


Design ideas related to class content

Our website utilised many buttons. For example, the green rectangle with the black arrow pointing left looks like a button and is an affordance for clicking (1). Accompanied by the help of a signifier, the word back and the arrow itself, it tells the user what it does. It follows natural mappings because people are used to seeing a back button on other things like websites or applications. This back button follows logical constraints because it takes you to the previous page, and not any other page. The search bar we made affords typing. With the placeholder text saying something like “search organisations” to signify the user to type. On our learning event section in the how to tell stories page, we use affordances and signifiers with the play and “learn more” buttons (2). The pages in our site use gestalt principles to help organise and make navigation and the layout of the site easier to follow. For example, the law of proximity is used by putting items that we want users to associate as a group near each other. On the left are learning events that have already happened and are ready to be watched. On the right are all learning events that are yet to happen. These groupings are further reinforced by the principle of similarity, where all similar items are perceived as a group. Each of the grouped items uses the same look or template. These two principles make these two groupings distinct. With this, users can become used to this layout and be able to navigate the site faster. Another gestalt principle that was used is figure/ground. In a pop-up for seminar information, the background was dimmed in order to bring focus to the important information while tuning out the background (3). Our navigation bar uses affordances and signifiers with the buttons to each page (4). The choice to have a navigation bar and placing it at the top of the page is due to people expecting it, which is a cultural constraint. In the navigation there are only buttons to go to different pages, so we are using physical constraints. It follows logical constraints by bringing the user to the same page as the title describes. The presence of the quick links section in the policies and regulations page is an

example of the use of the law of proximity (5). Grouping content of similar topics can help the user to navigate easily due to the presence of direct links. The quick links section is accompanied by an arrow too which directs the user into thinking that it's a link which takes them to another page of that topic.

1.  Back

[illegible][illegible]

4.  The screenshot shows the top section of the Charity Resource Hub website. It features a green header with the text "Charity Resource Hub" and a right-pointing arrow. To the right of the header, it says "in association with" followed by the South Saskatchewan Community Foundation logo. Further right is a link to the "SSCF main site" with an external link icon. Below the header is a navigation bar with ten buttons: Home, Learning Events, Regulations, Grants, Organizations, Fundraising, Operations, Marketing, How to tell stories, and Governance.

5.

Quick links

[Donation regulations](#) →

[Fundraising policy](#) →

[Provincial laws](#) →

[Governance](#) →
