

Wayfinding Sequence
ENG 2205 (Fall 2017)
Erin Bahl

Your Task: To (re)design documents based on data collected through user experience and usability testing in a wayfinding context in order to help your user complete this task more effectively and more enjoyably.

Your Participants: Ohio State volunteers (solicited by the technical writing program)

The Scenario:

Group 1: You've been asked to document that the library is compliant with regulations about having at least one gender-neutral bathroom. Locate the gender-neutral bathroom in the library. Then, find and take a picture of the cover of a book you might read for fun in the Leisure Reading Collection.

Group 2: You're a freshman and your professor has asked you to meet in the computer classroom in 149 Thompson Library. Later, as you walk through the library, you see interesting alphabets inscribed on the floor and elevator doors. Take a picture of one alphabet plaque and find a source that will give you some more information on these designs.

Group 3: You're a freshman and have been asked to meet with your research team to hash out a plan for your first collaborative research paper in room 150 in Thompson Library. Then, find, check out, and/or scan an image from a nonfiction book on Ohio history.

Group 4: You're a freshman and plan to attend an extra credit lecture in room 165 in Thompson Hall. Then, find, check out, and/or scan the last page of a 19th-century novel for your British Literature class.

Group 5: Your roommate is sick and could use a pick-me-up package. You decide you're going to bring them a DVD from the library. Find and check out a DVD that you can bring to them. Then, stop by the Writing Center location in Thompson and learn their operation hours without interrupting sessions.

Data Collection Instructions:

1. Write a set of instructions that will help your user complete the tasks described in your group's assigned scenario above.
2. Conduct a brief survey to assess your user's familiarity with the library.
3. Give the user your set of instructions and ask them to complete the steps.
 - Invite the user to make use of any online resources they'd like before completing the instructions, such as the library website, maps, and reference material.

NOTE: You may not answer any questions beyond the information presented in your instructions.

4. Document the user's process as they complete the instructions. Work collaboratively in your groups to:
 - record the user's progress with a zoom camera;
 - take field notes;
 - ask them intermittently to describe their thought process aloud.

NOTE: The recording period begins when you first give your participant instructions and ends when they exit the library. (You can pause the recording during the walk over to the library from Denney.)

5. After the documentation is complete, conduct a post-survey and/or interview asking the participant to reflect on their knowledge of how to navigate the library and their experiences during the wayfinding task.

Document Redesign Instructions:

After collecting your data:

1. Review your data as a group to identify moments of confusion or breakdown.
2. Revise your initial set of instructions.
3. Redesign a confusing example of library signage.
4. Write a report to describe your revisions in relation to the data you've collected and offer suggestions for further testing and design.

You will additionally write two brief progress reports to update me on your group activity and work during the data collection and analysis stage.

Timeline:

Data Collection and Analysis

Oct. 24:	Wayfinding data collection at Thompson Library
[Oct. 26:	<i>Backup data collection day if needed]</i>
Oct. 27	Submit 1-page progress report
Oct. 26/31/Nov. 1	Studio session: data analysis
Nov. 3	Submit 1-page progress report

Document Redesign

Nov. 7/9	Studio session: instruction writing
Nov. 14/16	Studio session: signage redesign
Nov. 21/28/30	Studio session: report writing
Dec. 5	Lightning presentations
Dec. 7	Wayfinding portfolio due -Revised Instructions -Redesigned Signage -Report

Wayfinding Sequence: Instructions

Criteria	Description	Possible Points
Technical Requirements	Instructions were turned in on time and include drafts from each stage of revision.	1
Rhetorical Sensibility	Instructions clearly address needs of target audience (OSU students unfamiliar with Thompson Library). Instructions function as an independent document without requiring further context or explanation. Clearly presents instructions that a reader could confidently follow to complete a task requiring library navigation.	3
Global Organization and Design	Instructions are structured effectively. Information is arranged logically, and the visual hierarchy is easy to perceive. Makes effective use of headings, typeface (both size and style). Designed to be taken in at a glance by a reader on the move in real time.	3
Clarity and Style	Instructions are clearly written in plain language style. Paragraphs and lists are focused and coherent. Language is clear, precise, and concise.	2
Grammar and Mechanics	Instructions contain no sentence-level errors and follow conventions of standard edited American English.	1

Total: ___/10

Wayfinding Sequence: Signage Redesign

Criteria	Description	Possible Points
Technical Requirements	Sign was turned in on time, along with a picture of the original sign (if a redesign) or a picture/screenshot of the sign's imagined home.	1
Rhetorical Sensibility	Sign addresses a concrete, clearly defined rhetorical need (to be addressed in the report). Sign functions effectively in its visual context without need for further explanation. The sign's location is clearly envisioned, and it fulfills a specific purpose in helping a student navigator move through the library.	3
Global Organization and Design	Sign is structured effectively based on its rhetorical purpose. Information is arranged logically and incorporates good visual design principles. All elements present on the sign serve a deliberate function and contribute to the overall information design.	3
Clarity and Style	Sign's visual and verbal elements can be read and understood clearly at a glance by someone skimming or on the move.	2
Grammar and Mechanics	Sign contains no errors and follows the visual conventions of its specified information genre.	1

Total: ___/10

Wayfinding Sequence: Report

Criteria	Description	Possible Points
Technical Requirements	Report was turned in on time and provides detailed documentation of team research and revision activities.	2
Rhetorical Sensibility	Report clearly addresses needs of target audience (library representatives looking to improve navigation experiences in Thompson Library). Report reflects and fits within genre conventions as specified for the course. All claims are supported by evidence from data collection. Makes recommendations that are practically feasible and appropriate to data collected.	4
Global Organization and Design	Report is structured effectively and fully develops all specified sections in detail. Addresses processes of data collection; instruction drafting and revision; and signage redesign in depth. Information is arranged logically. Report makes effective use of headings, spacing, line width, and typeface.	4
Clarity and Style	Report is clearly written in plain language style. Paragraphs and lists are focused and coherent. Language of the report is clear, precise, and concise. Tone is appropriate for a professional exchange between technical communication consultant and client.	3
Grammar and Mechanics	Report contains no errors and follows conventions of standard edited American English.	2

Total: __/15