and management, and technical tools.

- Web Publishing Community presentations
- Link text
- Link title (may appear on hover)
- EASE login required

Never repeat link text in link title

- www.allaboutcookies.org

We use a third party product "Google Analytics", a web analytics service provider ("Google"), to help us analyse how our Site is used. In doing so information about including your IP address, may be transmitted to, and stored by, Google. This info is subject to Google's Privacy Policy.

- See [Google's Privacy Policy](#)

We may use persistent cookies (see [Google's Privacy Policy](#)) to help us on-line. These cookies help us improve the logging-in process easier and MORE SECURE they will also be used to recognize return to the Site. We may also use session cookies that will hold your data on our site as you log out.

You may wish to adjust the cookies on our browser which affect the Site. You can do this by clicking on the link below.

Secu of our enies

Dr Louise Robinson
Clinical Lecturer and Honorary Specialist Registrar
in Forensic Psychiatry
Division of Psychiatry
Email: louise_robinson@ed.ac.uk

- Read Louise Robinson's full CV
- Background
- Dr Robinson graduated in Human Sciences at the University of Edinburgh in 1995, worked as a Research Assistant at Oxford University and graduated in Medicine from the University of Edinburgh in 2001.

- Use link titles to add value

- Or leave blank

- Always point out non-standard behaviour

- Remember not all browsers show them

Link placement

Inline v separated out

What is an inline link?

George Square and surrounding streets in the [southern central area](#) of the city is the oldest region, occupied primarily by the schools of [art](#), [social science](#), [medicine](#) and [law](#), as well as the main [university library](#). It is also used for teaching first year undergraduates in [science and engineering](#). Nearby are the main [EUSA](#) buildings of Potterrow, Teviot Row House (the oldest custom-built students union in the country) and the [Pleasance Societies Centre](#).

Separated links

George Square and surrounding streets in the southern central area of the city is the oldest region, occupied primarily by the schools of art, social science, medicine and law, as well as the main university library. It is also used for teaching first year undergraduates in science and engineering.

[Map of George Square and the central area](#)

[List of college and school websites](#)

[University Library website](#)

Nearby are the main EUSA buildings of Potterrow, Teviot Row House (the oldest custom-built students union in the country) and the Pleasance Societies Centre.

[Students Union \(EUSA\) website](#)

Why avoid inline links?

- Pages are harder to read
- May give inaccurate impression of key messages
- Meaningful link text is difficult to write
- User journey is more difficult to manage

bit.ly/inline-links

Link placement

Add links where relevant, not in random groupings

'Random' link groupings

- Frequently asked questions
 - Frequent for you, not necessarily the reader
- Quick links
 - So the rest are slow links?
- Useful links
 - So the rest are useless?
- Resources and tools?
 - "To infinity and beyond!"

Discussion point

Think about your call to action from Exercise 2

- How would you word the link for this call to action?
 - *Is this wording unique?*
 - *Does it need a link title?*

What about other types of content?

Writing doesn't always mean writing

'Writing' for the 'web'

- 'Writing' still applies to images, video and audio
- 'The web' includes emails, wiki pages and intranet content

Video and audio content

Video content must serve your needs in the same way as text:

- Give people some idea of what to expect
- Make your video (and associated information) the only thing on the page
- Remember not everyone will be able to watch it

Brain development in a mouse model of FXS
 A lecture given by Professor Peter Kind on 15 December 2010.

Synopsis
 Professor Peter Kind is the Professor of Developmental Neuroscience at the University as well as being Co-Director of the Patrick Wilson Centre for Research into Autism, Fragile X Syndrome and Intellectual Disabilities.

In this lecture, he discusses neural communication, how experience shapes brain connectivity and how this can lead to impaired development. He uses mouse models to discuss how novel drug development may alleviate some of the symptoms associated with Fragile X syndrome.

Speaker
 Professor Peter Kind, the Patrick Wilson Centre for Research into Autism, Fragile X Syndrome and Intellectual Disabilities.

Date
 15 December 2011.



[View content this clip](#)
[View clip in separate player \(clickTime\)](#)

Good

At minimum, you need to provide a summary of what the video shows.

Stuart Ralston
 Professor Stuart Ralston is the Programme Director. Watch him talk about what you will learn on this Programme.

Professor Ralston is also Clinical Director of the Edinburgh Clinical Trials Unit, Head of the Rheumatic Diseases Unit in Edinburgh, Lead Clinician for the osteoporosis service and Clinical Director for the Rheumatology service in NHS Lothian.

In this two minute video, he discusses how the Edinburgh Clinical Trials Unit support researchers in design, planning and analysis of Clinical Trials.



[Download the full video transcript \(PDF\)](#)

Better

Including the full transcript means it is fully accessible to people with visual or hearing impairments, or with a bad connection.

Edinburgh life
 From teaching and research excellence to life in the city - find out what makes studying and working at the University of Edinburgh special.

Ranked 1st in Scotland, returning to world...

...is regularly ranked amongst the best universities in the world



Our players will show all of our videos in sequence. Use the player below to scroll through the list and jump to a specific video.

Best

Including subtitles as well means people can still choose to still watch the video.

MSU in Science and Technology in Society
 The deadline for applications is the programme for September 2013 ends on 1st July 2013.

A welcome from the Programme Director
 Joint in science and technology are essential parts of change in society, as governments, business, education, industry and citizens are seeking the developmental driver of progress. There are technological revolutions.

How do we deal with them? Should we build an alternative or alternative economy? To what end and for whom? Should we build an alternative or alternative economy? To what end and for whom?

We address these questions, and more, in the MSU in Science and Technology in Society. The programme is a comprehensive introduction to an interdisciplinary field that has become central to the study of science, technology and society. The programme is designed to provide students with a comprehensive understanding of the social, cultural, and political implications of science and technology in society. The programme is designed to provide students with a comprehensive understanding of the social, cultural, and political implications of science and technology in society.

Who should take this programme?
 This programme is open to all students taking a degree in a science or business discipline. There are no prerequisites. Some of the programme's core subjects are available to other degree programmes.

For more information
 For more information on our future events about MSU in STS, please contact: Stuart Paul, stuart.paul@ed.ac.uk

How to Apply
 Applications for this programme are now being accepted. To enter this programme in September 2013, applications must be received by 15th July 2013. Please refer the details for admission applications inside the link.

Apply online
[Apply online](#) or [download application form](#). We also accept the [application form](#). Please refer to the [MSU in STS](#) website for more information.

Fees
 * The course fee includes the programme fee of £20000 and £1000.
 * The course fee does not include the programme fee of £20000 and £1000.
 For more information, including full time fees, see [website](#) [link](#).

Information on how to use the website [link](#)

Biological Compatibility
 Use the [University of Edinburgh's Biological Compatibility](#) tool to check if your Biological Compatibility

Bad

Embedding the video in a longer page makes it difficult to measure any engagement

Lack of context means users are unlikely to engage

Images - content is great

Images that are just decorative will be ignored

- But can be useful to break up the page

Images that contain content will be looked at

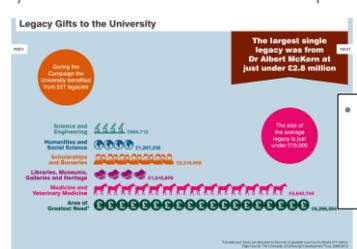


These images show a 'gaze plot' of users – the larger the circle, the longer they looked.

<http://bit.ly/photos-eye-tracking>

Never put text in an image

- Includes header images, graphs and infographics
- It can be very useful to show information visually, but you must also link to a full description



- This can't be read by screenreaders or site indexers

Emails

- We spend an average of 4 hours a day using email, meaning that email impacts approximately 50% of our working day.
- Around half of all mailing list emails are deleted before being read.
 - Figures differ depending on context – 20% is often considered successful

<http://bit.ly/email-open-rates>

Approach emails just like web content

- What is the email trying to say? What do you want people to do?
 - Make the subject line meaningful – if action is needed, make it clear up front
 - Summarise first
 - Use lists where possible
 - Use subheadings if necessary
 - Ditch useless information
 - Consider trackable links to further information

<http://bit.ly/email-research>

Think about how people might read it

The screenshot shows an email from Polopoly support with several annotations in yellow boxes and red arrows pointing to specific parts of the text:

- Clear & comprehensive subject line:** Points to the subject line: "Website Programme move to 21 Buccleuch Place - Your support needed Thursday 18 Apr".
- Context to why they're getting the email:** Points to the opening line: "Dear Polopoly user,".
- Regular line breaks - text may not wrap:** Points to the first paragraph: "The University Website Programme is moving offices on Thursday 17 April. This means that there may be queries, and that drop-in support sessions will now be at 21 Buccleuch Place."
- Email might not support formatting - add typewriter-style formatting:** Points to a section of text: "***** In-person support *****" which is formatted with asterisks.
- Trackable link to further info keeps email short & lets you can track interest:** Points to a link: "Full details: <http://edin.ac/ZZAMDY>".

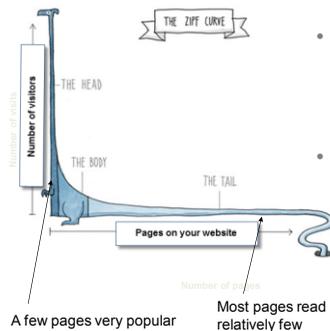
Summary

Assume your website visitors (or email recipients) are lazy, cynical, have visual difficulties and are simultaneously having a conversation on Facebook.

Feeling inspired?

How to begin improving your web content

Get your popular pages right first



- All websites are the same
 - Check your web stats
- Prioritise your key pages

bit.ly/retune-not-redesign

Quick wins

- Add:
 - A clear summary
 - Regular subheadings
 - Well-written calls to action
- Review
 - Broken links
 - Facts
 - Possible duplication
- Language
 - Make the tone direct (check for zombies)
 - Pull content out into lists and short paragraphs
 - Get rid of waffle

Page too hard to summarise?
It should probably be several pages

Information exists elsewhere?
Link, don't duplicate

Don't know who 'you' is?
Review your site objectives



Writing web content – the finish line!

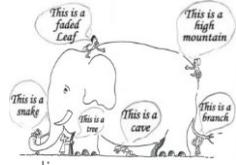
Bad news – there's no such thing

Maintaining content

- Establish a review cycle
 - Check links
 - Check facts and dates
 - Monitor time-sensitive information
- Avoid duplication

Reviewing content

- Research and testing:
 - Accompanied surfing
 - Feedback forms
 - Monitor enquiries via other media
 - Web statistics
 - Competitor analysis



<http://bit.ly/retune>

bit.ly/retune-not-redesign

Managing your online data

Records Management considerations

Data protection

- You must remember the Data Protection Act when publishing personal data.
 - Name
 - Contact details
 - Job title
 - Age
 - Attendance at an event
 - Employment/education
 - Photographs

Stratos Filalithis
Stratos is responsible for providing technical expertise and support for current operations and future enhancements of the Polology CMS and related services.

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Background
After completing his MSc studies in Distributed and Multimedia Information Systems in 2003 at Heriot Watt University, Stratos worked in several companies in the fields of software development and support before focusing on Web development.
 Before joining the University in 2013, he ran his own web development company in his native Greece, through which he had rolled out a number of websites in the fields of e-commerce, crowdsourcing and tourism.

Related links
[Linked In Profile: Stratos Filalithis](#)

What happens if you breach the DPA?

Legal action can be taken against the University unless you:

- Get permission or
- Hand over management



What counts as permission?

	Verbal permission (low risk)	Written permission (high risk)
How sensitive is the information I want to publish?	John lives in Edinburgh.	John lives at 2, Wood Drive, Edinburgh EH12 5XX
How much information do I want to publish about that individual?	Susan used to work at the University of Glasgow	Here's a copy of Susan's CV.
How likely is it that the individual won't want it published?	Here's a picture of Lucy posing with the Chancellor	Here's a picture of Lucy in a compromising position

Public domain information

Related links

[Linked In Profile: Stratos Filalithis](#)

- If information is clearly in the **verified public domain**, you can re-publish it.
- Check someone's personal website or reputable news source (beware of Wikipedia!)

Manage personal data carefully

Be clear where you have published personal data.



If consent is withdrawn you only have 21 days to remove it.

Hand over management

Where possible, put people in charge of their own data.

Information retention

You must retain information that has been published online if it

- is the master copy ('golden copy') of information still required for business purposes
- might be needed in the event of a dispute
- has long term value for the archives

Default retention period

'If there's a dispute, it can be important that we can demonstrate what the website said at a particular time.

- By default all information is retained for 7 years once it is no longer live



Is information needed long-term?

- Don't 'shred' your golden copy
- Might it be of interest to the University Archive?
- Consult the retention criteria: bit.ly/web-retention-schedules



If you're sure it's not needed, delete the information.

Discussion points

Handout

Managing your online data

Support after this session

- User testing training
 - Google Analytics training
- bit.ly/web-programme-training

Website support sessions

- Tuesdays 12-3
- 21 Buccleuch Place



Email to book a spot: polopoly.support@ed.ac.uk

Essential reading

- The Website Owner's Manual – Paul Boag
 - Concise summary for anyone involved in creating and maintaining a website
- Letting Go of the Words – Ginny Reddish
 - Focus on writing style and editorial
- Don't Make Me Think – Steve Krug
 - Research on user behaviour and why you shouldn't challenge expectations

Free chapters & more:

- Usability Ed: bit.ly/web-writing-blogs