

DATA 23700 Autumn 2025

Exercise 3: Design critique

Due October 17, 2025

In this exercise, you will form groups of 4–5 and offer constructive critique on visualizations created by your peers for Assignment 1. You will see only the final image but not the rationale for their design choices. Keep in mind that you cannot see the whole thought process behind the chart, and be respectful of each other. Consider the choices made about elements of the grammar of graphics such as marks, encodings, scales, labels, and annotations. You may also focus your critique on other elements of design.

Each student group should submit one PDF document on Gradescope. This should include each student’s visualization from Assignment 1 as well as constructive critiques of it from each other group member. Be sure to select all group members’ names in Gradescope when submitting, so everyone who participated get credit for completing the exercise.

Instructions

Students should split into groups of 4–5 and upload each of your visualizations from Assignment 1 into a shared Google Doc. Do not include the written rationale you provided in the assignment, only the image itself.

Below each visualization other than your own, students should write their name followed by at least 3 pieces of design critique. Critiques should follow the format presented in lecture:

- **“I like...”** - Give positive feedback using statements that start with “I like”. Be sure to include some of these. Critique is not all negative.
- **“I wish...”** - Give negative feedback using statements that start with “I wish”, followed by things you wish the visualization designer had done differently or tasks that you wish the visualization supported better. Be respectful.
- **“What if...”** - Suggest redesign strategies using statements that start with “What if”. Try to come up with one of these for each visualization you consider since this is good practice for your own creative process.

For each critique, make sure that you say enough that it’s clear why you are giving the critique. If a critique seems petty or arbitrary, there’s probably a better way to say it or otherwise some other issue that’s more important. Be reflective; don’t just give your knee-jerk reactions.

Students are encouraged to discuss each others’ visualizations, what they were thinking about when they made their own, and how they might revise their visualization now that they have seen other views of the same data.