



# Journey Transitions

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# What Transitions?

Initial hypotheses.

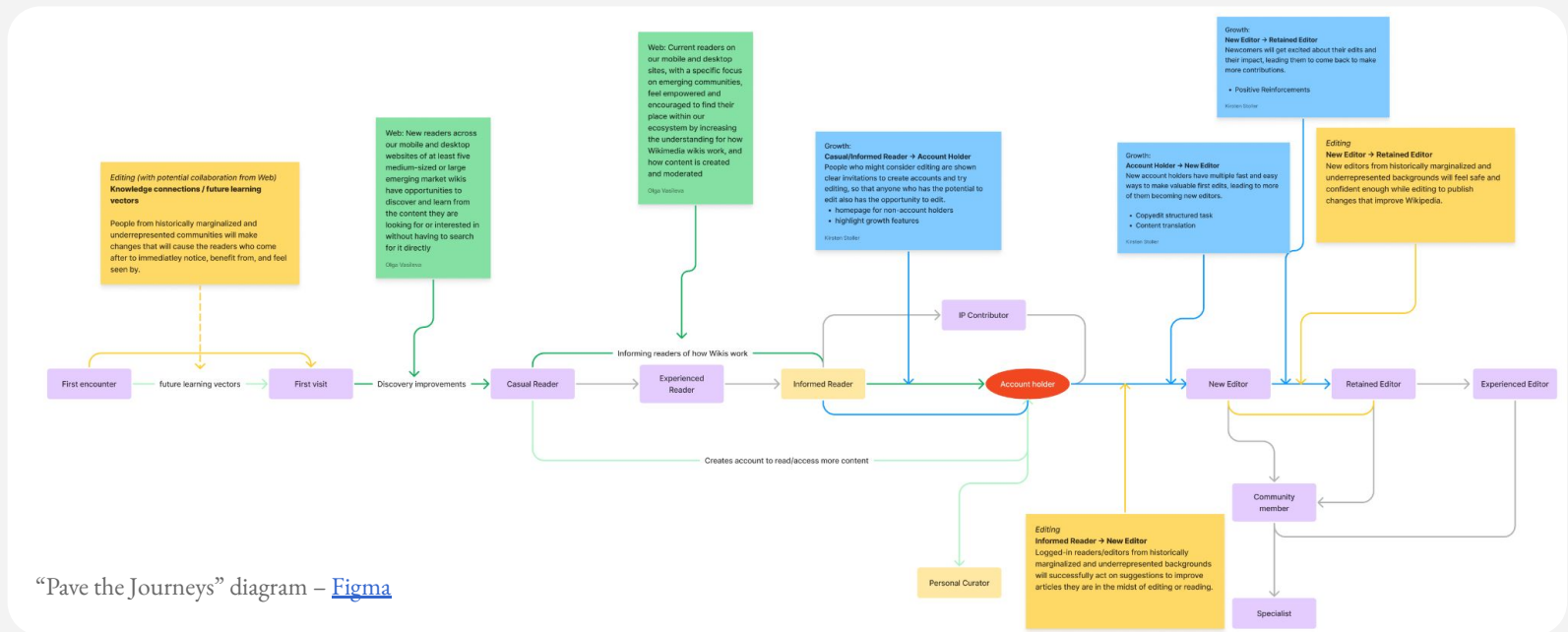
The Core Experiences Group held two main assumptions:

1. **Readers experience notable moments or transition points,** in their Wikipedia learning trajectory that deepen their relationship with and understanding of the platform.
2. **Readers ‘level up’ to become Editors.**  
Everyone starts out as Readers on the ‘standard’ user trajectory, potentially ‘leveling up’ to Editors through motivating factors.



# What did we think a user Journey would look like?

In the diagram below, the Core Experiences team illustrates the hypothesized ‘standard’ user journey (annotated with current Product endeavors’ influence areas).

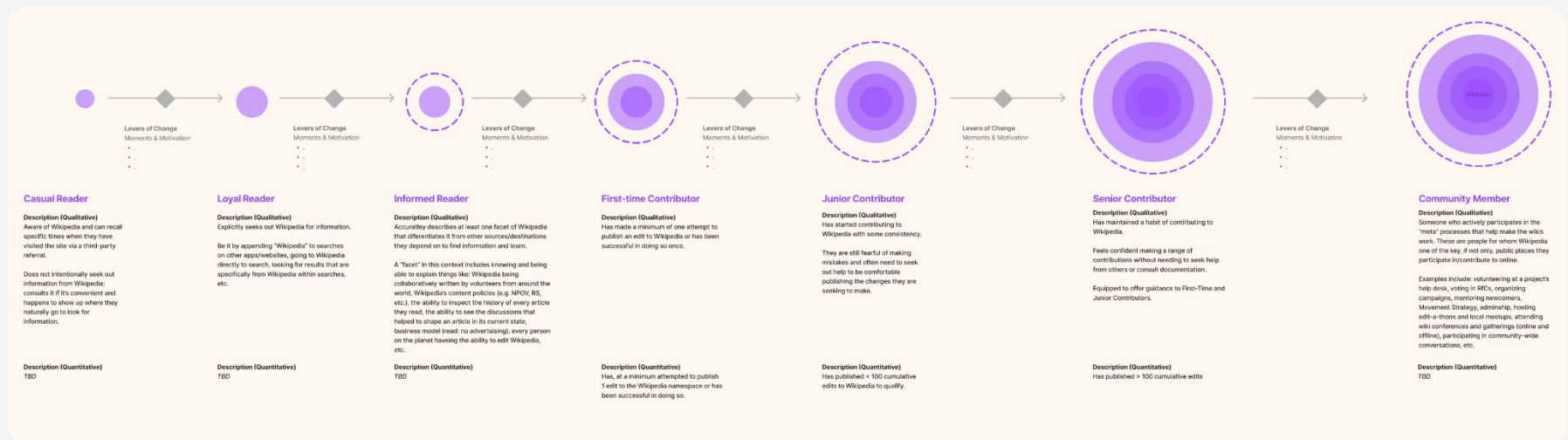


“Pave the Journeys” diagram – [Figma](#)



# The *expected* reader-to-editor journey model

Here, the hypothesized ‘standard’ user journey is shown with associated personas/user segments. Note that the undefined ‘levers of change’ are assumed to facilitate the transitions towards increased involvement in a linear fashion.



# Research methodology

This project gathered data testing these assumptions from participants identifying as new/casual and experienced Readers and Editors using the following method:

1. **60+ minute qualitative interviews**, with
2. **62 participants**, speaking
3. **3 languages** (English, Spanish, Arabic), from
4. **11 countries** (details at [this slide](#))

Interviews contained a primary portion guiding participants through a semi-structured narrative of their Wikipedia experiences, and secondary portion of identifying various Wikipedia UI artifacts.



# Research Findings

Readers

Editors



# Readers see a 'flat' Wikipedia experience

Readers





## Readers see a 'flat' Wikipedia experience

### 1. Transactional

While their interactions with Wikipedia vary in context, they rarely vary in type and breadth of activity; **they read what they came to read** (in class, at work, for fun, etc.) **and then leave.**







## Readers see a 'flat' Wikipedia experience

### 2. Ephemeral

Readers still described some memorable moments, but the impact of these moments was largely **more ephemeral than momentarily transitional** (and/or had **negative effects that discouraged them from pursuing further discovery**).





## Readers see a 'flat' Wikipedia experience

### 3. Different track from Editors

Readers are assumed to require one or a series of these transitional moments to 'graduate' to the Editor portion of the user journey; however, our current approach and interface revolve around the Editor mental model, **trapping Readers' potential** behind a singular, narrow set of (editing) possibilities. They **primarily consume content episodically and rarely 'level up'**.



## Readers see information as water and Wikipedia as the utility service

Many readers described wanting to access **Wikipedia content with minimal difficulty, but a lack of interest in knowing more** about “how it works” - how the content comes to be, and the behind-the-scenes functioning of the community.

Like a municipal water user who simply wants to turn on the tap and access a useful and abundant resource, these readers prefer to continue accessing the tap with a minimal amount of consideration about where the water comes from, how it is produced or conveyed, and the other people and organizations involved in conveying it.



## Readers see information as water and Wikipedia as the utility service

Wikipedia's current presentation (of features, engagement options, etc.) may **limit the extent** to which readers as a whole are able to **feel welcomed, and also find their niche of motivation and empowerment** to act upon their curiosity and inspiration.



# Readers are limited to consuming information

Readers' experiences may look like this, where references to Wikipedia may be clustered during schooling years, and may cluster again if Wikipedia is useful for work. But the action taken - looking something up - is typically the only action.

It may change in magnitude (needing to look up multiple biology-related articles for a school paper) or context (looking up an answer during trivia night), but otherwise **Readers are generally limited in their interaction to consuming content.**



\* circles denote instances of consuming content

# Editors see opportunities

Editors



# Editors see opportunities



## 1. Burgeoning opportunities

Editors, on the other hand, may start as Readers but see **burgeoning opportunities** where Readers largely see consumable content:

- Deep learning of not just content, but also how content comes to be
- Where some Readers become aware of editing and test it out, Editors **test it out and either remain interested/become more invested** regardless of initial positive/negative/neutral feedback
- **Seeking out interaction and additional means of involvement**



## Editors see opportunities



### 2. Deepening usage & involvement

Editors are able to articulate notable experiences that indeed meet the hypothesis of having transitional effects of **deepening and expanding usage and involvement on Wikipedia.**





## Editors see opportunities



### 3. Divergent trajectories

Editors are thought of as ‘graduated’ Readers; while they often start out as Readers, Editors are **able to traverse the narrowly defined path towards editorship** – they somehow overcome the invisible, unattractive, intimidating or other elements that act as hindrances to the broader population of Readers.



## Editors 'click' with Wikipedia

Editors sometimes start out as Readers and move more quickly towards deeper, increased involvement; some part of their innate drive, synergy with platform features, and/or connection to community **strengthen their experiences with Wikipedia.**

Their initiations with Wikipedia typically coincided with other venues of learning and/or support, whether it was a close friend who invited them to an editing event or some other more innate desire or motivation that guided their exploration.



\* circles denote instances of consuming content, other shapes denote various forms of contribution/engagement with Wikipedia



## Editors

Though their understanding of Wikipedia is not always complete, the relationships are typically **characterized by discovery and desire for engagement**; this may look like adding some content to creating scores of new articles, becoming involved with admin work, hosting events, or some combination thereof.

Editors may slow down or burnout for periods (or stop at some point entirely), but their journeys are interactive and participatory when compared with readers whose engagement is limited to passive consumption.



## Editors participate for personal + collective good

Editors consume content and additionally demonstrate a **willingness to explore and understand Wikipedia, cresting the learning curves** that present in the interface, policies, and interactions with other users to **make their own knowledge contributions to the greater Wikipedia space.**

To continue the utility analogy, the Editor municipal water user turns on the tap, learns about its provenance, reads up on individual and community usage rates, visits and perhaps volunteers at the local utility district, establishes a gray water system and eventually convinces a few neighbors to do so as well, etc.



# Readers

# Editors



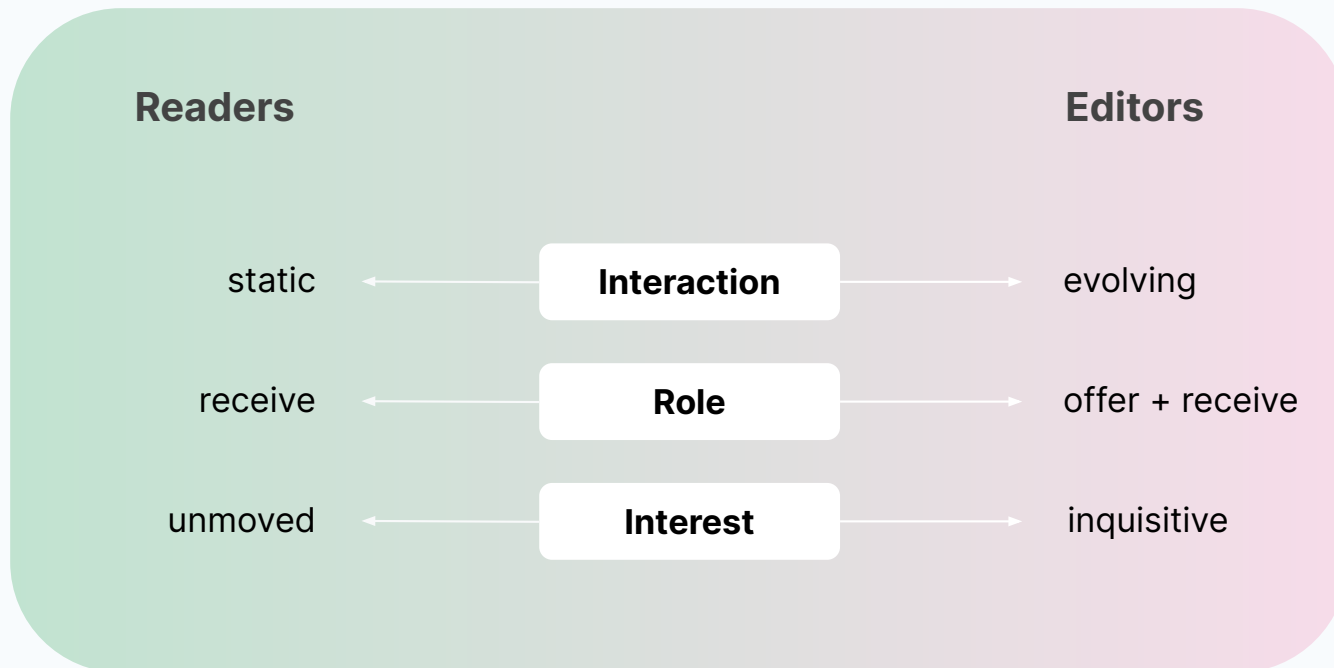
## Editor-centric vocabulary isn't resonating for Readers

Thus far, we have utilized our general 'user' journey mental model and applied it to both Editors and Readers. Similarly, over time and through many outreach and research projects we have established a practiced vocabulary for what happens when a motivated individual arrives at our sites and are aware of the potential to edit.

This vocabulary is not translating for those who arrive solely to learn/consume. How do we establish a similar literacy around Readers, when our present lens is primarily shaped with an Editor focus? What is needed to meet Readers they are?



# Thematic Reader – Editor comparison



## Defining a Reader mental model

Attempts to convert today's readers into tomorrow's editors are likely to fail if we continue to think that this transition begins through contributions as they are presently defined and presented.

We must evolve the assumptions that have held this current state in place so that we can meet and engage readers where they are. What could the interactions in red and an engaged Reader 2.0 look like?





# Next steps



## What's next?

### Starting a larger conversation

At this moment, most Readers are not moved to participate on, and contribute to, Wikipedia.

The Foundation has more to learn about how people learn and how the Movement's projects could better serve people on their learning journeys.

This does not mean this understanding cannot be established nor that the Movement's projects cannot be evolved to more effectively meet people who are arriving on-site to learn where they are.



# What's next?

## Starting a larger conversation

Review findings from this project

Audit of Readers experiences:

- Review of past projects detailing direct and/or indirect Reader experiences
  - [Momentum \(Flywheel\)](#): utilizing a different research methodology, this project also came to a similar conclusion that there is not a clear link between readership and subsequent editor conversion
  - [Consideration of quantitative distinctions in reader cohort type](#)
- Targeted opportunity project: [Non-editing Participation RFP](#), [Mediawiki page](#)\*  
*\*involves literature review, mock-up review, and comparative analysis of other platforms' non-content-related interaction opportunities)*

Undertake further research to understand how much structural (UI) elements play into the Readers' interaction and general awareness levels

Understand the proportion of Readers who can be influenced by an improved interface, increased awareness messaging, etc.

Explore ways we might meet readers where they are and offer them opportunities to act on the curiosities and needs that emerge in their minds as they spend time learning on Wikipedia

