

Please stand by for real-time captions.

Good afternoon and welcome to the Academy webinar. I got a tour of the NOAA climate.gov. Three portal someone. My name is Jamie Hayes and I will be today's host for the webinar. I am with GPO. We also have with us Laura Flynt from GPO. Laura is going to be doing technical and helping with technical errors that you might have. If you have difficulty hearing with your audio or any type of connection, just message Laura Flynt and she will help you out.

Are presented today is David Herring, David is chief of the communication education and engagement division within NOAA's climate program office. He also serves as program manager for both NOAA climate.gov and U.S. climate resilient toolkit.

After earning his masters degree in technical communication from East Carolina University in 1992, he has worked for 28 years as a science indicator and program manager for the federal government. At NOAA from 2008 to present and at NASA from 1992 until 2008. Over that span David has initiated and led a number of successful communications and web development projects aimed at promoting public literacy and great civic engagement and policy relevant science topics. David has sought and followed best practices and information design, visualization storytelling and audience engagement while also innovating new practices in building new broad-based alliances across and beyond the federal government. David has received numerous awards from his work and his elected fellow for the American Association for the advancement of science. Before we get started, I will walk you through a couple of housekeeping reminders. If you have any questions you would like to ask the presenter or technical issues, please feel free to chat in the chat box located in the bottom right-hand corner. I will keep track of questions that come in and at the end David will respond to each of them. We are recording today's session. We will email a link to the recording and slides to everyone who registered.

We will also be sending you a certificate of participation, using the email you used to register for today's webinar. If you need additional certificates because multiple people are watching with you, please email [STLP outreach@CPO.gov](mailto:STLP_outreach@CPO.gov). Include the title of today's webinar along with the names and email addresses of those who need the certificate. If you need to zoom in on the slides being shown, you can click on the full-screen button in the bottom left side of your screen. To exit the full-screen mode, mouse over the blue bar at the top of the screen to expand. Then click on the blue return button to get back to the default view. At the end of the session we will share a webinar action survey. We will let you know when that survey is available in the URL will appear in the chat box. We very much appreciate your feedback after the session including comments on the presentation style and the value of the webinar.

David will screen share his presentation today which means that once he starts talking you will no longer see the chat box on the lower right side of the screen. If you want to ask a question or watch the chat traffic as David presents, one screen sharing begins just mouse over the blue bar at the top and then menu drop-down, click on the chat to enable the chat box.

So that is the end of my housekeeping spiel. I will kick it over to David who will present.

Thank you for that kind introduction. Are you able to hear me okay and able to see my screen?

We can hear you and see your screen.

Okay, perfect. I will bring it up in my chat window on the left side of my screen to be able to monitor if there are questions or comments. Again thank you everyone for joining us here on Friday afternoon. I am David Herring and I work in the climate program office based in Silver Spring and here's my contact information if you would like to follow up. I encourage Jamie to share copy of the slide deck with anyone who may be interested, you are welcome to have it and utilize it in your own communications and refer back to it. I will take you on a guided tour of the site and I will move fairly quickly, talking at a high level and pop out of the PowerPoint and go live to the site and then come back to wrap things up in the PowerPoint. Sometimes it's better to see things in action rather than static screenshots. But I do have screenshots with annotations to orient you. Today with who was the site created and we take an audience focused approach. What are the objectives there. I will lay out a little bit of the thinking that went into the information and the navigation design. In the hierarchy of the presentation information. I will walk through the three main sections of the site and then spend a little bit of time toward the end if there's time and interest on our metrics of success. And how we have been evaluating ourselves and then based on that, some lessons learned and what are some of the planned next steps.

Let's jump in. Here's a screenshot of what the site looks like. You can find it online@climate.gov. The main is the address, climate.gov. This is a screenshot have the main page. You will notice

on the screen there are three tabs at the top, three different audience focused sections. So that is why on the subtitle we characterize this as three different websites are three different web portals in one. Each tab is particularly focusing on different audience and for different objectives. >>> Philosophically, taking a step back strategically, I am someone who believes that we should not necessarily just come at audiences or target publics with the thinking of I know what I want you to know and think about me or my agency or about my office. We like to think in terms of starting at the audience interface, taking time and spending energy and effort to really understand them and then work backwards from there. The function of their

objectives, their motivations were looking for information. And then work backwards into some of the complexities of the agency. Too

often federal government agencies or federal science agencies focus on their agency, their lab, what they do, what they put out and they sort of present themselves that way to the world. We feel like that is precisely backwards, it is actually better and more effective to start first with a good understanding of the audience and their motivations and what they are seeking and some understanding and reasons why. So these are broadly speaking the for target audiences. I will address the ones on the left here, the three on the left, the policy and decision-makers, that is a talk for another day, a whole another probably hour long conversation. So specifically we are targeting a broad swath of the public that we characterize as science interested and specifically client interesting club interested public. This spans all geographies and also drums of public society. A subset of that or people who are interested in finding and using data. And then another subset of our audience or formal and informal educators. Moving backwards from there, then the idea was that we would establish audience focused teams, virtual teams from across the agency and even beyond the agency to collaborate and produce process and publish information and content. [Indiscernible] Specifically adapted for that audience and objective. Generally audiences are not interested in all the complexity and minutia of federal agencies. So

back your behind the website, there's lots of complexity in terms of organization and structure in science. And then once you moved past NOAA, it is not an island, we interact with all of the federal agencies and the U.S. global change research program such as NASA and EPA, U.S. geological survey and department of energy etc. And of course the Lord your larger domain is academia and nonprofit organizations. In short, there is a much larger community than just NOAA. A lot of that does come through and included in climate.gov.

A little bit about the why in addition to the who. We have in the news and feature section, we like to characterize it as a popular style magazine which is an online magazine. The scientists written interested public and those are the types of individuals who are seeking a combination of entertainment, I like to consider myself a science interested individual so I might be in an airport or bus station, if I see popular science or scientific American, I may be likely to buy an issue because I'm interested generally in the articles, I think it's pretty and I like the visuals. Like to learn. So it's a form I like to say of edutainment. That you are seeking and something all that authoritative, you'd like to think they are experts in the agency mandated by Congress to advance understanding and prediction of the climate system and to share that knowledge with the world. So while we adopt a popular style and the magazine, we are fulfilling our mandate and sharing. But in a way that is entertaining and informative and hopefully easy to digest. I mentioned data, the section on the site, is intended to be an easy on-ramp for people who are looking for maps and data that document climate related conditions, either generally interested in but most often we hear from people who are doing research or analysis of some kind. We have experts and non-experts that we serve and make a section easy for nonexperts. There's another section of the site called teaching climate. This is done in partnership with the climate literacy and energy awareness network or clean. You may have heard that at the beginning, it's an NSF funded network. We support

that and also feature that content, it is a curated catalog of education resources for informal educators that want to teach about science either in the classroom or in free choice learning venues like museums. There used to be a fourth tab and in some years we broke that out and stood it down in climate.gov and it was superseded by the U.S. climate [Indiscernible] Toolkit which is available online at Tuukka.climate.gov. This is not a NOAA branded site because it is a fully inter-agency partnership. It is more neutrally branded in the auspices of the global change research program. The team also manages and plays host to the toolkit. Jamie, if you and your stakeholders here are interested, I will be happy to take you on a tour one day of the toolkit and share ways in which we are utilizing it to help the communities and businesses across the country resilience and adapt to climate variability and change.

In general, I am thinking about the site, we are not just publishing it and hope they will come. We regard the website as an associated other engagement channels as an opportunity to build relationships with our audience. It is not, it was never regarded as one way, asymmetrical delivery of information. Rather, we like to way or maybe better said all way channels of communication, we like to be interactive and we like it to be the stuff of relationship building. Establishing trust, adhering to and receiving feedback and really hearing from you and receiving feedback from our target audience. To give us new ideas. So obviously there's direct to consumer information, we have social media channels. We also do webinars or in person engagement to take people on tours and show them around the site. We do listening sessions and focus groups and so forth. We also encourage freely leaves or syndication of our content. We see many who maintain other websites and other government agencies or in business or public media, like to syndicate and reuse our content. We specifically designed for that purpose and we encourage that.

Here's a conceptual snapshot of what I call phase two, the current public facing version of the site. We on the verge of rolling out phase three, the redesign. For now I will focus on what currently is accessible to the public. You can see as you move sort of down through these layers, it's more intense and interactive engagement if you will in terms of what you can do. So at a high level, browsing looks available and you can see what this is about. I want to move into a section and begin to access content. I want to interact or engage and zoom right in. Read a story or play with some the interactive utilities on the site. I want to find and access and download data set, I want to find a teaching resource that I can use and so forth. Then we also have an ability to access different inventory pages on the site. That are sort of listing what all is available. In the site. >>> Here's a snapshot of the first section of the site, news and features. This is the magazine that I referred to for the climate interested or scientific public. This is the point at which I will step out of the screenshot. I will flag for you, when you put your cursor on the presentation, I have given you annotations and call outs. To help you refer back to okay what was that he was showing me? At this point, I will step out and go to the live site. I hope you guys are able to see it okay. This is it, we are on the home page now and you can see the

main section, this is the rotator, what is new, what is timely, what is topical. This is the precious content which is been published recently. These are the three audience focused tabs, you can go in and do a search, we have a page dedicated to [Indiscernible] If you want to jump straight over there and learned about what is El Nino. Is it forecast to happen and things of that nature. Coming back to the homepage. Then other recent topics. Then we want to list right at the highest level on the main page, a little bit [Indiscernible] But below the fold, what we call the global climate dashboard. A lot of times people are really seeking, where can I find authoritative information that shows me what is happening, sort of at a glance. That's about 10 years ago when we develop this, we were thinking the dashboard of the car service as a good metaphor if you will. You glance at the dashboard and right away you get a creek quick readout on the conditions of your car. So here in the dashboard, there any number of variables here and in this case for example if you're interested in global climate change, you've got 12 different variables or rather nine different variables you can parse through if interested. We can show you three at a time. And you can mouse through to get the units and see how things are changing over time. If you want to browse other indicators you can click on these buttons below. Suns energy, CIs, what about the heat content of the ocean? Snow covering the northern hemisphere -- so in each case you can click the buttons and change what is being displayed. There's a caption here and then you can move the dashboard if you want to learn more about clicking a link that jumps you into a landing page within the magazine. And you can begin to browse through. This is sort of a more elaborate explanation of, what is this parameter, why do we care, how do we know what we know. So on the left-hand side there is a narrative text. We have visual embedded throughout this narrative text and you can go in and read. In all cases we have tried to use again what I would characterize as popular, easy to read style of writing. Trying to be both informative and educational and entertaining.

All of the visuals that are available here that are produced by NOAA or our team, are published into the public domain. Anyone can have and reuse what we publish on these visuals. You can usually click right on it and get a version that you can grab that would be suitable for rebrand or co-brand, even a poster size. That you can use. For example, if you were given a presentation and want to grab visuals from out of climate.gov, you are encouraged to do so and we want to make that easy for you. In addition to the narrative text, you can print here, if you want to download and then print to a PDF and take it with you, and printed and read it, we made that easy for you. And then here toward the right, on the margin, some high level executive summary, what is this article about. We allow users to rate our content, we give you the ability to share it via social media and then some of the meta-tags or metadata for the subject matter expert who reviewed and approved the content.

That is a high level overview and I will come back to news and features in a moment. Let me come back to the main page and also call your attention in the global climate dashboard, we have indicators of variability. Too often I think people, when the word climate comes up, too often people's brains go straightaway usually to global warming or

global climate change. Obviously , perhaps for good reason, that's what we hear most often in the news but of course the umbrella if you will of climate is much bigger than just global warming. There is natural variability. I like to remind people that even if somehow we could make global warming magically go away tomorrow, but we cannot but if we could, the world would still have natural variability. That is to say El Niño, La Niña which will happen with Arctic oscillation and North Atlantic isolation, these oscillating patterns at work in the climate system happen. They can also produce and do often produce extreme weather and climate events all around the globe. So it is important to understand about variability. Then here we have information about what is projected to happen through the course of this upcoming century.

That was an overview of the dashboard. Now I will move through some of the different sections specifically.

In the news and features section, this is the web-based magazine. You can see again like the main page, it has a rotator of what is timely and topical. We tried to give you multiple avenues in the magazine to quickly sort of parcel through the content. Right up top is this menu that you can see, there are topics. It is will waste to quickly aggregate, what is the recent news or I want to know information about let's say global warming and climate change or predicting climate and click on one of these. You get results that aggregates all of the articles in the magazine , going all the way back through our history of the 10 year or so history. Having to do with that topic. It is one quick way to group and produce a result set.

These are a listing of the most recent post. Like most magazines and newspapers, there are departments or sections in the magazine. We also have these different categories and departments. For example, a news and research highlights, we have event tracker, that is tracking climate related events around the world. And what would be some of the climate system origins relating to that particular event that caused it to happen. We often get questions and emails from folks so we often take those and turn them into what we call climate Q&A. So again a popular style , for example a while back there was an idea that was going around the global warming stopped in 1988. Click on that and I'm picking this at random. So here's an article that sort of addressing this question. Again we try to get a plain language information with visuals to really sort of illustrate. When we also have a cartoon that works, we produce cartoons , schematics and other types of illustrations that sort of help make the point. Interspersing word information together with visuals. We have a couple of science weblogs one focused on the El Niño Southern oscillation. And the scientist really enjoy and I enjoy their style because they bring not only really fascinating insight but a lot of times humor and levity. A recent one, the polar vortex will make you put on a sweater. [Indiscernible] I guess it's a science geek humor. Another blog beyond the data, we have scientists who spent a lot of time analyzing and thinking about the data and that's a role that NOAA plays for the nation, kind of the archivist and curator of the weather and climate data are the nation and the rest of the role. A lot of the interpretive information about the data is shared in this blog. Climate tech, climate and for example. What ways is climate variability and change impacting things like I care about like skiing or allergies

or construction or human evolution and so forth. We have a recent one on climate and chocolate. These are the different departments that you can play around with. We also have special issues on occasion. For example in December, we rolled out the Arctic report card and when I say we, no was partnered published the card at the geophysical Union conference and we worked directly with the principal investigators and the [Indiscernible] Officer on the report card to produce a visual highlight. Of the information that was there. In this case, for example we have an article in timeseries animation showing how the age and extent of the CIT used to be CSU's to be as compared to last year. There's a lot of information here if you come in and scroll through. Ranging from the temperature to how is it affecting fisheries and species to what is up with the Greenland ice sheet. Arctic sea ice and so on. You can see a visual highlight with interpretive information. Again, images that you can use.

One last thing I want to mention, if you jump into any article -- let say climate and chocolate. Usually we also have at the bottom of the article, references where this information came from or where can I go to get the data. And then what would be the other content that you might like that is related. So if you are interested to learn more that relates to that particular topic, you can usually find that at the bottom of the page. Just above the footer.

That is a high level overview of news and features. I will jump over now to maps and data section. Keeping one eye on the clock and might be speed up a little bit. This is a section that is for people who are looking to put their cursor on the maps and data as it suggests. There are several featured resources here in the section. Are primary and most popular section is called data snapshots. As the name suggests, it's a collection of reusable climate maps. If I click on one of interest, I get this almost sort of Game Boy looking interface. What can I do here, well, on the main part of the display here is a recent map. This is one month map of the contiguous United States. From January. And you can sort of see the different climate zones if you will in country so it's parsed by these different boundaries and it is color-coded to show what the temperature was. If I'm interested in learning more, I can pop over here and click on the description. Then you can ask plain language questions and again written in plain English, what do these colors mean and what is this map telling me, where does the data come from. Well, it didn't answer questions but I want more, I can click the button and it launches a new tab and brings me down to a landing page. Where I can learn more as well as references and where the data came from. And then again here's the metadata included and the relevant expert who reviewed this content. Coming back to data snapshots, you will notice for example if I go back to last year, I can play with the slider and put the year of interest back to 2000. If I'm interested in 2019, I can then sort of animate through time. To see each one month a snapshot. If I say, I am going to give a presentation about how hot it was let say in the U.S. during the summer of 2019, this would be a really handy map, I want to download that. We have different download options. You can bring it down and say a PNG format or something you could use if that's of interest.

Coming back to the main maps and data page. We have a data set gallery so if you want to see the catalog of everything that we have, this is a listing here. So it looks like Google search results that. You can quickly parse or filter these results by clicking on some of the key terms. For example I'm only interested in data sets for the U.S. are really looking for one that has to do with the ocean. If I click on some of these filter functions, I can begin to quickly winnow the results that and get down to something that might be really of interest to me. Then

maybe I am interested in sea level rise and the data for that. If I click on that particular category or title, I see this is the title of what I chose. And then these are metadata about this particular data set. In general what is this about. What can I do with this data and how do I reach the site. Is the data access available and how do I get that it, is here documentation, technical details and so forth. This is a preview here of what you will see. You see this is a direct link to go get it. What we also have in maps and data is which is kind of another definition of a portal is a way to preview and discover what exists and move through our site to go and get it. We don't own and curate all of the content. All the feature that we highlight. There's an analog to the gallery, we also have a GIS-based tool, if you want to launch a GIS mapping application in your web browser. And take a map-based approach to browsing what exists and previewing the data and then actually going to get it and downloaded, you can through the GIS data locator. We also have a primer. This is more, I would say more for advanced users. The primer would be more for beginners or basic users. If you want to jump into the primer, there is a link to that of your the menu. It is really designed to sort of take a beginner by the hand to move them gently through the world of climate science. Over here on the left this is the table of contents. What is the difference between climate and weather, sometimes I get these terms confuse. Click on these terms and it will orient you to the difference and then sort of walking you through some of the data that exists. Links to it in ways you can go and find it. For example how do we observe today's climate on land. There are terrestrial variables, or does the data come from and where can I get them. It is a primer, just to orient you. This was written by one of our site editors working together with the high school science teacher to help us make sure that we got the language at a level that should be easily understandable by a high school student level of readability. >>> Also the other thing like recently updated in the gallery. And what else is popular. And often used. Again at the bottom are the dashboard.

I will move on from maps and data section 2 the last section which is teaching climate. This was done in partnership with the climate literacy and energy awareness network or clean. And up here, consistent with the news and features center there is a rotator and illustrator what is timely and topical. Just like features, it has the keyword terms of top. If you are particularly interested in say human responses to climate, you click the menu and then quickly get a result set of what is available specific to that term. Or you can come in here and we have a search capability. I could type in a keyword or if I didn't, I just said or I could even filter by let's say grade range. If I'm a middle school teacher and am only looking for what's available for them, I could click find resources. And then I've got 520 results. Maybe I

realize, I am interested in let's say carbon cycle. I will teach about the carbon cycle. Apply another filter and then you can see I winnowed the results down to 54. Back at further filter on the right-hand side, for example these are climate topics I can filter by and filter by grade range. And climate literacy guide that has essential principles and concepts like for example humans can take action. Maybe a want to know about more action oriented things whereby humans can reduce carbon in the atmosphere. Hypothetically speaking. From there I can go and pick one at random. Just picked one that seems interesting. Here's a descriptor or of what this

resource is about, where can I go to get it. Who gets credit for it. And then down here is some of the metadata, tips for teachers. How might you use it in the classroom. What is the science about. Other things in terms of pedagogy and technical details about this. Everything that is available in the teaching climate section has been vetted for scientific accuracy, the conjugal soundness and doesn't work well, easy to understand and so forth. The CLEAN network has employed teams of subject matter experts who have vetted over 20,000 resources and of that number, I think between 800-900 have cleared that review and are now available in the teaching climate catalog. One of the sort of framing focusing guides if you will for teaching climate is the development of the climate literacy guide available in PDF format in both English and Spanish. This really lays out the essential principals and fundamental concepts of what does it mean to be climate literate. And so that sort of spelled out here. Then you can jump in to learn about each of these essential principals and this is also downloadable in PDF or can be gotten in hard copy form. >>> In each case then you get a feel for the audience and the objective and what we are trying to do. I am not seeing any questions or comments showing up in my inbox. Think what I will do his job back to the PowerPoint and scroll down. You can see in the PowerPoint, I'm giving you these call outs that I have to show new. In the guided tour I gave. I think I would like to conclude before we open it up for discussion to say a word about success metrics. One of the metrics of success is of course as we look at statistics and different types of statistics, we have been around since January 2010. 10 years. So what you can see is we establish the baseline and over the years we have a target to do 10% better every year than the average visit rate of our previous year. For most of our time we have been able to beat our target. Last year we had issues so we didn't do so great. But this year, we have been doing pretty well now. Averaging currently over 1 million visits per month. So that is one way that we look at and engager success. Usually [Indiscernible] Will be driven, if there is a major event that that is a headline driving event, sometimes people go online looking for information like why are there such massive wildfires in Australia. What can I learn about that. Or if there's a major rollout or new science finding like the Arctic report card. That was put out last month which was announcing that the Arctic region has transitioned from being a net source of geological time are excuse me

being a net sink to a net source of carbon. In other words, now the Arctic ecosystem is putting carbon dioxide into the atmosphere now more than it draws down. As result of melting permafrost. That was pretty attention-getting. Things like that tend to drive traffic and drive some of the peaks that you see on the trend line.

We evaluate ourselves through another metric. At the outset of this talk, I mentioned that one of our objectives is to build relationships with our audience. We developed a [Indiscernible] A government performance result act, a measure that is sort of akin to the customer satisfaction and we call it quality of relationship. It looks at different indicators. Of relationships. For example, if you are not aware of our site or if you're not aware of me, you don't know me, chances are we are not in a relationship. That would be step number one. If you don't have awareness of the side, then right away that says maybe we have a problem with marketing and we could do a better job of promoting awareness of the site. If you are aware, then the question is do trust the information. That can be characterized in terms of accuracy, credibility, authority. Do you perceive it to be accurate and credible. Do you think NOAA is an authoritative source of this information. So if you are aware and trust us, then yes, are you satisfied. Did the information become relevant to you, is it reliable or complete. These are other indications of satisfaction. Do you use the site, is it easy to use. How often do you use it, how do you use a. We look at usability. And in the fifth variable is this idea was developed by Professor James clinic at the University of Maryland and now retired and kind of a mentor of mine but controlled mutuality. This is the degree of synergy in the relationship. Do people perceive that they can ask us questions or often criticisms or recommendations to us and that we will consider and respond to them. We may perceive they have opportunities for two-way interaction. So they can influence us as much as we might influence them. So to the extent the answer is the question yes, then there is controlled mutuality. This is a central principle for having a relationship with someone. There some degree of controlled mutuality. We measure these things and then we can roll them up into a total score. So back in 2011,

at the University of Wisconsin Madison, they evaluated the site shortly after we first created it and this is a break it up how we scored as a function of these different audiences. And the new parole of the combined score on a school scale of 1 to 100 we scored a 72.6. So we learned some lessons from that evaluation. It was sort of areas where we need to improve,

the same assessment was done again in 2015. But by different team it was based in Colorado. And so we can see how well we did in these categories as compared to where the blue bar shows with the first score. You might say how could awareness go backwards? One of the things because her site was a new and 2011, we realize that we had primarily done and inside baseball recruitment. So we were actually asking opinions from people who were already well well over well aware of us. This way the data broad-based recruitment and a random sample if you will of U.S. society. This is probably a more accurate representation even though it looks like the number went backwards. Is probably an apple to oranges comparison. In the other categories you can see the numbers have did generally improve. Not the same as controlled mutuality but in here we see that we need to highlight ways that people could reach out to was. We are having a hard time figuring out where to send emails. So we realize we have improvements to do their. Based on -- let me share a couple of other things. In the last evaluation, most of

our visitors characterized themselves as climate interested public. This was a revelation to us because our operating assumption was if you were an educator, then you would probably choose to go first to teaching climate. If you were a scientist, or let's say a grad student, you might choose first to go to maps and data. As it turns out, the most people are large majority of visitors are going to news and features regardless of who they are. In other words, they don't look at themselves the way we might look at them. In general, people are coming because they are motivated by either a headline or something they heard about or curiosity they have their own motivation, not necessarily framed by their role in society.

So that was an interesting lesson learned. The majority of them said, I am coming here because I'm looking for the latest news and information. That's a large majority. And 2nd it's climate related maps. And then the third highest is I'm looking for images and videos I can use or to help inform me. And then 4th and 5th, would be education resources or information for my work.

That got us to thinking and lessons learned and then I will conclude, we need to focus and streamline. We realize we may have been trying to do too much on too many different fronts. We will probably reduce the number of things we do and focus on doing a smaller number of things better in alignment with our audience interest and motivation. We realized that the audience focused design isn't optimal because it does aggregates content across these three section areas that isn't necessarily optimal in terms of our users mental model. We realized we had to change the information hierarchy if you will, the navigation of the site. We also learned that quote/unquote the why sort of trumps the who based on what I was saying. People are motivated information seekers and they didn't come necessarily of a function who they are but what they want to do. Similarly, where are they looking, information, not surprisingly, it's most pertaining to where they live or a place in the world there interested in. Oftentimes the where is taking priority over the white. That has forced us to think differently. And I mentioned that most people are seeking what is timely and topical. I think it is worth noting that we weren't entirely wrong about the audience focused hypothesis. People certainly can be further characterized by particular facet of interest. But we realized, it does take more purposeful relationship and you know spending time with people to show them around the site and show them what is there and how to use it. A lot of times people will say, wow, your site I've been there lots of times but I never saw that and didn't notice that, I didn't know it was there. We find that taking people around and giving them tours often does increase dwell time and motivate them to take deeper dives in what is there. There's quite a bit of content. We will do a better job, people expect to find content where they expect to find it. If I went in to look at an article about El Nino and very heavy rain and flash flooding, I am looking at that piece of content. I expect to find all other related content in association with what I'm looking at. So that forced us to start rethinking how can we better aggregate content as a function of what our users choose to look at. So we have been using semantic web technologies to help us evolve in that regard. Which will be incorporated in phase three. Obviously this is a no-brainer,

being mobile device friendly and most web users are on mobile devices. We will be making the site much more mobile friendly. And we want to make it more lightweight and quicker and nimble so we can get through perhaps like every year doing an evaluation. And do small quick nimble sprints to make updates or additions rather than these big massive global rebuilds and redesigns. Those are some of the things that we have learned.

Ears again I look at what the old hierarchy was. Some of how the new phase three will look. Basically removing news and features to be the main thing that you find when you arrive at the site. That is what people are mainly looking for which is timely and topical. Using semantic engine called web blizzard to grab an aggregate content from across the site as well as other sites and make it discoverable in the context of what you choose to look at. We will still have the maps and data and teaching climate section as well as the news and feature section but in short, better aggregation. Hopefully more response or responsive to users in ways they intuitively expect to find information. I think that is it. I will open it up to questions or comments.

Thank you, David. If you have any questions, what you want to do is take your mouse and hover over the bar at the top and then click on the chat button. That will open the chat box and then write in any questions you might have about the presentation or climate.gov. David will answer.

Or if you just have comments. If you like the site or don't like it, if you have suggestions. I'm interested to hear about that.

Jamie, I am not seeing any questions, are you?

No. Lara, if you could send out the satisfaction survey. That was quick. You are on the ball. Give a couple of more minutes for any questions that may be lingering. Send them to all participants so that everyone can see them. I will let you know about a couple of other webinars that are coming up. On February 26, we've got traveling with disability. Then on March 5 we've got library search for water resources. And then on March 12 we've got how to public lovers included the [Indiscernible]. And tips and tricks. To sign up for any go to MDOP.gov. If any of those are of interest.

I am not seeing any further questions. If anyone has any questions after the presentation, you've got David's email address on the screen. I want to thank you David for a wonderful presentation and for all of the attendees for joining us today.

Thank you, it was my pleasure.

Looking for to see you during the enough at the LP Academy seminar.

Thank you very much.

[Event concluded]