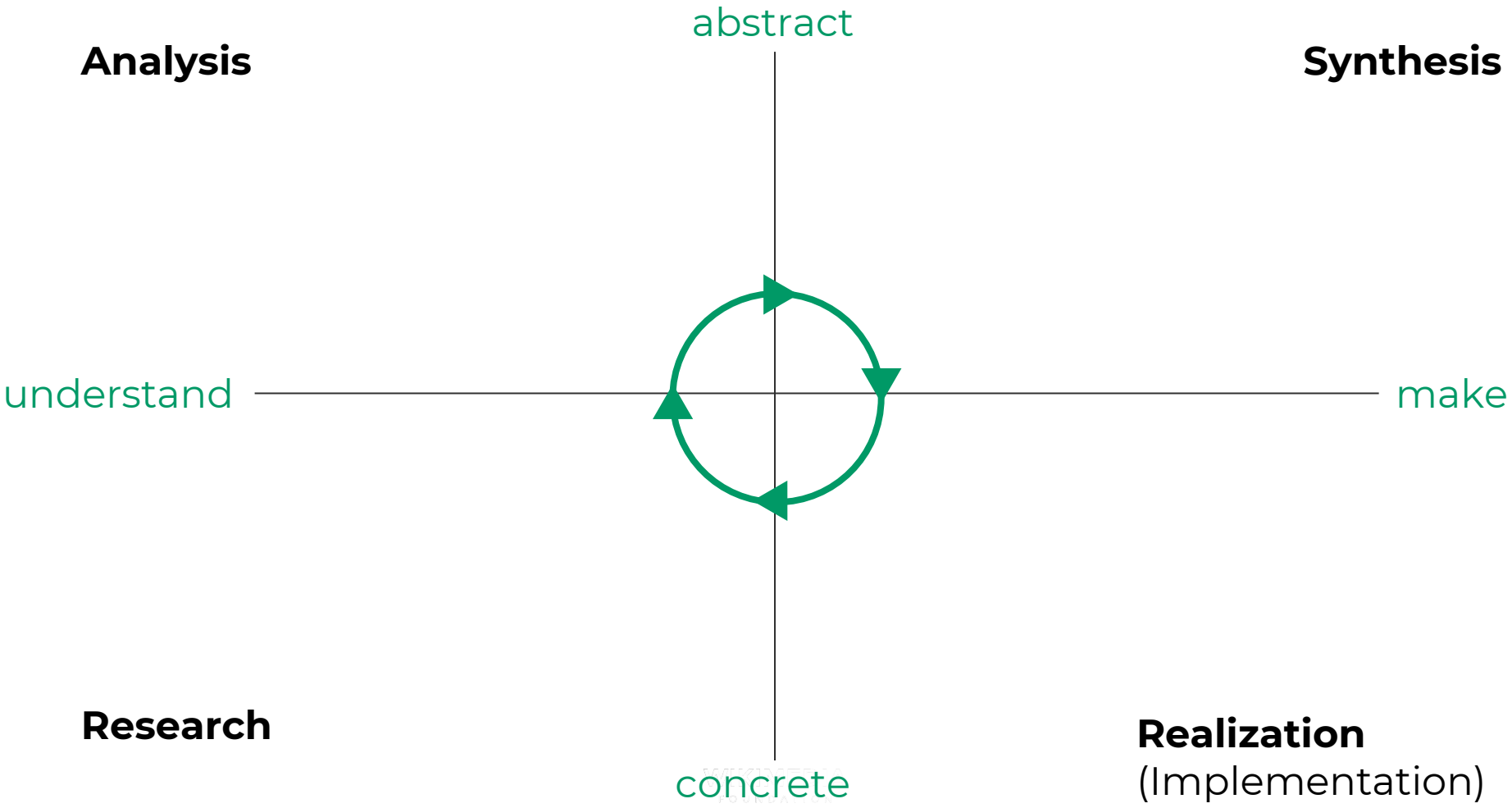
# How to use design research to plan your next program or event

WIKIMEDIA
FOUNDATION

# Outline

- What is design research? (5 minutes +QA)
- The New Editor Experiences research (10 minutes description + QA)
- Findings: List all and focus on 3 for a short descriptions and discussion (15 minutes)
- Personas and user journeys (10 minutes)
- Discussing personas and user journeys (10 minutes)
- Moving to action: focusing on specific tactics (10 minutes)
- Exercise: using personas and pathways to design new program and activities (20 minutes)
- Discussion (5 minutes)
- Closing: where can I find research? How to stay connected? (5 minutes)


abstract
Analysis
Synthesis
understand
make
Research
concrete
Realization
(Implementation)

# Research

**Know context and people:** Look at the big picture for insight into contexts and people, unmet needs, and opportunities.

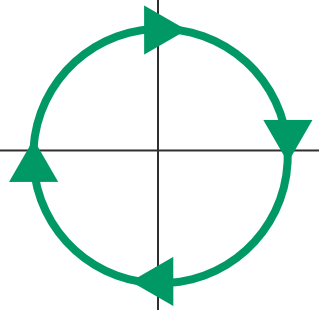
CC-by-SA 3.0 - Reboot & Wikimedia Foundation

abstract

**Analysis**

**Synthesis**

understand



make

**Know context and people:** Look at the big picture for insight into contexts and people, unmet needs, and opportunities.

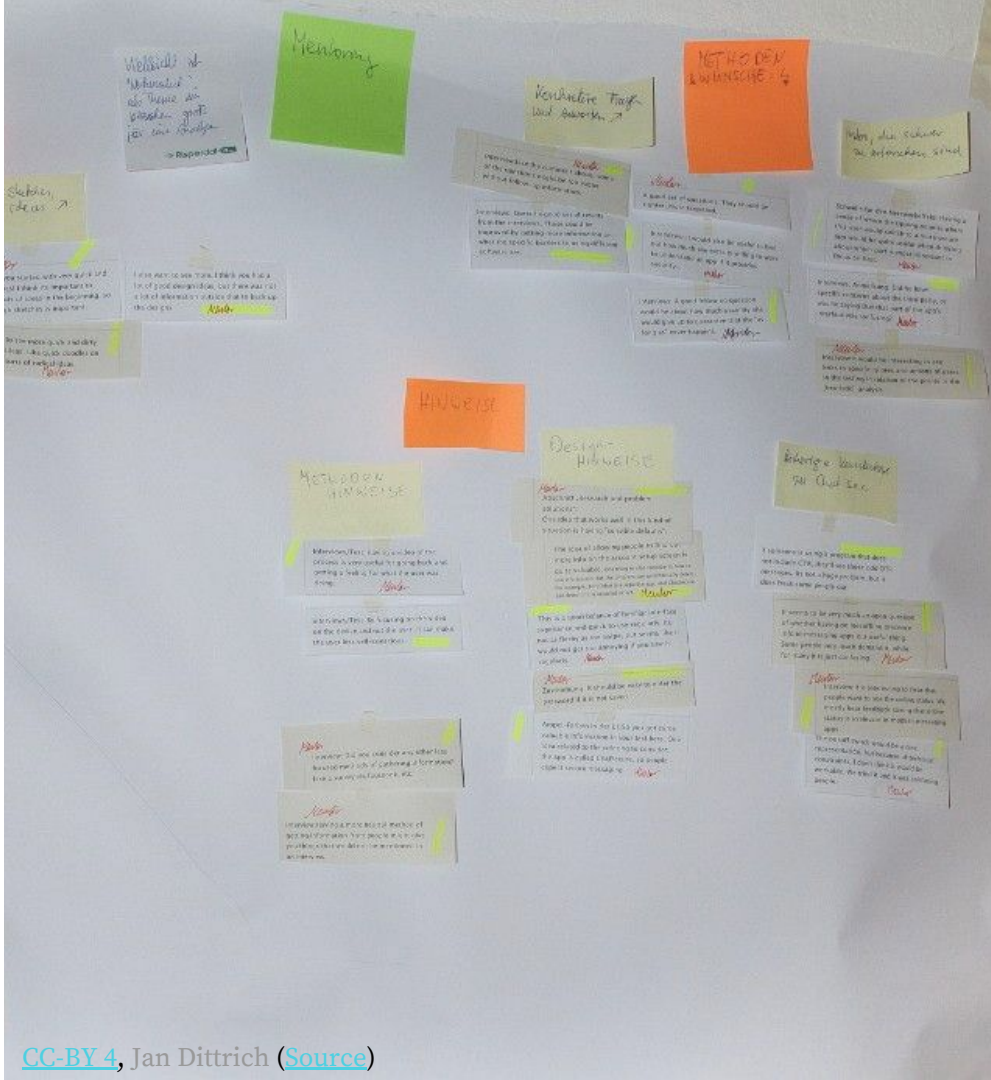
**Research**

concrete

**Realization**
(Implementation)

# Analysis

**Frame insights:**
Find patterns in quantitative and qualitative data and extract insights.



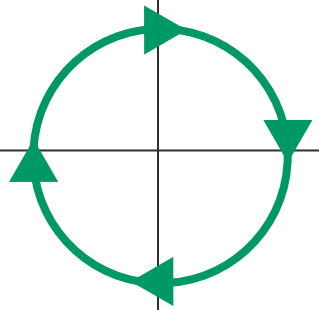

CC-BY 4, Jan Dittrich (Source)

abstract

**Analysis**

**Synthesis**

**Frame insights:**
Find patterns in quantitative and qualitative data and extract insights.



understand

make

**Research**

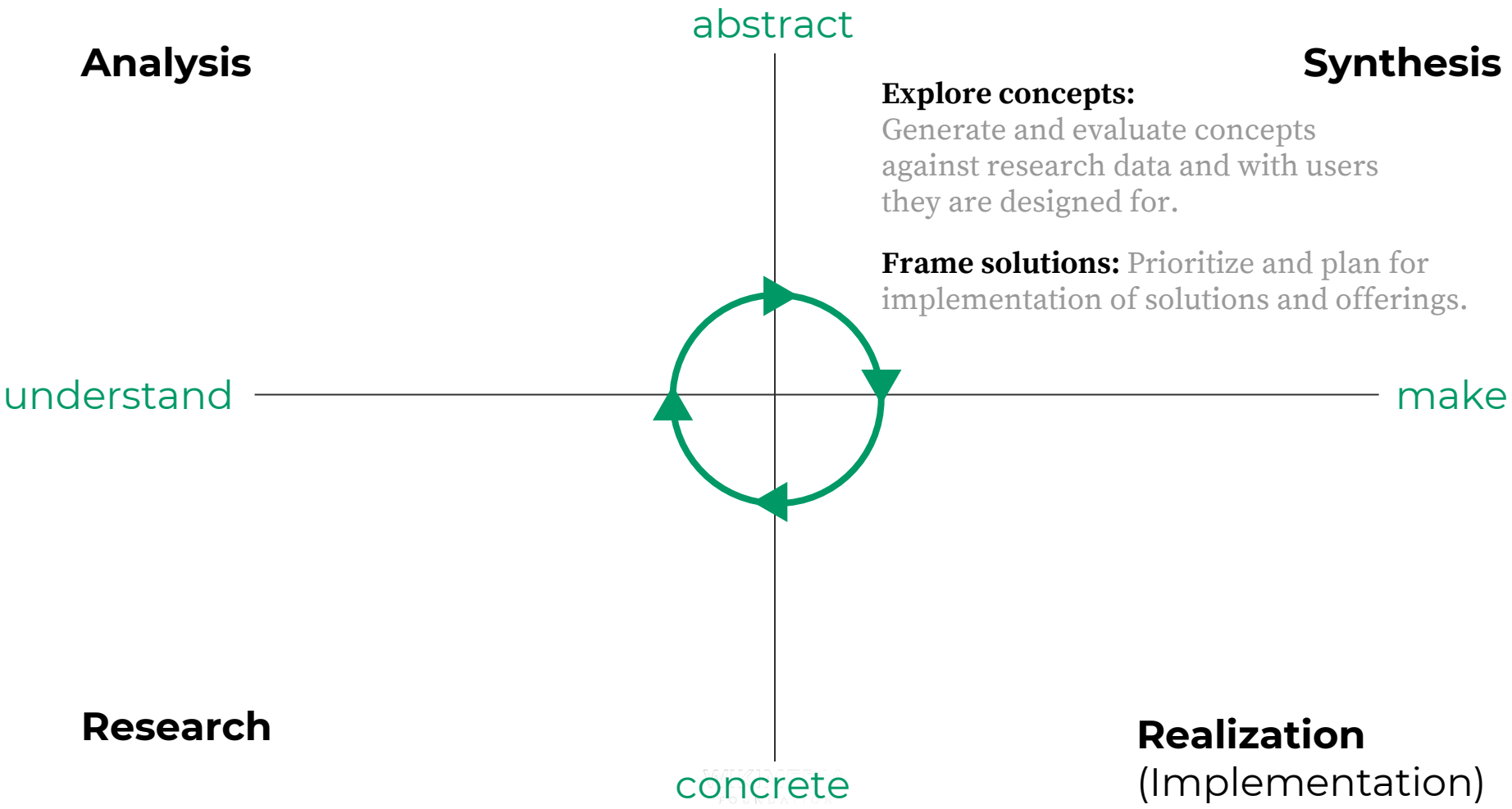
concrete

**Realization**
(Implementation)

# Synthesis

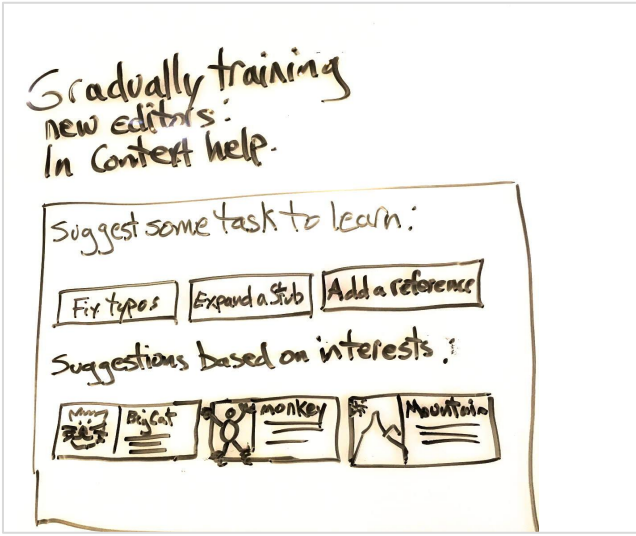
**Explore concepts:**
Generate and evaluate concepts against research data and with users they are designed for.

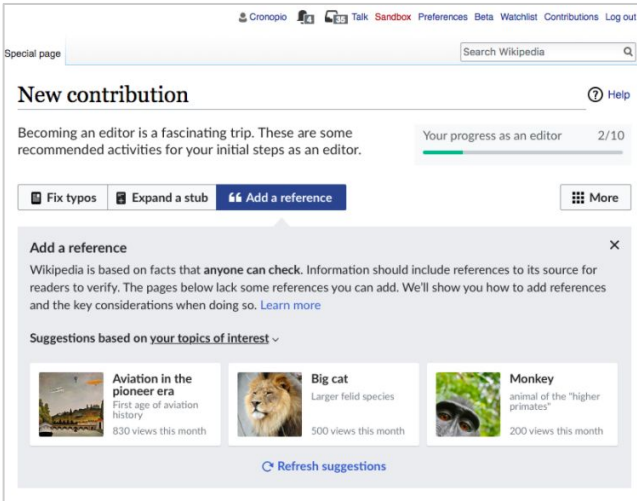
**Frame solutions:** Prioritize and plan for implementation of solutions and offerings.


abstract
Analysis
Synthesis
Explore concepts:
Generate and evaluate concepts against research data and with users they are designed for.
Frame solutions: Prioritize and plan for implementation of solutions and offerings.
understand
make
Research
concrete
Realization
(Implementation)

# Realization

**Realize solutions / offerings:** Define MVP and release plan, build prototypes, iterate toward refinement with beta, release, maintain and sunset.



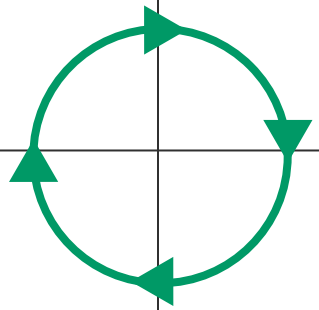



abstract

**Analysis**

**Synthesis**

understand



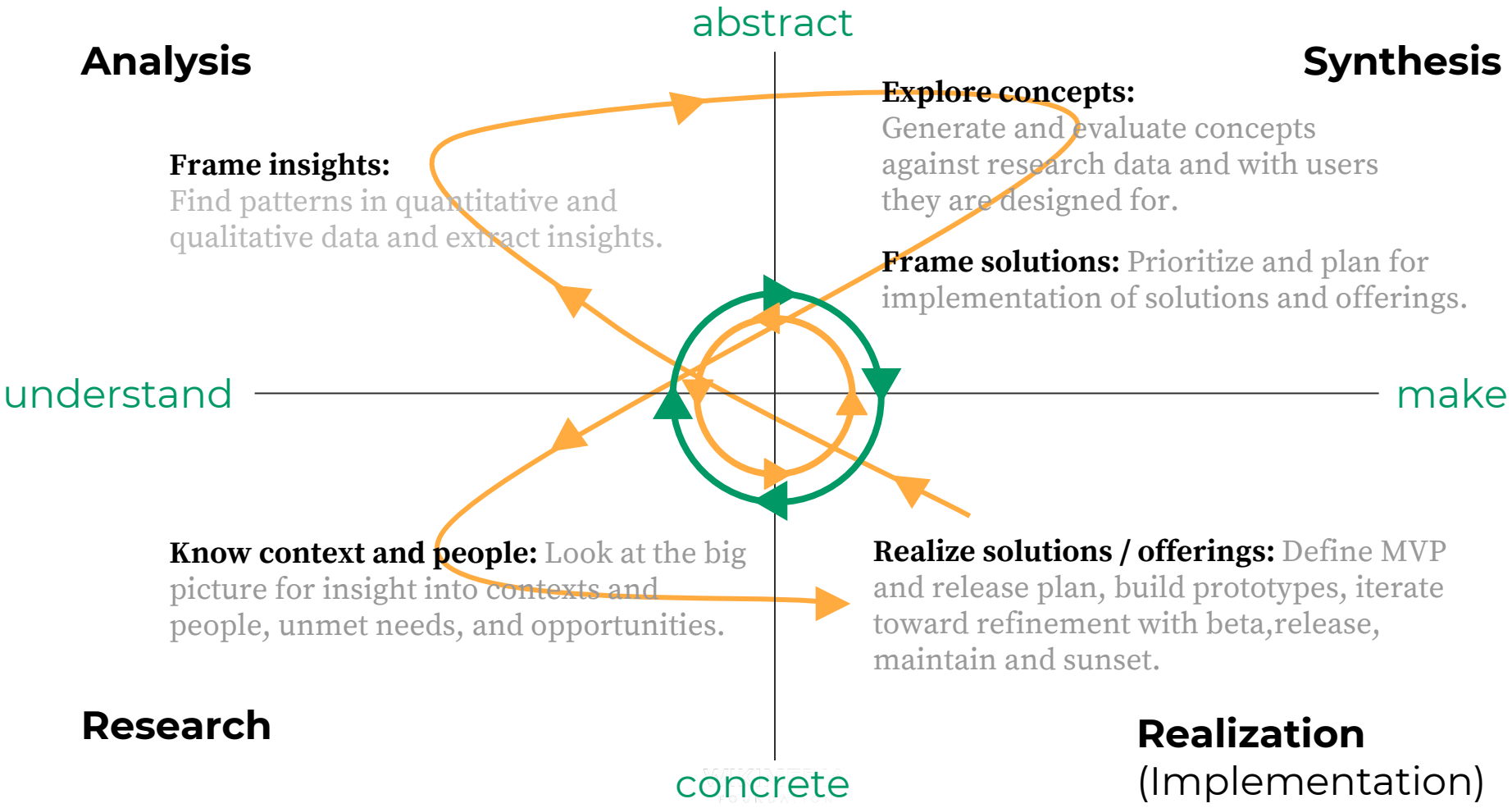
make

**Realize solutions / offerings:** Define MVP and release plan, build prototypes, iterate toward refinement with beta,release, maintain and sunset.

**Research**

**Realization**
(Implementation)

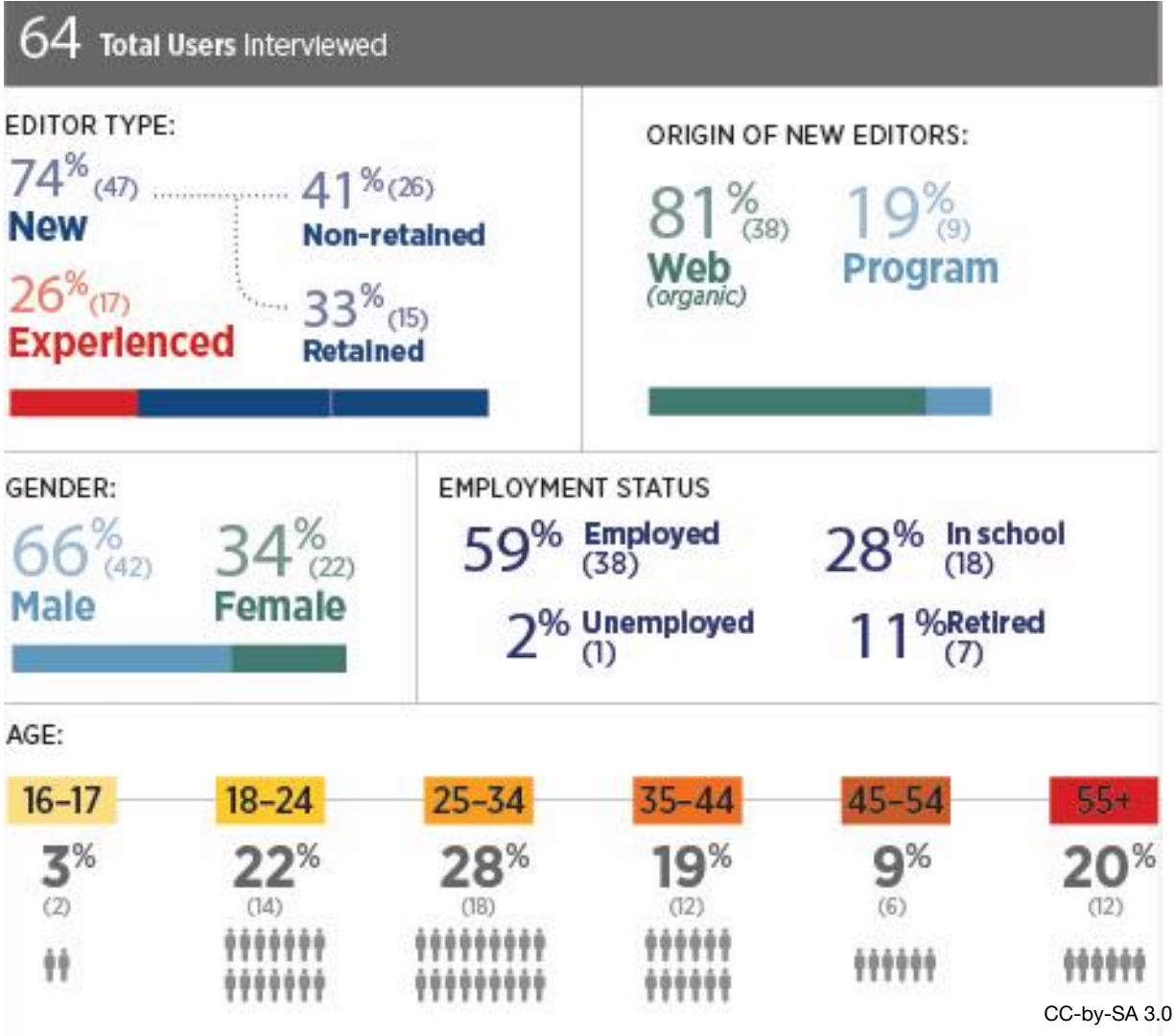
concrete


abstract
Analysis
Synthesis
Explore concepts:
Generate and evaluate concepts against research data and with users they are designed for.
Frame insights:
Find patterns in quantitative and qualitative data and extract insights.
Frame solutions: Prioritize and plan for implementation of solutions and offerings.
understand
make
Know context and people: Look at the big picture for insight into contexts and people, unmet needs, and opportunities.
Realize solutions / offerings: Define MVP and release plan, build prototypes, iterate toward refinement with beta,release, maintain and sunset.
Research
Realization
(Implementation)
concrete

# What is the New Editor Experiences research?

A short review of the journey.

CC-by-SA 3.0 - Reboot & Wikimedia Foundation




CC-by-SA 3.0 - Reboot & Wikimedia Foundation

# 11 Findings

The key points we learned from the New Editor Experiences Research.

# 1: Characteristics of editors

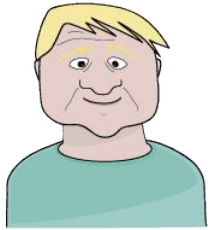
Are innately curious, proactive learners.

Choose between Wikipedia and their many interests for how they spend their limited free time.

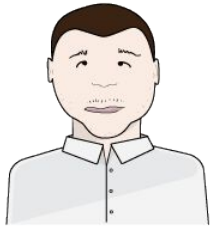
Do more complex tasks on desktops and use mobile for quick tasks.

Finding 1 (link to report)

# 1: Motivations / Personas

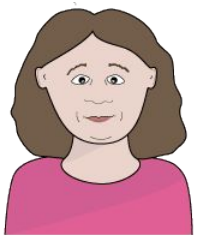


**Reactive Corrector**
Josef



**Audience Builder**
Gong-Yoo

**Box Checker**
Mina



**Joiner-Inner**
Helena

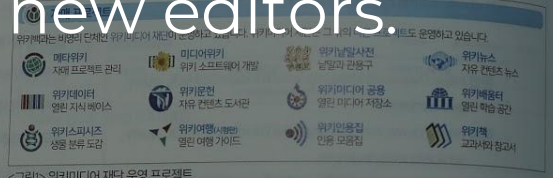
**Knowledge Sharer**
Yankov

**Soical Changer**
Jae-Hee

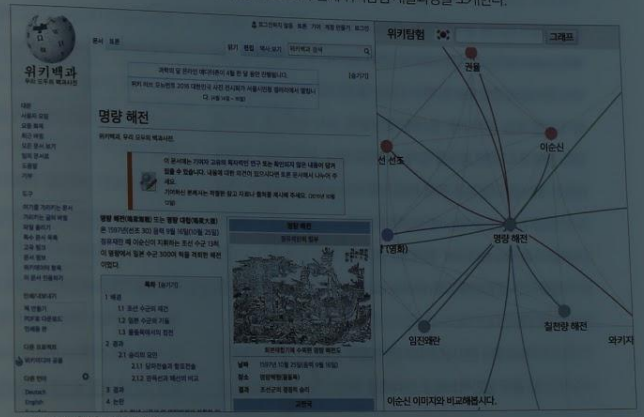
Finding 1 (link to report)

CC-by-SA 4.0 - WMF and Reboot

# 2: Wikipedia's prominence is both its greatest strength and its greatest weakness for attracting new editors.



<그림1> 위키미디어 재단 운영 프로젝트



<그림2> 위키탐험 2014년 버전

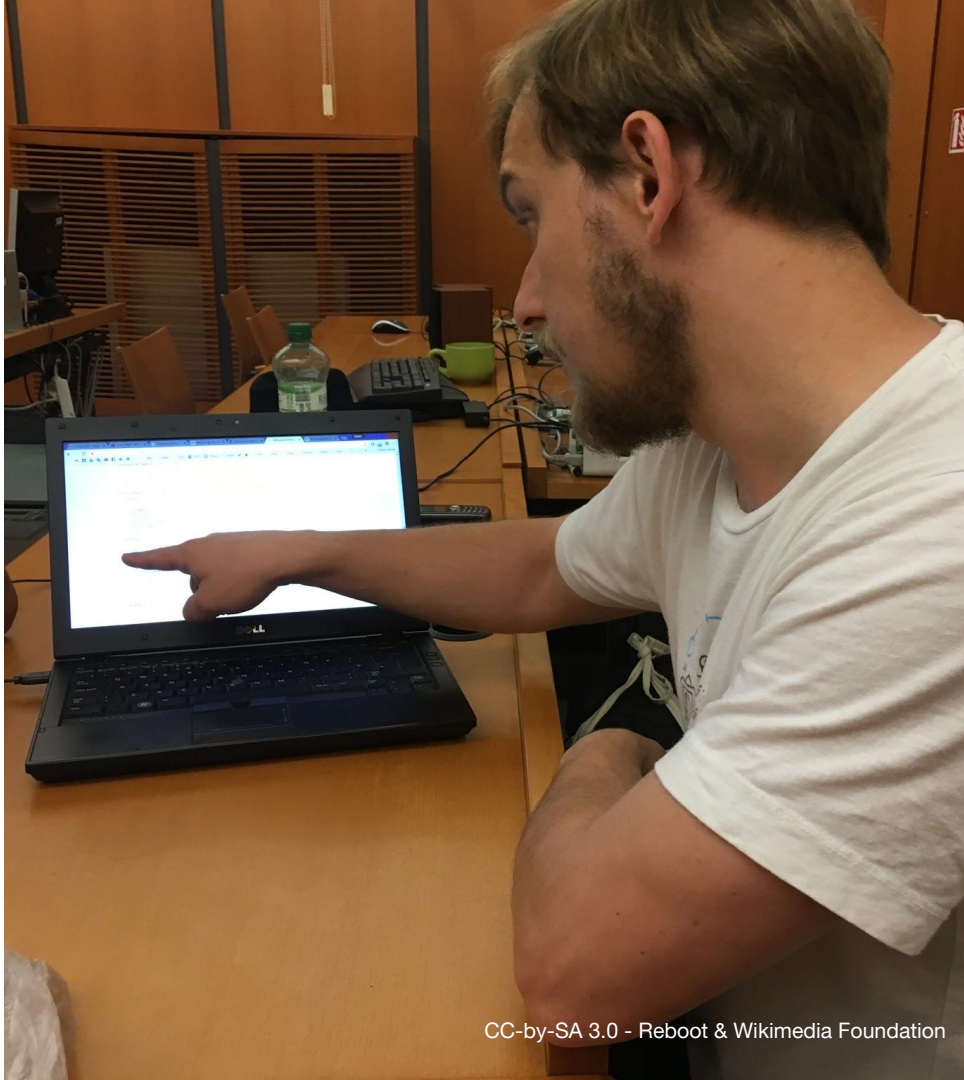



Finding 2 (link to report)

CC-by-SA 3.0 - Reboot & Wikimedia Foundation

**3**: Inspiring, trusted, and well connected intermediaries are a critical asset in recruiting and supporting new editors.

Finding 3 (link to report)



CC-by-SA 3.0 - Reboot & Wikimedia Foundation

4: Many editors see Korean/ Czech Wikipedia as limited, and seamlessly supplement its information with other sources.

Finding 4, (link to report)

CC-by-SA 3.0 - Reboot & Wikimedia Foundation

5: The complexity and separation of how Wikipedia is made, and the community behind it, make it difficult to convert readers to editors and new editors into experienced editors.

Finding 5 (link to report)

CC-by-SA 3.0 - Reboot & Wikimedia Foundation

# 6: People must be confident in their content knowledge to edit Wikipedia.

Finding 6 (link to report)

**7:** Successful editors tend to build their contribution skills through iterative, progressive learning in safe spaces where the stakes are lower.

Finding 7 (link to report)

CC-by-SA 3.0 - Reboot & Wikimedia Foundation

CC-by-SA 3.0 - Reboot & Wikimedia Foundation

**8:** New editors' greatest challenges are not technological, but conceptual. They struggle to learn Wikipedia's policies and how to shape content "the Wikipedia way".

Finding 8 (link to report)

9: Editing processes, and the mechanisms that support them, are not intuitive or discoverable, making it difficult for new editors to learn and progress.

Finding 9 (link to report)

10: New editors go outside Wikipedia for help because they prefer targeted and sometimes personal, support.

Finding 10 (link to report)

CC-by-SA 3.0 - Reboot & Wikimedia Foundation

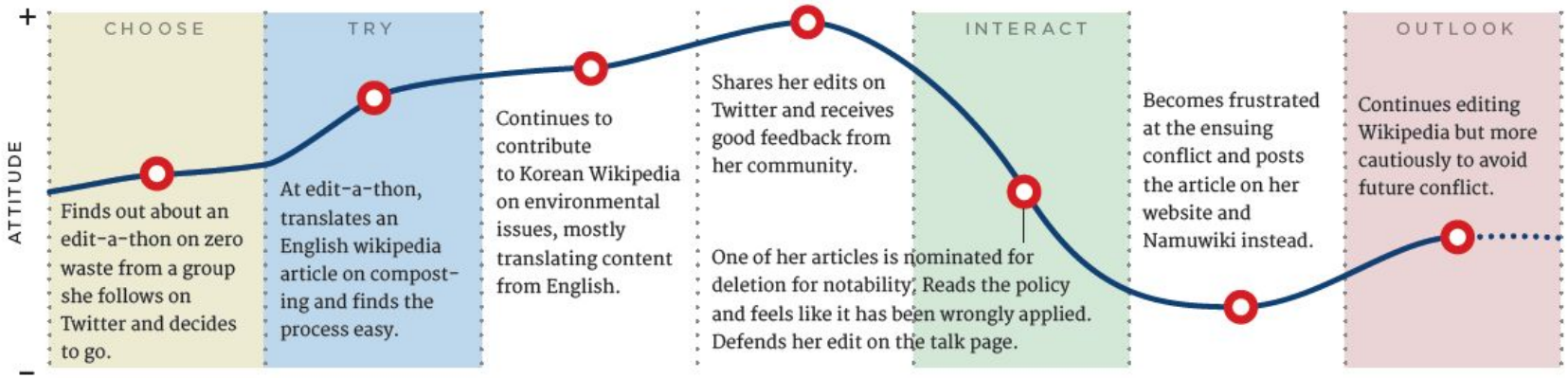
11: The way in which a piece of feedback is framed is critical to whether it encourages new editors to continue the Wikipedia journey, or disempowers and discourages them from further contribution.

Finding 11 (link to report)

CC-by-SA 3.0 - Reboot & Wikimedia Foundation

# User personas and journeys

Who are we building for? What is their experience?




CC-by-SA 4.0 - WMF and Reboot

# Knowledge Sharer

## Yanko

AGE:
17 years old

LOCATION:
Olomouc, Czech Republic

OCCUPATION:
Student

EDUCATION:
High School

LANGUAGES:
Czech (fluent)
German (conversational)
Slovak (basic)
English (basic)

**Technology comfort level**

Low — High

**Writing comfort level**

Low — High

ATTITUDE + −

**CHOOSE**

Years later, sees outdated information in an article on a German town and wants to fix it because he has visited there.

**TRY**

Notices the edit button while reading. Clicks it, realizes anyone can edit, explores interface, but doesn't try to edit.

Anonymously edits with visual editor and finds the process easy.

Registers and makes edits of increasing difficulty on science and history topics he knows well.

**INTERACT**

A section of an article he edited is tagged as not sourced properly, but he doesn't know what that means.

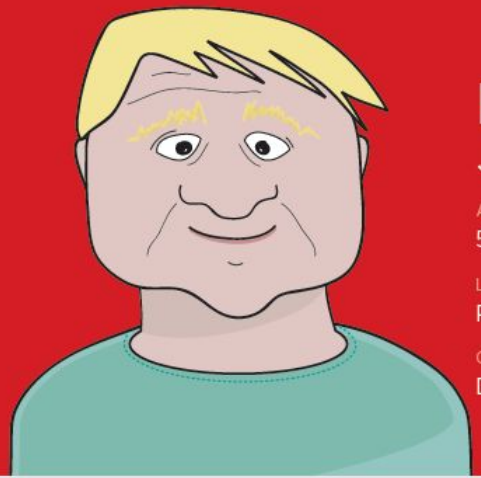
From the tag, discovers the talk page, where another editor directs him to the citation policy. Learns how to correct his edit from the policy.

Continues to edit. Someone modifies a table he created, and he's happy that they improved it.

**OUTLOOK**

Becomes more involved in the editing community, participating in discussions and correcting other editors' contributions.

CC-by-SA 4.0 - WMF and Reboot



# Reactive Corrector

## Josef

AGE:
51 years old

LOCATION:
Prague, Czech Republic

OCCUPATION:
Data Analyst

EDUCATION:
University

LANGUAGES:
Czech (fluent)
Polish (proficient)
English (basic)
Slovak (basic)

Technology comfort level

Low — High

Writing comfort level

Low — High

ATTITUDE + / −

**CHOOSE**

Reading article on Moravian empire, sees a blatant mistake. Knows he can fix it because he just finished two books on the subject.

Registers an account, because he thinks he has to have an account to edit.

**TRY**

Fixes this minor factual error by using visual editor, with no problems.

Continues reading related articles and doesn't try to edit again for a long time.

**INTERACT**

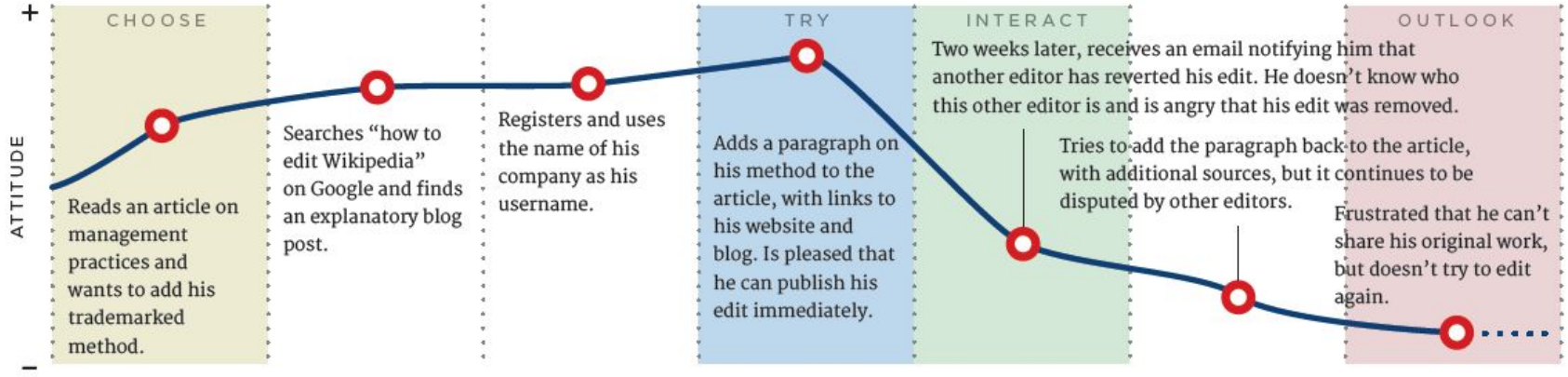
Receives an email notifying him of a welcome message put on his user page. Dismisses it as from a bot.

Several months later, sees another inaccuracy on an article about a political party, and corrects it quickly with visual editor.

**OUTLOOK**

Continues to see other mistakes or gaps in information, but edits only when the fixes are easy.

CC-by-SA 4.0 - WMF and Reboot




CC-by-SA 4.0 - WMF and Reboot

# Box Checker

## Mina

AGE:
20 years old

EDUCATION:
University

LOCATION:
Seoul, South Korea

LANGUAGES:
Korean (fluent),
English (proficient)

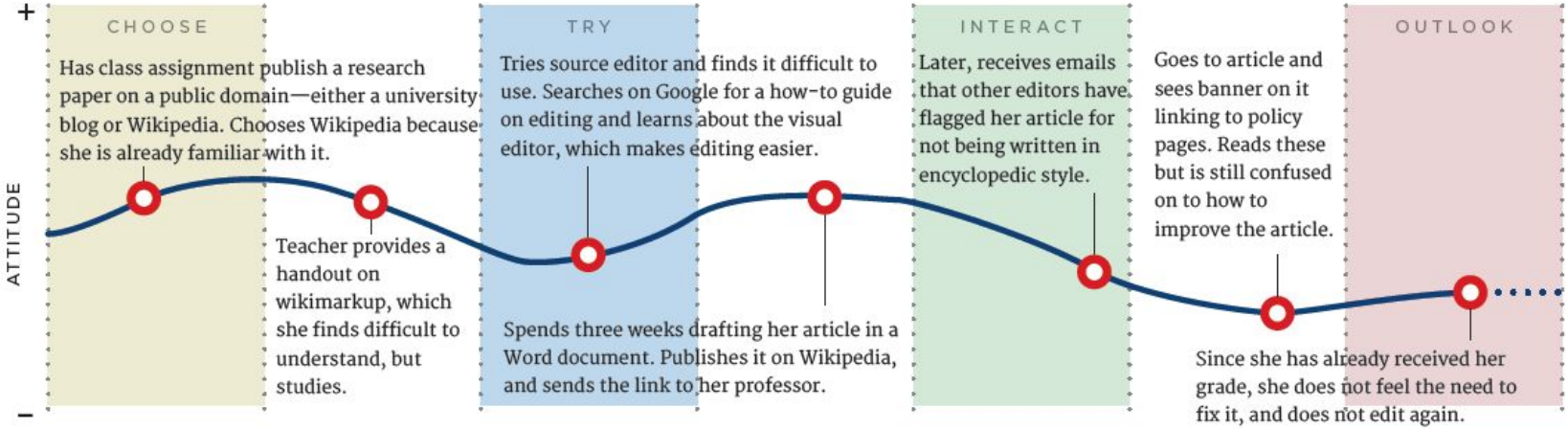
OCCUPATION:
Student

**Technology comfort level**

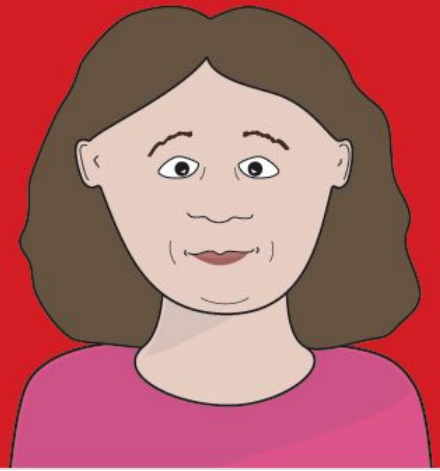
Low — High

**Writing comfort level**

Low — High




CC-by-SA 4.0 - WMF and Reboot



# Joiner-Inner

## Helena

AGE:
58 years old

EDUCATION:
DiS (specialist with diploma)

LOCATION:
Ostrava, Czech Republic

LANGUAGES:
Czech (fluent),
English (proficient),
German (basic)

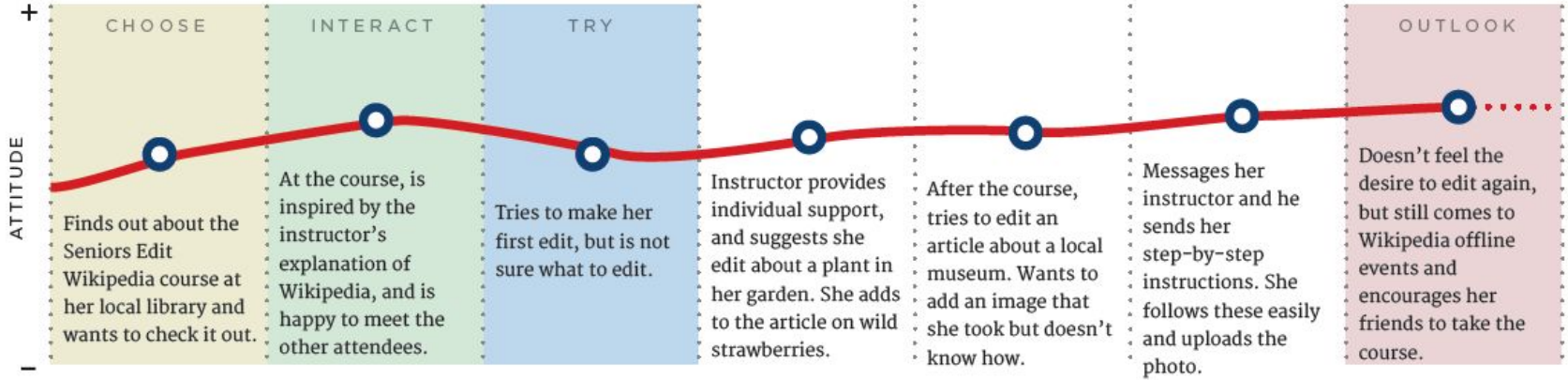
OCCUPATION:
Retiree

**Technology comfort level**

Low — High

**Writing comfort level**

Low — High




CC-by-SA 4.0 - WMF and Reboot

# Discussion time (10 minutes)

# Moving to action: how to think of new ideas

The 4 principles.

# Principles that should guide brainstorming

- **Appeal to the diverse motivations of new editors,** and consider their various skill sets and needs so that Wikimedia can empower and benefit various types of new editors who have the potential to provide valuable contributions to Wikipedia.
- **Provide just-in-time and digestible guidance** that allows new editors to learn progressively as they build their contribution skills and confidence.
- **Prioritize personalized and approachable communication,** that makes it easier for new editors to engage with the collective contribution process.
- **Make editing more discoverable and intuitive,** where new editors can easily accomplish their goals for contributing to Wikipedia and find they help they need to do so.

After 18 hours of workshops with 17 people...

## Goal

**the impact we want to have**

**Attract and retain more new editors in midsize Wikipedias**

## Strategic focuses

**the issues we want to address**

### Conceptual understanding of Wikipedia

New editors struggle with Wikipedia's policies, and are confused about how Wikipedia works and separated from its community. (research findings #5 and #8)

### Progressive pathways to editing

New editors benefit from progressive learning, and have trouble discovering and using editing tools. (research findings #7 and #9)

## Tactics

**the solution sets we want to experiment with**

### In-context help

Automatically presenting new users with small doses of help relevant to the activity they are doing at that moment

### Human help and mentorship

One-on-one help from an experienced editor, whether in person or online

### Task recommendations

Recommendations for specific tasks (**including micro-contributions**) that new editors can do based on their interests, abilities, or recent activities

# Exercise (20 minutes)

1. Focus on the **goal**: *Attract and retain more new editors in your language version Wikipedia.*
2. Think about **findings** 3, 7 and 8:
   How are these findings relevant to your community?
   (Alternative: pick a different finding you'd like to focus on)
3. Think of **persona** "Social changer":
   How would this persona interact with your existing community of experienced editors?
   (Alternative: Decide on 1 or 2 personas you think most represent your community.)
4. Propose 2 or 3 **ideas** that address these findings, and have a specific persona in mind.

# Discussion time (5 minutes)

# Where can I find more research?

- New Editor Experiences research: https://www.mediawiki.org/wiki/New_Editor_Experiences
- New Readers research: https://meta.wikimedia.org/wiki/New_Readers
- Research portal on Meta-Wiki: https://meta.wikimedia.org/wiki/Research:Index
- Research category on Meta-Wiki: https://meta.wikimedia.org/wiki/Category:Research
- Research portal: https://research.wikimedia.org/index.html

# Thank you! =)

jan.dittrich@wikimedia.de
mcruz@wikimedia.org