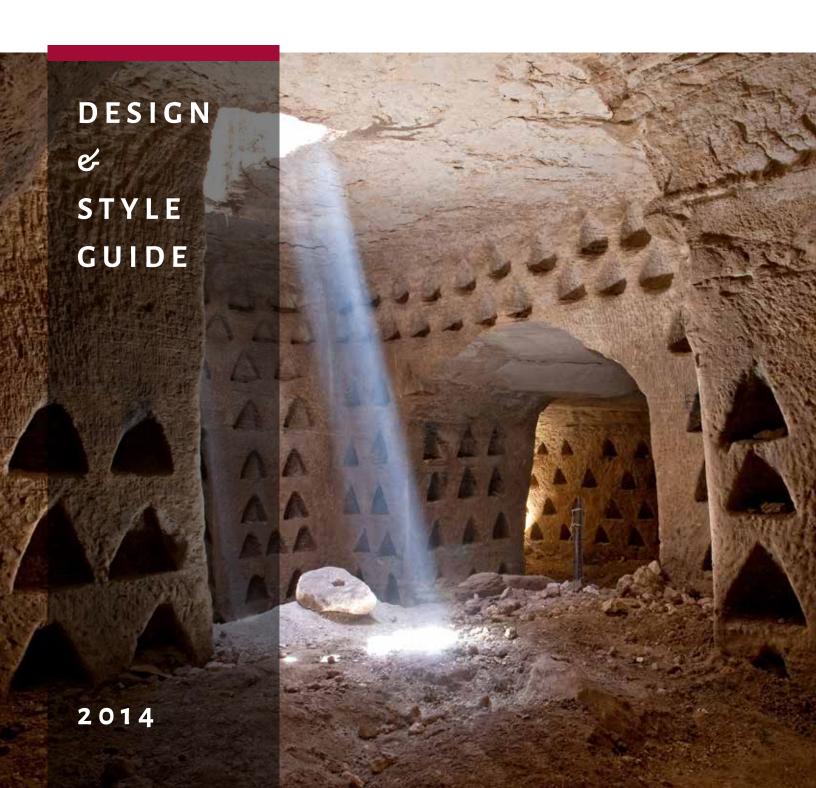
# BEIT LEHI

INTERACTIVE PROJECTS



## BEIT LEHI INTERACTIVE PROJECTS | DESIGN & STYLE GUIDE

Created: May 2014

Version: 1.0

Project

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### PROJECTS GOALS & PURPOSES

The Foundation and the development team have the following goals for the website and the Digital Guide:

- 1. Provide a means for previous visitors to find out about ongoing projects at the Site.
- 2. Increase awareness of the Foundation and their website in order to help the Foundation acquire the funds needed to accomplish their goals for the Site.
- 3. Offer previous visitors a way to re-explore what they've already seen.

To provide pleasant and exciting experiences on both, this Style Guide is created to ensure consistent looks and availability of reference for future project managers and collaborators. This Style Guide has details about all the necessary digital assets and should be referred to in all of the following situations:

- Website page addition
- Website and Digital Guide content addition
- Branding Projects
- Printed content creation

The situations outlined by no means represent an exhaustive list. Please, consult this Style Guide at any times any of the interaction projects have to be adjusted.

Provide your outside content creators with this guide whenever appropriate and possible.



#### TARGET AUDIENCE

General audience for both, the Digital Guide and the Website would be primarily older people, 45+ and retirees with interest in archeology and history, but would also include archeology and history enthusiasts, Israel visitors, and anyone else seeking a deeper insight to ancient Israel history and lifestyle. The end products will provide the users with extensive information on the past and current projects at the Site, will provide options for newsletter sign-up and monetary donations.

Despite the majority of users possibly being (middle to) older-age audience, the end products would need to be designed with high levels of interactivity but simplicity and intuitivity in design and layout to ensure positive experiences for people with different levels of technology use comfort. Social networking features will be highly prominent and will enable the Foundation to increase awareness of the Foundation's works and promote its financial support.

Please, see the following pages for detailed personas that represent the target audience in more detail. Having this information on hand will help designers and developers create more effective and attention grabbing content, content layouts, and digital guide and website elements.

#### **AUDIENCE CATEGORIES**

Archeology & History Enthusiasts - in our particular case, this group would cover individual 45+ years old, both genders and from any social backgrounds. We would like to attract individuals with interest in investing more time and/or resources in the project. These individuals would have a desire to possibly be directly involved in the project and travel to the Site to discover and explore the Site and see the progress.

Local Families - this group would include all the local families and people who visit the Site. Keeping this individuals in mind, the end products would eventually need to be translated into Hebrew and possibly some other local languages. Keeping in mind difficulty with translating to these languages, the end products could have simplified versions to accommodate this group at first, with more support and more content provided later. These individuals clearly need to be included since they comprise a large percentage of visitors to the Site.

#### **PERSONAS**



## John Shepard

Age: 68

Education: College Degree in Business

Gender: Male

Ethnicity: Caucasian

Location: San Francisco, California

Status: Married

John is a retired business man from San Francisco. He is happily married to his wife Ethel. He is not very tech savvy and in general delegates any technological need to one of his three children. He loved working at the bank where he worked for 35 years and is also very interested in history. He watches the History Channel constantly and always buying books on various subjects of history.



Dalia (Local Child)

Age: 12

Gender: Female Ethnicity: Hebrew

Location: West Bank, Israel

Dalia is a young Hebrew girl born and raised in Israel. She is a 7th grader at Zalman Shazar Junior High School. Dalia has come to Beit Lehi accompanied by her father Akiva (35), mother Adina (34), younger brother Ditza (8). She is very curious about her surrounding, and likes to explore and climb. She might not know a lot about the artifacts and sites, but she enjoys looking at the intricate stone and tile work.



#### **LOGO USAGE**

This section of the design & style guide is designated to provide instructions on how and when to use logo, and also provides guidelines on when and how to not use the logo.

Logo files will be provided in digital format as well, along with the rest of the project deliverables.









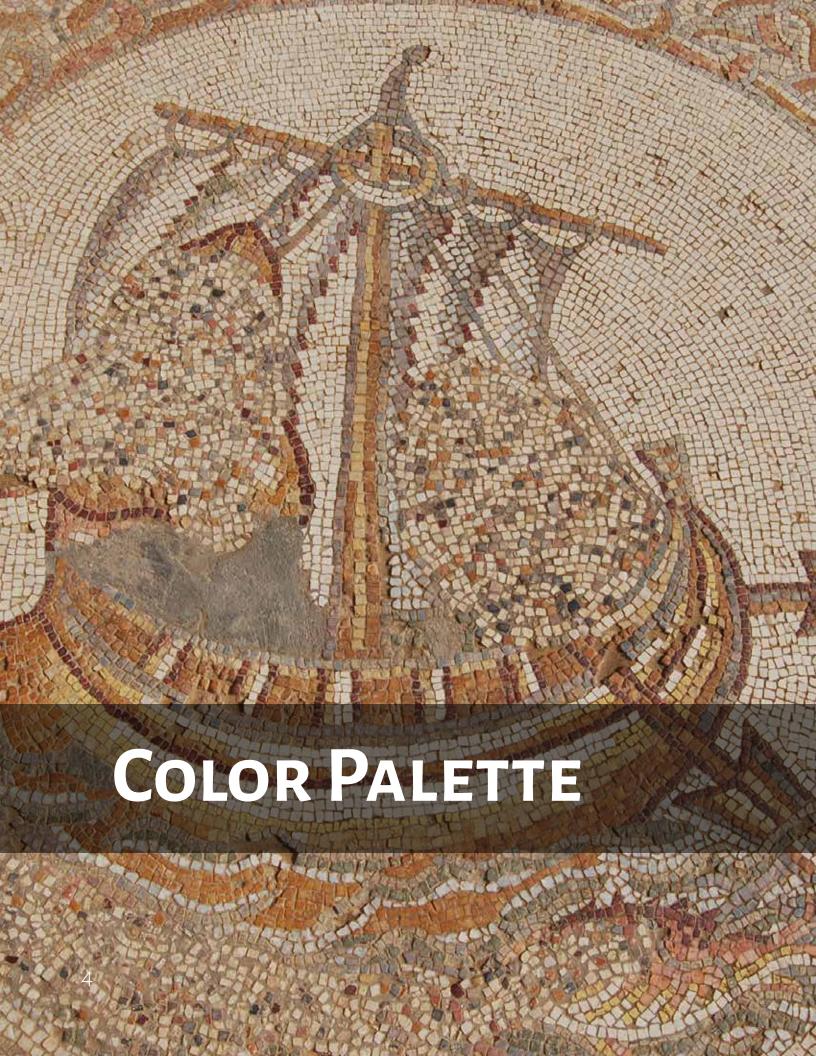
Logo used with different backgrounds within the general color palette:







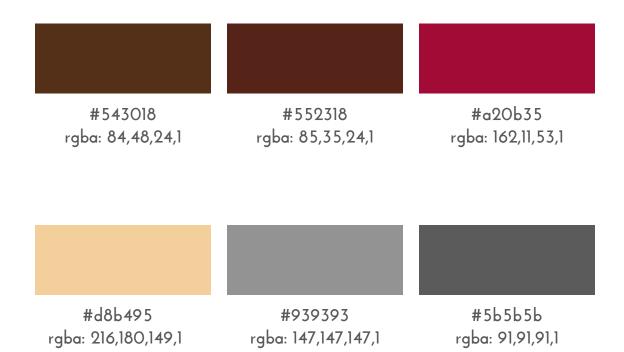




#### UNIVERSAL COLOR PALETTE

Only the following colors should be used in all authentic content within the Digital Guide and the Website, this includes all text and copy elements, headers and navigation.

Ads, promotional images and other additional media do not necessarily have to follow this color palette, although it's desirable when possible.





#### UNIVERSAL FONTS

FONT 1 (WEBSITE)

## Josefin Sans

Source: Google Fonts @ www.google.com/fonts

Use for: copy, in-text links, navigation menu items

AaBbCcDdEeFfGgHhliJjKkLlMmNnOoPpQqRrSsTtUuV-vWwXxYyZz 0123456789 One morning, when Gregor Samsa woke from troubled dreams, he found himself transformed in his bed into a horrible vermin. He lay on his armour-like back, and if he lifted his head a little he could see his brown belly, slightly domed and divided by arches into stiff sections. The bedding was hardly able to cover it and seemed ready to slide off any moment. His many legs, pitifully thin compared with the size of the rest of him, waved about helplessly as he looked.

Samping @ 12px

Sampling @ 18px

Sampling @ 24px

### FONT 2 (WEBSITE)

## ALEGREYA SANS SC

Source: Google Fonts @ www.google.com/fonts

Use for: headers, with images, attention grabbers, etc.

AABBCcDdeeffgghhijjkkllmmnnooppqqrssttuuvvWwXxYyZz 0123456789 One morning, when Gregor Samsa woke from troubled dreams, he found himself transformed in his bed into a horrible vermin. He lay on his armour-like back, and if he lifted his head a little he could see his brown belly, slightly domed and divided by arches into stiff sections. The bedding was hardly able to cover it and seemed ready to slide off any moment. His many legs, pitifully thin compared with the size of the rest of him, waved about helpless-

SAMPING @ 12PX

SAMPLING @ 18PX

SAMPLING @ 24PX

### FONT 3 (DIGIGUIDE)

## Fanwood Text

Source: Google Fonts @ www.google.com/fonts

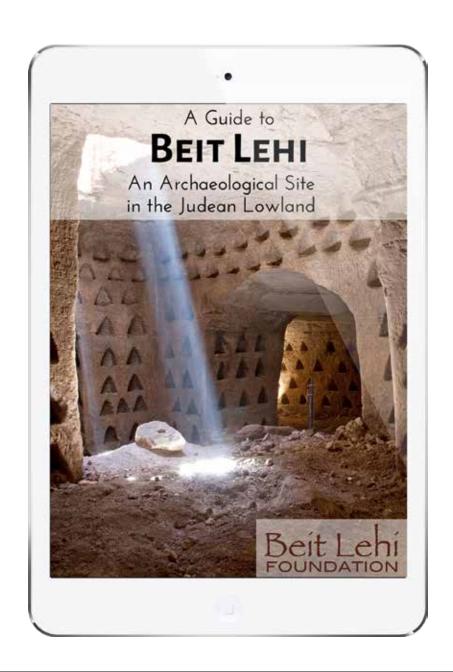
Use for: headers, with images, attention grabbers, etc.

AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtU-uVvWwXxYyZz o 123456789 One morning, when Gregor Samsa woke from troubled dreams, he found himself transformed in his bed into a horrible vermin. He lay on his armour-like back, and if he lifted his head a little he could see his brown belly, slightly domed and divided by arches into stiff sections. The bedding was hardly able to cover it and seemed ready to slide off any moment. His many legs, pitifully thin compared with the size of the rest of him, waved about helplessly as he looked.

Samping @ 12px

Sampling @ 18px

Sampling @ 24px



## DIGITAL GUIDE STRUCTURE

#### WHAT IS THE DIGITAL GUIDE?

The Digital Guide (The Guide) for the Beit Lehi Archaeological Site was created to substitute the printed edition, which was published years ago. Copies of the printed edition ran out and were no longer available for distribution, and more and more people were interested in digital products that could go on their smartphones or tablets.

The Guide will incorporate in itself information from the old printed edition of the site guide, and it will also include some of the modern interactive elements, such as Virtual Reality Objects (VRs), multi-directional scrolling, virtual tours and other elements of interest.

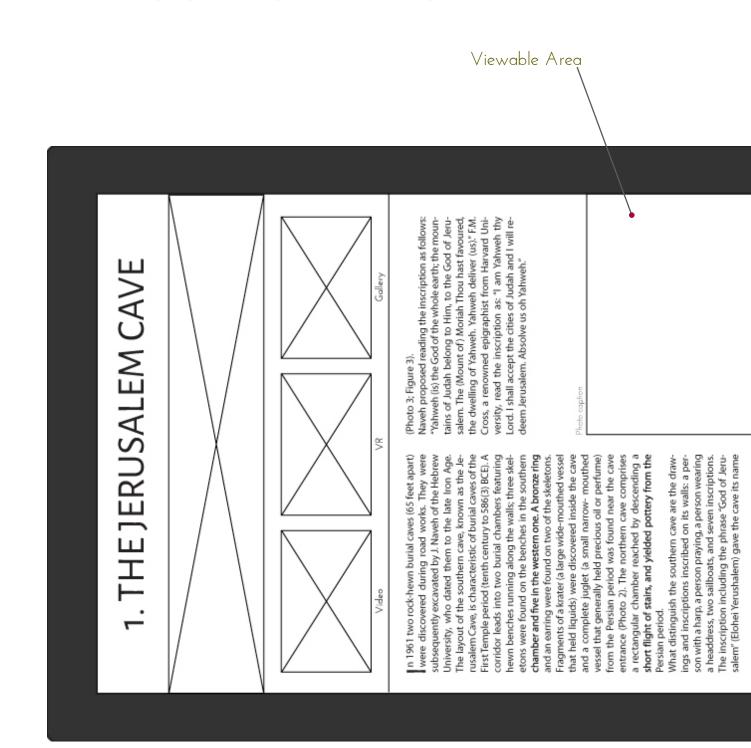
The structure of The Guide is relatively free but there are still a few elements that need to be kept in mind when designing content for The Guide. Also, the same color palette applies to The Guide as to the website and this design document for the sake of consistency.

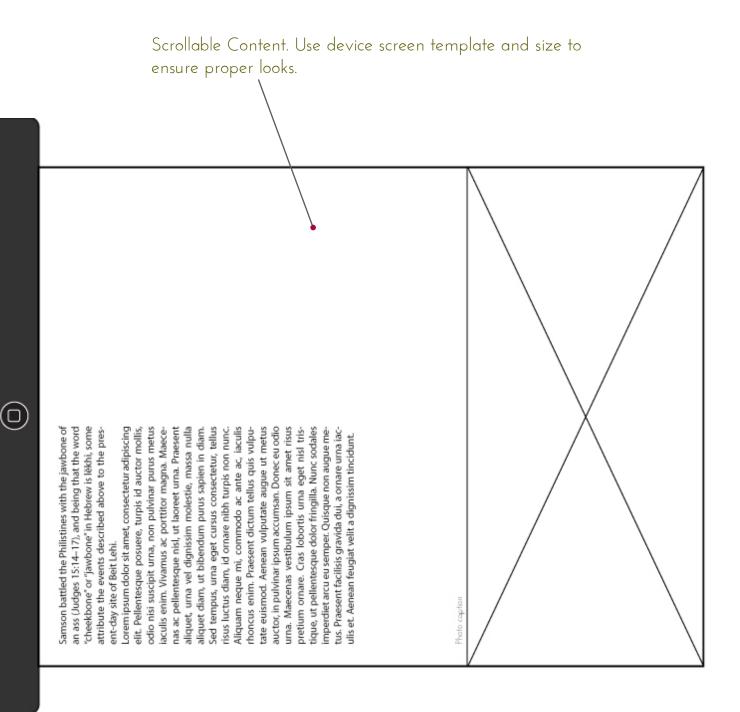
#### **IMPLEMENTATION TOOLS**

The Guide is built mainly in Adobe's inDesign with the use of Mag+ plugin for scrolling and publishing purposes. All licenses have been purchased by or donated to UVU and are used in accordance with all agreements.

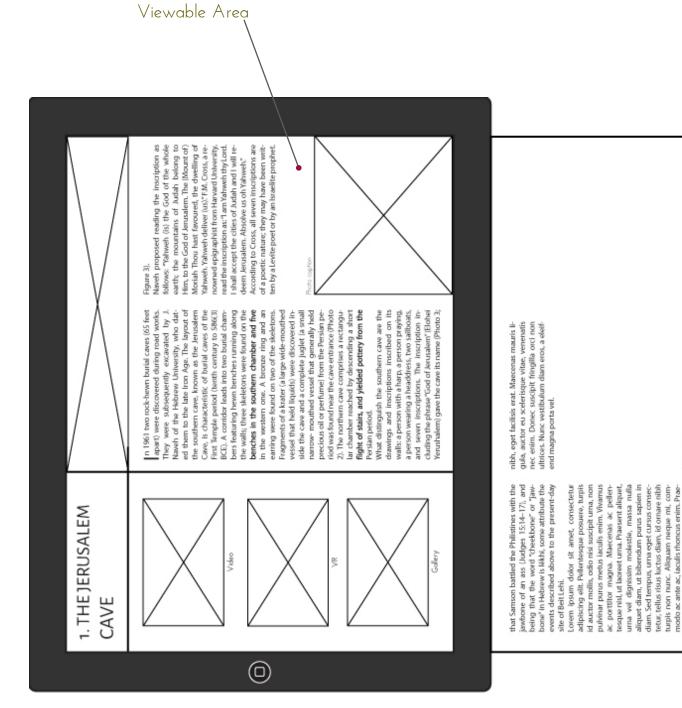
The Guide is to be published in iTunes Store, Google Play and Amazon, and to be viewed on iPads, Kindles and other available tablets.

#### SAMPLE WIREFRAMES FOR THE GUIDE - VERTICAL





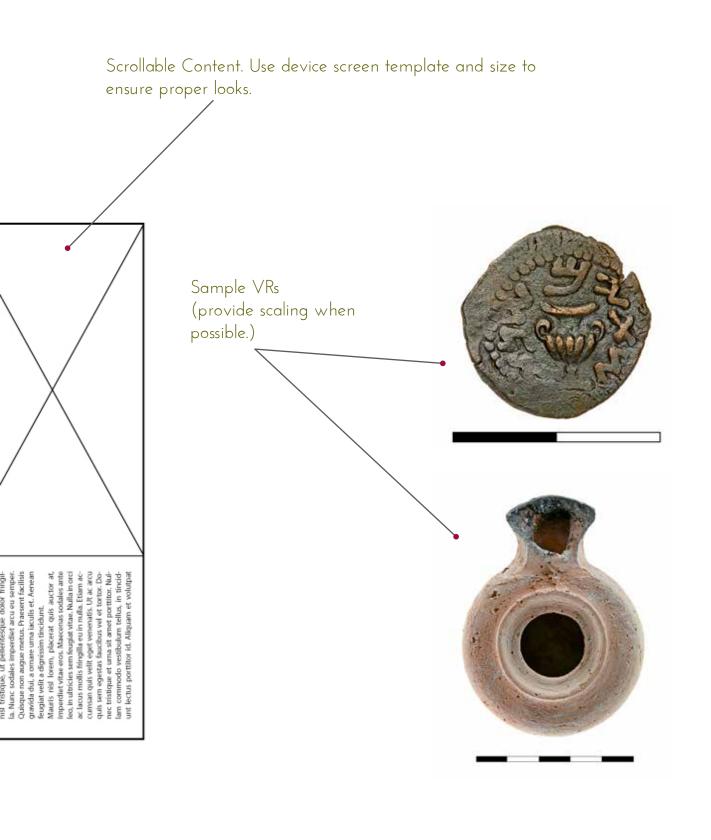
#### SAMPLE WIREFRAMES FOR THE GUIDE - HORIZONTAL



in pulvinar ipsum accumsan. Donec eu odio urna. Maecenas vestibulum ipsum sit amet

risus pretium ornare. Cras lobortis uma eget

sent dictum tellus quis vulputate euismod. Aenean vulputate augue ut metus auctor,

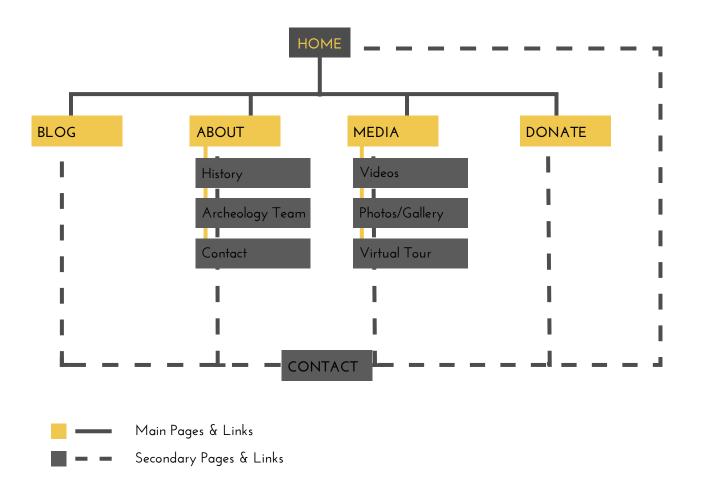




#### WHAT IS A SITE MAP & WHY USE IT?

A site map is a strategically developed "map" of the content that populates a website or any other environment that heavily relies on data and content. It is important to refer to the site map at all times if there are any questions as to which content element goes where. Adhering to the provided structure as much as possible will also help to ensure consistency in terms of looks, content management and user experiences with the projects.

Due to the nature of this website, the site map and content layout were simplified as much as possible for ease of navigation and maintenance.





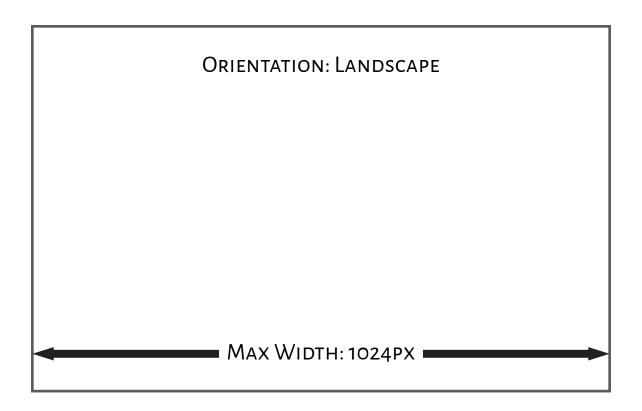
#### IMAGE USAGE GUIDELINES

Image usage can quickly go out of hand due to multiple factors. The following considerations should be made when images are desired to be used within the website or on the DigiGuide:

- \* For website galleries (explicit details are given on the next page):
- \* Adhere to the number of pictures per galleries. There is no need to provide large amounts of images. Quality, not quantity.
- \* Provide context i.e. image descriptions (figcaptions). Website visitors should have a clear idea what the images intend to show them and why they are important.
- \* Optimize images for different devices.
- \* No portrait-oriented images in galleries. Using portrait-oriented images with the current website gallery plug-in may break the visual appearance of the website in general when they're viewed in the pop-up mode.

#### **IMAGES IN THE GALLERIES**

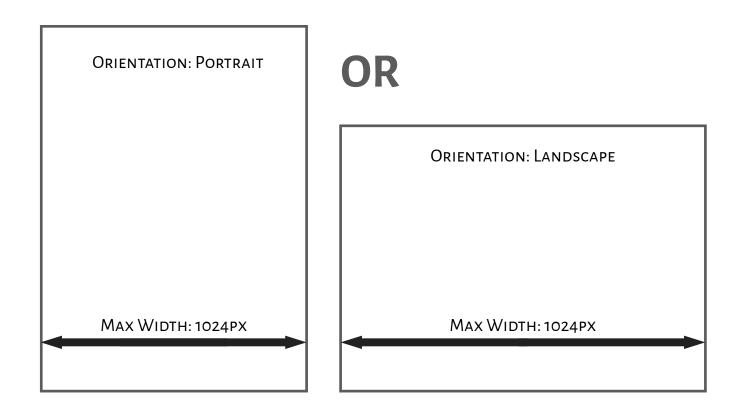
The number of images in galleries should be limited. Please, ensure that the number of images in a given gallery doesn't exceed 40 images. We limit the number not because we want to limit the amount of content put on the website but because it's important to provide quality images with detailed descriptions. Images should create interest and inspire website visitors, not bore them by the sheer numbers.



#### ALL OTHER IMAGES

Once again, all images within the galleries ONLY must be in portrait orientation.

All other images, including images in blog postings, board members and staff highlight sections may be either in portrait or in landscape orientation.





#### WHAT ARE WIREFRAMES FOR?

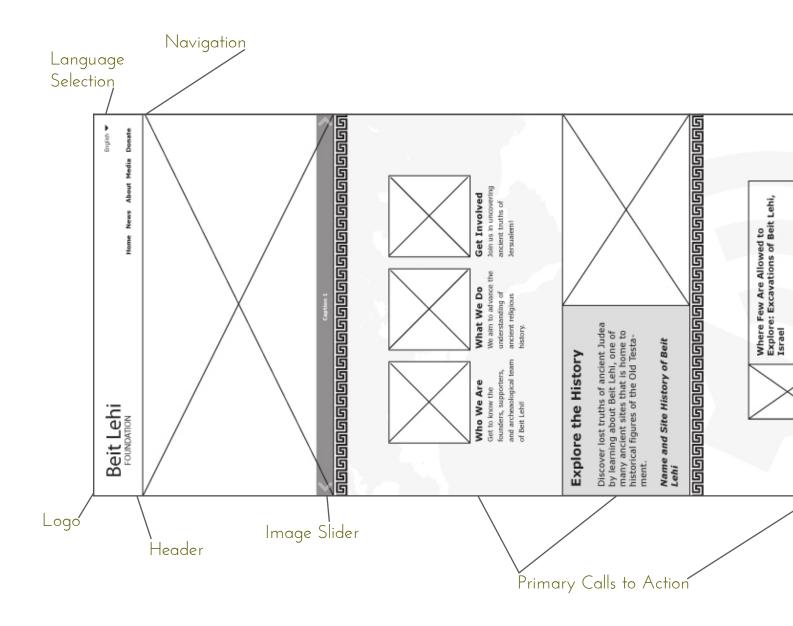
Wireframes represent a general layout of the website's pages. Adhering to the wireframes and their variations will ensure a consistent look and feel and will help to assign content more efficiently.

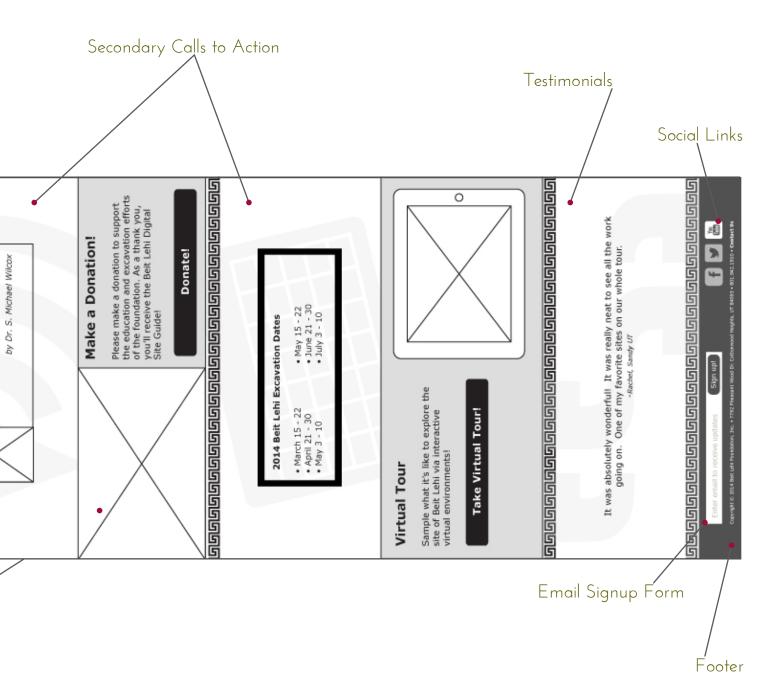
The following section has examples of wireframes for:

- · Desktop version of the website, and
- · Mobile version of the website.

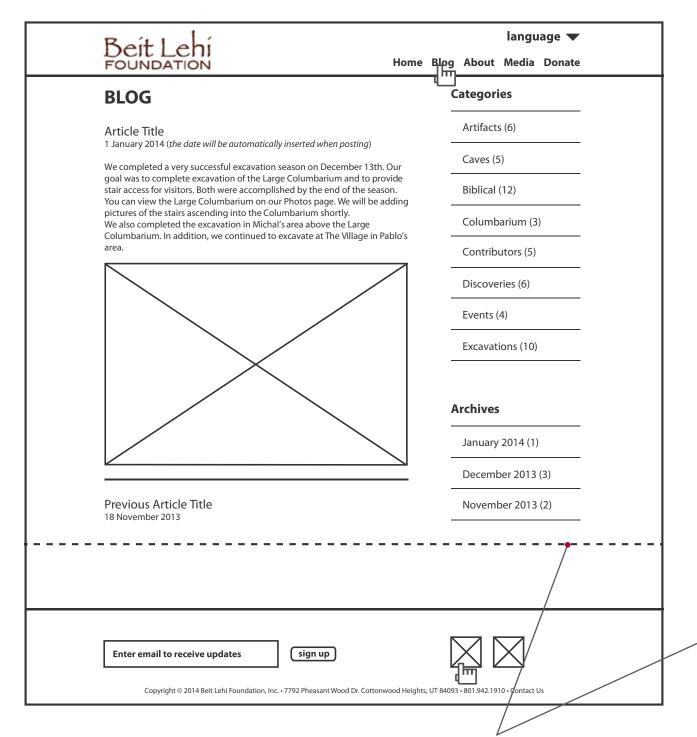
Seeing as all of the pages, except for the home page, have the same layout, it's been decided to not provide wireframes for all pages. The wireframes provided should be enough to effectively build pages in the future if necessary.

#### DESKTOP VERSION WIREFRAMES - HOME PAGE



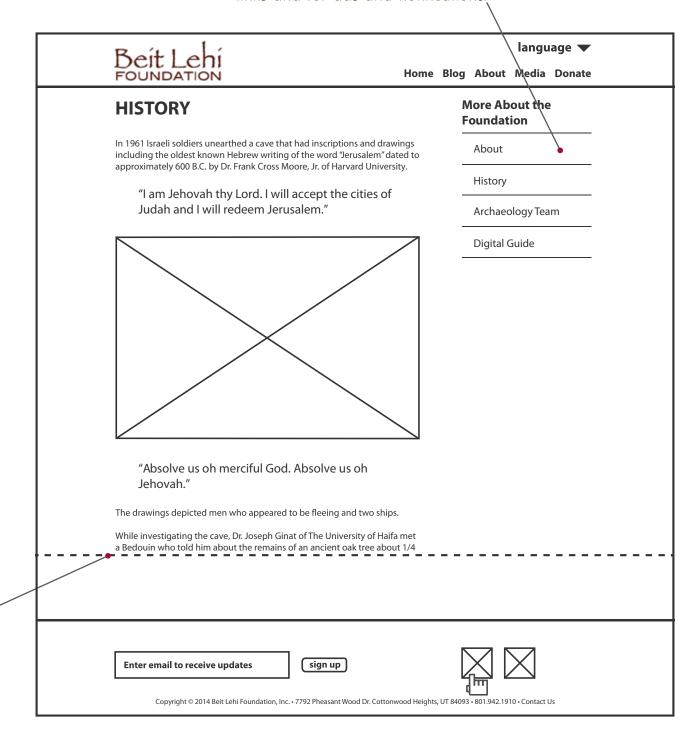


#### DESKTOP VERSION WIREFRAMES - CONTENT PAGES

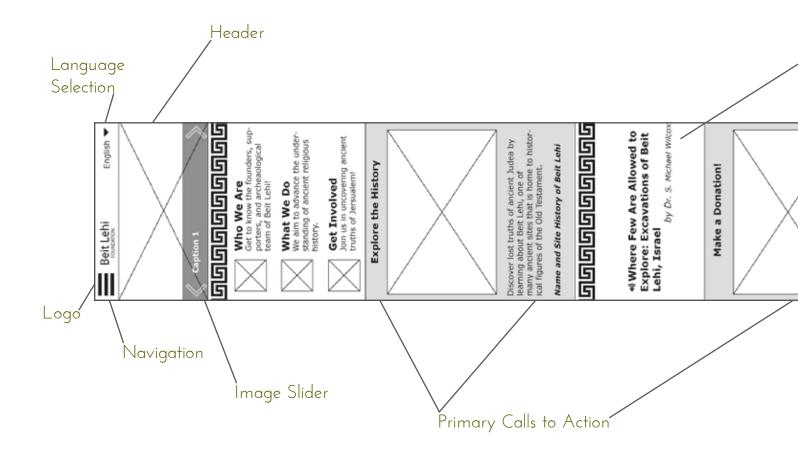


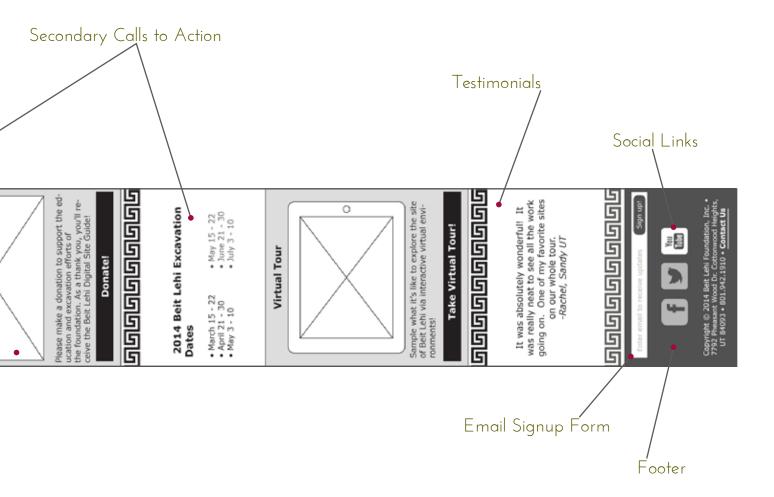
Assumed fold of the screen. In actuality happens much earlier.

## Sidebar: May be used for extra links and for ads and notifications.



#### MOBILE VERSION WIREFRAMES - HOME PAGE





#### MOBILE VERSION WIREFRAMES - CONTENT PAGES

Assumed fold of the screen. In actuality happens much earlier.



language 💌

language 💌

## 507

# Article Title

1 January 2014 (the date will be automatically inserted when posting)

600 B.C. by Dr. Frank Cross Moore, Jr.

of Harvard University.

known Hebrew writing of the word "Jerusalem" dated to approximately

cave that had inscriptions and drawings including the oldest

In 1961 Israeli soldiers unearthed a

We completed a very successful excavation season on December 13th. Our goal was to complete excavation of the Large Columbarium and to provide stair access for visitors. Both were accomplished by the end of the season.

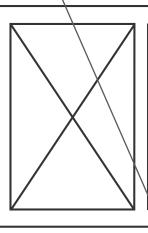
| will accept the cities of Judah and I will redeem

Jerusalem."

"I am Jehovah thy Lord.

You can view the Large Columbarium on our Photos page. We will be adding pictures of the stairs ascending into the Columbarium shortly.

We also completed the excavation in Michal's area above the Large Columbarium. In addition, we continued to excavate at The Village in Pablo's area.



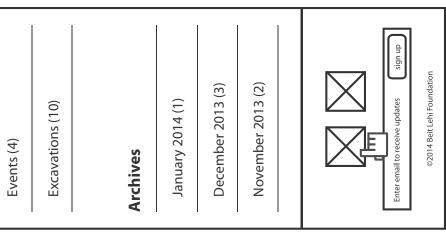
Previous Article Title 18 November 2013 : | | | | | |

1

"Absolve us oh merciful God. Absolve us oh Jehovah."

The drawings depicted men who appeared to be fleeing and two

While investigating the cave, Dr. Joseph Ginat of The University of Haifa met a Bedouin who told him about the remains of an ancient oak



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### CONTENT TRANSFER & SIGN OFF SHEET

The last pages of this document are provided to ensure proper content transfer, hosting links and passwords and all other appropriate access details.

DIGITAL GUIDE FILES HOSTING SITE & LOGINS:

WEBSITE HOSTING SITE & LOGINS:

DIGITAL PHOTOS, VIDEOS & ALL OTHER FILES LOCATION:

I, the Client, agree and testify that I understand that all parts of these interactive projects have been done as part of an educational process. I recognize efforts and time put in these projects, and will deal professionally and patiently with any flaws and imperfections within the final products. I also recognize that the student team had limited time to implement all projects and documentation, and if any changes or adjustments need to be done I will give anyone responsible for said changes ample timing to implement all fixes.

Date:	
SIGNATURE:	
	(please print your first and last names, then sign)