PROTOTYPE EVALUATION

O·CITY

📑 Module II	📰 Course Infographic	🔍 Topic Realization of an infographic

💡 Lesson 4

Activity

- **Short Description**: Evaluation of the infographic prototype by eliciting users' feedback about its usability and reliability, before moving on to its realization. This activity is the continuation of the previous one about the creation of the infographic prototype (T2.L3.1).

- **Methodology**: The methodology of this activity is based on learning by experience and collaborative learning, since by sharing outcomes and evaluating with people the results of their individual works, the learners apply a User-Centered Design approach, reinforce their knowledge on the learning topic and improve their communication and visual design skills.

- **Duration:** 3 hours

- **Difficulty (high - medium - low)**: Medium

- **Individual / Team**: Team (max. 6 students per team)

- **Classroom / House**: Classroom

- **What do we need to do this activity?**

    - **Hardware** Smartphone or Personal Computer, or any other digital device, in the case of digital infographic prototype.

    - **Software** Image viewer software, in the case of digital infographic prototype.

    - **Other resources** Pen, notebook.

Description

- **Text description**: Each student, in turn, carries out a short test with a group of classmates (at least 5 students) collecting and analysing feedback and suggestions to evaluate the infographic prototype he/she created in Activity T2.L3.1. First of all, the student shows the infographic prototype to another student, then asks him/her for feedback and suggestions, especially about its usability and reliability. The information gathered is used to improve the design of the infographic.
- **Illustration**: None

Instructions

1. Work in groups of max. 6 students: One student conducting the test and 5 students evaluating the infographic prototype (in turn).
   Note that students can work in parallel by taking the test in pairs at the same time and then swapping pairs.
2. The student conducting the test shows the infographic prototype he/she created to another student for 5 seconds. Then, he/she asks him/her to list 3 to 5 words that describe the infographic prototype (more precisely its design, considering that he/she is not evaluating the final version of the infographic), based on his/her first impression.
   Are the words positive, negative or neutral? Are they matching with the identified style and tone of the infographic (i.e. how the infographic should speak to the audience and what its style and tone should express) and the heritage traits to convey?
   This method helps in defining the attractiveness and appeal of the infographic.
3. After, the student shows his/her infographic prototype again and asks the other student to observe it.
   Then, the student conducting the test asks the other student how and why he/she would use the infographic; if and why the information provided is really effective, useful, and reliable; and what he/she would do after reading that infographic.
   The student conducting the test should not reveal anything about it, but should let the other student experience the infographic prototype, then listen to what he/she says.
   This method helps in understanding if the infographic meets the identified requirements and the users' needs.
4. In the end, the student conducting the test asks the other student how the infographic can be improved by answering the following questions: What do you like the most about the infographic? What could be improved? What do you not understand? Do you have any new ideas to suggest?
   This method helps students in quickly having feedback about the infographic in order to make adjustments for improving it.
5. In turn, each student tests his/her infographic prototype by repeating the steps described above.
6. Students should appropriately ask for users' feedback and to be constructive, without making users feel wrong or obliged to please him/her.
   During the test they should take notes about what the user says and how he/she behaves.
7. Based on the feedback and information collected, students make the needed changes to improve the visual design of their infographic prototypes. Of course they should consider how far their classmates are from their target users, as the latter are their main reference in terms of usability and user experience.
8. Each student produces a final report synthesizing the findings from all the tests conducted (at least 5) on his/her infographic prototype, including the changes eventually occurred in the design.

Expected outcomes

- Understand what makes infographics effective, useful, and engaging, and how to create an adequate User Experience for information visualizations.

- Learn to evaluate the usability and reliability of the information and of the visual elements designed for an infographic.

- Understand the User-Centered Design way of thinking about a product, system or information visualization.

- Conduct and take part in a test session to get and analyze different points of view about a design problem to solve.

This activity can be used in other (module, course, topic, lesson):

- **None**

DIGICOMP (Competences developed):
1.   INFORMATION AND DATA LITERACY
1.2   Evaluating data, information and digital content
3.   DIGITAL CONTENT CREATION
3.1   Developing digital content
5.   PROBLEM SOLVING
5.2   Identifying needs and technological responses
5.3   Creatively using digital technologies

ENTRECOMP (Competences developed):
1.   IDEAS AND OPPORTUNITIES
3.   INTO ACTION
3.5.   Learning through experience

Example (when necessary): None