

# National Hispanic Heritage Infographic Meta-Analysis

## Interoffice Memorandum

**To** Dr. Derek G. Ross, Dr. Stewart Whittemore, and Dr. Susan Youngblood  
**From** Kaitlin Coyle  
**Date** January 17, 2025

**Subject** National Hispanic Heritage Infographic Meta-Analysis  
**Keywords** Document Design, Multicultural, Approaches

### Introduction

The following memo addresses the MTPC Portfolio Committee's request for a meta-analysis of my National Hispanic Heritage Infographic designed in Dr. Ross' ENGL 7080: Document Design course. The analysis discusses the audience, context, purpose, design process, and theories that informed the document's creation.

### Audience, Context, Purpose

This infographic's purpose and audience was two-fold. For Non-Hispanic/Latino audiences, it was meant to display the fluidity of Latino/Hispanic identity, explain the diverse ways they identify, and provide statistics on their presence in the US. For Hispanic/Latino audiences, the infographic was meant to highlight their culture's diversity in a culturally competent manner. Thus, the document was intended as an educational tool and a tool of empowerment. I designed this infographic to be used in the context of an advocacy center, or as a way for Latino/a student organizations to educate others about their culture.

### Design Process & Theory

For this infographic, I followed Kimball and Hawkins' (2008) iterative project model and Rose's (2016) human-centered design (HCD) theory. The iterative project model involves rhetorical analysis (i.e., audience, context, purpose), developing prototypes, and gathering user feedback (i.e., usability testing). The process is "cyclical" rather than linear, allowing designers to iterate and oscillate between stages (Kimball & Hawkins, 2008, p. 314).

I started this project with two low-fidelity paper prototypes, receiving class feedback before creating my first vertical InDesign prototype; however, I quickly changed to a horizontal document—34" x 20"—after discovering the intended information would not fit. In subsequent high-fidelity prototypes, I conducted formative usability testing via task scenarios, think-aloud, and a post-test interview. Formative testing allows products to continually improve throughout the design process because of user feedback (Mirel, 2013). My feedback revealed users did not understand the definition of "Hispanic," but felt the document was aesthetically pleasing and easy to use. In my final prototype, I addressed all my user feedback, detailed below.

## Human-Centered Design Choices

HCD is a design theory viewing users as humans whose contexts transcend physical environments, including race, socioeconomic status, culture, etc. (Rose, 2016). Considering this document's cultural context, I knew I needed to respectfully portray the Latino/Hispanic community's culture. Because I identify as a Latina, I brought my own cultural competency into the project; however, Rose (2016) discusses the importance of involving underrepresented communities in the design process, viewing them as "experts" (p. 442). When we view these individuals as experts, HCD becomes a form of advocacy (Rose, 2016). In considering design elements, I also consulted Latino/a community members. These elements are discussed below.

### *Colors*

Colors are culturally and perceptually influenced; thus, US color associations are not the same for Latin America (Kimball & Hawkins, 2008). The infographic's colors—yellow, turquoise, light blue, purple, and hot pink—represent traditional colors of hand-embroidered Latin American textiles. The Hispanic/Latino community sees these as cultural representations of their identity, and of their culture's vibrancy. I chose these colors to appeal to their cultural pride.

### *Graphics*

Kimball and Hawkins (2008) distinguish between promotional graphics, used for decoration and branding, and information graphics, used to "convey information" (pp. 211-212). I wanted my graphics to display different cultural symbols from Latin American sub-cultures, but I also wanted them to be decorative, appealing to Hispanic/Latinos cultural pride. I incorporated a Pollera—a national symbol of Panamá, my country of heritage—and other symbolic Mexican elements: the Cempasúchil flower and Catrina. I consulted friends and mentors with Mexican heritage to ensure I was representing the culture appropriately.

### *Content*

Ding (2023) discusses the importance of localization—modifying artifacts or services for multi- or intercultural audiences—in TPC. Localization can happen via a global—inventing a "universal language"—or culture-focused perspective. Ding (2023) explains "the latter asks designers to develop a sensitivity to cultural contexts and beliefs..." (p. 154). In choosing my infographic's content, localization for intercultural audiences was a focal point. Because this infographic's purpose was one of empowerment, I took the culture-focused perspective and changed certain words' spelling—Belize, Brazil, Mexico—to match Spanish spellings: Belice, Brasil, México. This reinforced both the document's educational purpose and its advocacy perspective.

## Conclusion

By taking a culture-focused and human-centered perspective, I created both an educational tool for non-Latino/Hispanic audiences, and a tool of empowerment for the Latino/Hispanic community. This project taught me that careful consideration of your audience's cultural contexts and viewing underrepresented communities as "experts" can allow one's designs to become more meaningful and useful (Rose, 2016, p. 442).

## Bibliography

Ding, H. (2023). International/Intercultural Communication. In H. Yu & J. Buehl (Eds.), *Keywords in Technical and Professional Communication* (pp. 151-156). The WAC Clearinghouse.

Kimball, M. A., & Hawkins, A. R. (2008). *Document design: A Guide for Technical Communicators*. Bedford/St. Martin's.

Mirel, B. (2013) How Can Technical Communicators Evaluate the Usability of Artifacts? In J. Johnson-Eilola & S. Stuart (Eds.), *Solving Problems in Technical Communication* (pp. 285-309). The University of Chicago Press.

Rose, E. J. (2016). Design as Advocacy: Using a Human-Centered Approach to Investigate the Needs of Vulnerable Populations. *Journal of Technical Writing and Communication*, 46(4), 427-445. <https://doi.org/10.1177/0047281616653494>