

PROJECTS COMPARISON



Module II



Course
Infographic



Topic
Realization of
an infographic



Lesson 3

Activity

- **Short Description:** Comparison of the students' infographic projects in order to develop common solutions. This activity relies on the outcomes already achieved in the design of the infographic. Therefore, it refers to T2.L1.2, T2.L2.1, and T2.L2.2.
- **Methodology:** The methodology of this activity is based on learning by experience and collaborative learning, since by generating, sharing, exploring, and validating with people their ideas and design choices, the learners apply a Human-Centered Design approach (design thinking specifically), reinforce their knowledge on the learning topic, and improve their communication and creative skills.
- **Duration:** 3 hours
- **Difficulty (high - medium - low):** Low
- **Individual / Team:** Team (max. 5 students per team)
- **Classroom / House:** Classroom
- **What do we need to do this activity?**
 - **Hardware** Personal Computer, or any other digital device with input devices for text entry.
 - **Software** Word processor, Virtual board, in the case of digitally arranging post-its.
 - **Other resources** Pen, papers, post-it, stickers, wall or board, in the case of physically arranging the post-its.



Description

- **Text description:** Based on the previous activities of Topic 2 (T2.L1.2, T2.L2.1, and T2.L2.2), students compare their projects for the infographic. Then, they form groups to develop common solutions, such as creating a series of infographics on the same topic or heritage, or based on the same visualization technique. In this activity, students will apply design thinking methodologies for ideation and decision-making and they are required to add their creativity in the process.
- **Illustration:** None

Instructions

1. Each student briefly sums up the outcomes of previous activities of Topic 2 (T2.L1.2, T2.L2.1, and T2.L2.2) in a short document (or presentation), indicating the topic, purpose, and type of contents of his/her infographic. Then, report it to the rest of the class.
2. With the support of the teacher (if needed as a facilitator), the class sorts all the projects into categories based on correlations and forms groups of max. 5 projects each.
In detail, each student writes down a single infographic (identified by topic, heritage involved, author) on a post-it, presumably the one he/she designed.
All the post-its (equal to the number of students) are attached on the wall.
Then, starting by one project, the class uses dot-voting method to group them: Each student has 3 votes (stickers) and assign them to the three post-its with the infographics he/she thinks relate the most with that project; the 4 post-its (infographics) that receive the greater number of votes are grouped together with the project selected as first.
Proceed in the same way with the remaining projects, until all are grouped.
3. Then, students form groups of max. 5 persons, according to the grouping of the projects.
4. Starting from the analysis of the individual proposals, the students in each team generate, share, and discuss ideas with the other members of their team with the aim of developing common solutions, such as creating a series of infographics on the same topic or heritage, or based on the same visualization technique.
5. In the end, each group will propose how to develop the five infographics as related to each other by focusing on proper storytelling, i.e. which is the purpose of each visualization and which is that of connecting the infographics.
6. For each infographic, the students are required to specify what type of contents could be included in it and how they could be best represented, also for helping users in understanding them (if necessary, see Activity T2.L2.2 for further details about how to identify the visual representation of information and data).
7. Moreover, they are required to specify which connection is created between the different infographics and which visual elements show this connection by giving consistency to them all.
8. Produce a final report synthesizing the findings from the activity.
9. Optionally, report the analysis and the final proposal made by the team to the class.

Expected outcomes

- Learn to analyze the design choices made in creating an information visualization.
- Learn to design information visualizations with different levels of complexity.



- Learn some methodologies of design thinking helping in ideation and decision making.
- 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):

- None

DIGICOMP (Competences developed):

- 1. INFORMATION AND DATA LITERACY**
- 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**
 - 3.4 *Working with others*
 - 3.5 *Learning through experience*

Example (when necessary): None

