

ICONS EVALUATION



 Module II  Course  Topic  Lesson 3

Infographic Design process and visual design basics in UX

Activity

- **Short Description:** Collaborative evaluation of the usability of the set of icons individually created in Activity T1.L2.2.
- **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. 5 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 icons.



- **Software** Image viewer software, in the case of digital icons.
- **Other resources** Pencil, papers, post-it.

Description

- **Text description:** Each student, in turn, carries out a short test with a group of classmates to evaluate the usability of the icons he/she created in Activity T1.L2.2. First of all, the student shows the icons to the others, then asks them for feedback, according to three different evaluation activities for testing visual designs with users. The information gathered is used to improve the design of the icons.
- **Illustration:** None

Instructions

1. Work in groups of max. 5 students.
2. One of the students shows the icons he/she created to the other students for 5 seconds. Then he/she asks his/her classmates to list 3 to 5 words that describe the icon (more precisely its design), based on their first impression.
Are the words positive, negative or neutral? Are they matching with the identified objectives (i.e. what the icons should express) and the heritage resource traits to convey?
This method helps students in defining the attractiveness and appeal of their icons.
3. After, the student shows his/her set of icons again and asks the other students to write (post-its can be useful!) for each icon the name of the category that it describes, as it makes sense to them (i.e. the more fitting in their opinion). Do not reveal the category that the icons represent in advance!
Are they matching with the categories identified for each icon?
This method helps students in defining the understandability of their icons.
4. Then, the student reveals the category that the icons should represent. The group discusses how they can be improved by answering the following questions: What do you like the most about the icons? 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 on the consistency, legibility and clarity of their icons.
5. In turn, each student tests his/her set of icons by repeating the steps described above.
6. Based on the feedback and information collected, students make the needed changes to improve the visual design of their sets of icons. Of course you should consider how far your classmates are from your target users, as the latter are your main reference in terms of usability.

Expected outcomes

- Learn to evaluate the usability of the visual elements designed for a user interface or information visualization.
- Understand how the visual language works and how to apply it to the creation of an adequate User Experience for user interfaces and information visualizations.
- 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**
 - 1.2 *Evaluating data, information and 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**
 - 3.4 *Working with others*
 - 3.5 *Learning through experience*

Example (when necessary): None

