

# SUGGESTING IMPROVEMENTS



 Module II  Course  Topic  Lesson 3

Infographic Design process and visual design basics in UX

## Activity

- **Short Description:** Suggest some changes to be made for improving the visual design and the UX of one case analyzed in the previous activities of Topic 1 (Lesson 1 and 2), according to the User-Centred Design approach and the Visual Design basics.
- **Methodology:** The methodology of this activity is based on learning by experience and collaborative learning, since by sharing, exploring and validating with people their ideas, the learners apply a Human-Centered Design approach (design thinking specifically), reinforce their knowledge on the learning topic and improve their communication skills.
- **Duration:** 3 hours
- **Difficulty (high - medium - low):** High
- **Individual / Team:** Individual/Team (max. 5 students per team)
- **Classroom / House:** In the classroom
- **What do we need to do this activity?**



- **Hardware** Smartphone or Personal Computer, or any other digital device, in the case of digital information visualizations.
- **Software** Web browser or mobile applications in the case of digital information visualizations.
- **Other resources** Pen, papers, post-it

## Description

- **Text description:** By working first individually and then in group (using some design thinking methodologies), students suggest some changes to be made for improving the visual design and the UX of one user interface or information visualization they analyzed in the previous activities of Topic 1 (Lesson 1 and 2). In this activity, students are required to make full use of all the knowledge and methods acquired through Lesson 1 and 2 of Topic 1 (that includes the activities), and possibly of the knowledge just acquired in Lesson 3 of Topic 1, adding their creativity in the process.
- **Illustration:** None

## Instructions

1. The teacher collects from students all the cases, i.e. the user interfaces or information visualizations, analyzed in the previous activities of Topic 1 (Lesson 1 and 2). Then, students form groups of max. 5 students and the teacher assigns one of those cases to each group, e.g. the most recurring ones or those which need the greatest number of improvements.
2. By making full use of all the knowledge and methods acquired in Lesson 1 and 2 of Topic 1 (that includes the activities), and possibly of the knowledge just acquired in Lesson 3 of Topic 1, each student identifies the main design problems of the user interface or information visualization assigned to his/her team, according to the basic principles of User-Centred Design and Visual Design, such as usability, Gestalt laws, possibly hierarchy, colour theory and font psychology, etc.  
In doing that, the student should keep in mind who the users are and in which context they will use the analysed product or service. Moreover, he/she should ask him/herself: What information do the users need? Why do the users need that information (goal)? What will the users do to find or after finding the information (interaction)? In this way, he/she can properly identify all the elements that do not adequately meet the users' needs and requirements or do not support them in achieving their goals while having a good experience.
3. Then, students work in the pre-defined group and together form the list of the problems they identified for the assigned case (that means that if more students identify the same problem, it will be reported only one time). Write each problem on a post-it (one single problem for post-it) and attach it on a wall, far enough from the others.
4. Then, moving forward one per time, the students will solve each problem by proceeding as follows.
5. Each student writes one or more ideas (one idea per post-it) for solving the problem and improving the visual design and UX of the analysed case. Each of these post-its is attached near the post-it with the related problem written on it. Give a time of 20-30 minutes for this activity.
6. Once all the students in the team have written down their ideas, they group together the similar ones, then the team briefly discusses the suggested improvements. After, the group selected the changes to be made for improving the visual design and the UX of the analysed case. If the team does not agree on some decision, use the dot-voting method (each student in the team gets 3 votes, using stickers or marks with pen,



and assign them to the three post-its with the solutions they prefer the most; the post-its that receive the greater number of votes pass the selection).

7. Repeat the process for all the problems identified. You do not have to follow a specific order, but one possibility is proceeding in order, from the most serious to the least ones.
8. Produce a final report with all the changes to be made approved by the team.
9. Optionally, report the analysis made and the results obtained by the team to the class.

### Expected outcomes

- Learn to analyze a user interface or information visualization by properly identifying key insights about the context of use, the users' needs, and the visual elements that are useful to create an adequate user experience.
- Learn some methodologies of design thinking helping in identifying design problems and in brainstorm different solutions.
- Understand the User-Centered Design way of thinking about a product, system or information visualization.
- Conduct and take part in group activities to collaborate and get different points of view about a design problem to solve.

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

- **Module II, Course Infographic, Topic 2, Lesson 4**

### DIGICOMP (Competences developed):

- 1. INFORMATION AND DATA LITERACY**
  - 1.1 *Browsing, searching and filtering data, information and digital content*
  - 1.2 *Evaluating data, information and digital content*
- 5. PROBLEM SOLVING**
  - 5.2 *Identifying needs and technological responses*

### ENTRECOMP (Competences developed):

- 1. IDEAS AND OPPORTUNITIES**
- 3. INTO ACTION**
  - 3.4 *Working with others*
  - 3.5 *Learning through experience*

**Example (when necessary): None**

