Critique: Attention/Distraction
Does your prototype employ technologies that some would consider distracting (e.g. personal mobile phones)? Does it feature attention-grabbing visuals (e.g. flashing screens) that may take away from the experience of nearby exhibits? How does your prototype promote sustained and attentive engagement?

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Critique: Digital Literacies
Does your prototype require the visitor to learn a new technology or interface? If so, will the visitor spend a disproportionate amount of time at this stage? How can your technology instruction requirements be reduced? Does your prototype require museum staff to learn a new technology or interface in order to translate it to the visitor?

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Critique: Accessibility/Inclusion
Is your prototype accessible to a wide range of bodies, abilities, ages, and learning styles? In imagining design personas, have you considered the wide range of people who visit the museum? Does your prototype meet AODA standards?

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Critique: Technology as the Object
Does your prototype foreground the use of a novel technology (e.g. virtual reality)? Does the technology that you've chosen to employ support the needs of delivering content, facilitating interaction, or telling a story? Are there any possible funding stipulations (e.g. sponsorship from a tech company) that could mandate the use of a specific technology?

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Critique: Truth/Authenticity
Is your didactic material authoritative? How does it perform authority? Are there any parts of your prototype that could be called into question over their truth claims (e.g. data visualizations)?

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