A blue and white cover with text

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**Brainstorm**

**A purple lines on a black background

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**Evaluation Criteria**

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| --- | --- |
| **Measure** | **Evaluation Criteria** |
| Time | Does the viewer get a thorough understanding of the subject in a short length of time from the infographic? |
| Cost | How can the infographic be offered at its lowest cost price without sacrificing quality? |
| Usability | Is the infographic easily able to used? E.g. Zoom In/Out functions |
| Accessibility | How were any specific user impairments considered and addressed during the development of the infographic? |
| Accuracy | Is the data and information presented in the infographic accurate? |
| Accuracy | Is the data and information supplied to the infographic sourced from trusted references? |
| Relevance | Is all the information in the infographic relevant to the research question? |
| Relevance | Do all the data visualisations correspond to topic? |
| Communication of Message | Are the data visualisations easy for the reader to understand and interpret? |
| Completeness | Does the viewer of the infographic need to source additional information to have a strong understanding about the topic? |
| Readability | Is the infographic easily comprehensible to viewers? |

**IPO Charts**

|  |  |  |
| --- | --- | --- |
| Input | Processing | Output |
| Results collected regarding the question ‘What do you use chatbots for?’ (Primary Data Collected from Students) | * Enter all of the responses into an excel spreadsheet * Label the spreadsheet ‘Common\_Uses’ * Organise data into a table structure with the survey answers, alongside their frequency * Create percentage pie chart to represent all values * Adhere to relevant conventions | Percentage pie chart of commonly used functions by students |

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| Input | Processing | Output |
| Results collected from the Likert scale (Primary Data Collected from Students) | * Enter all of the responses into an excel spreadsheet * Label the spreadsheet ‘Clustered\_Behaviour’ * Organise data into a table structure with the scale ‘never, rarely, sometimes, often, always’ being along the x-axis, with the statements along the y-axis * Insert percentages into the necessary areas of the table * Create clustered column chart to represent all values * Adhere to relevant conventions | Clustered column chart of students’ learning behaviour |

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| Input | Processing | Output |
| Results collected regarding the question ‘Have you ever used plagiarism AI on students' work before?’ (Primary Data Collected from Teachers) | * Enter all of the data into an excel spreadsheet * Label the spreadsheet ‘Plagiarism\_AI\_Student\_Work’ * Organise data into a table structure with the survey answers, alongside their frequency * Create bar chart to represent all values * Adhere to relevant conventions | Bar chart of the number of teachers who have utilised Plagiarism AI detection for student’s work |

**Annotated Mock UpA white paper with writing on it

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