

Dashboard Design Process Book

Pooja Casula
Interaction Design Overview: A

September 20, 2019



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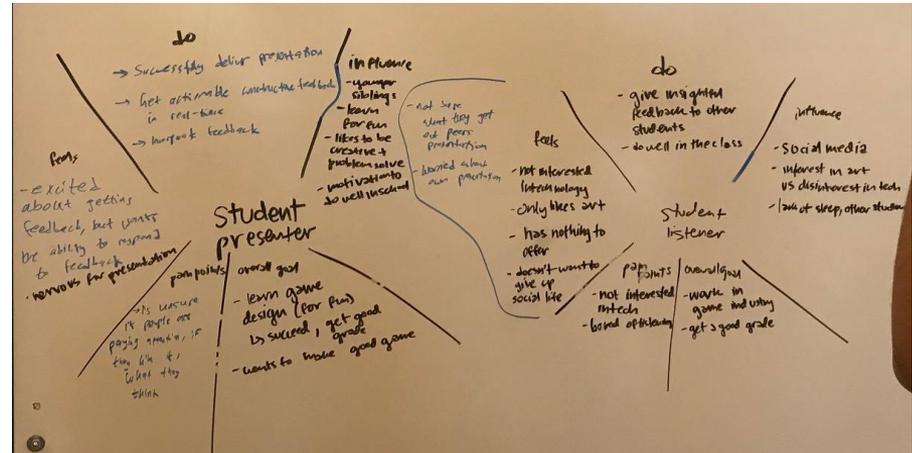
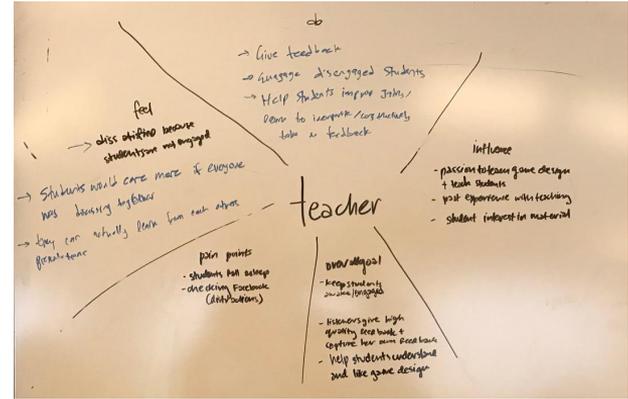
Introduction

The goal of this assignment was to design an interactive dashboard to be used by students and the instructor of a game design course. We were provided a data set and descriptions of three stakeholders of the dashboard. The stakeholders were the Instructor of the game design course, the student listener who was watching their peer give a presentation on their project and a student presenter who was presenting their game design.



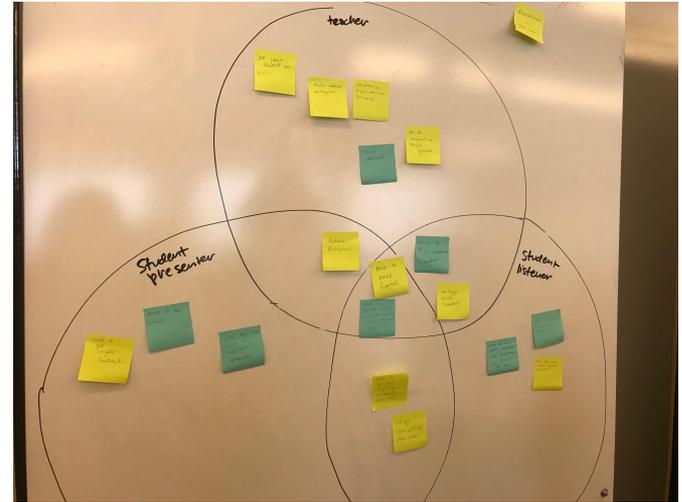
Empathy map for each persona

The first step in designing this dashboard was understanding the perspectives of all the stakeholders. The three stakeholders, or personas, were student presenter, student listener and the instructor. We first mapped out the needs and wants of all three personas in order to see how we could design a dashboard that the stakeholders could use productively.



Mapping user needs to data

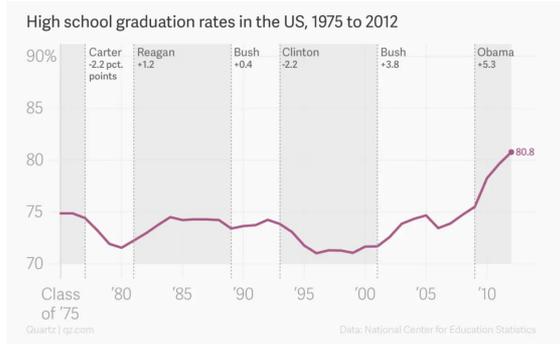
The next step in this process was integrating the real-life data with our understanding of what the stakeholders want. For example, the persona description of the instructor was that she wanted to be able to not only monitor the students in the course during presentation times, but also to be able to provide helpful feedback to her students who were presenting their work. As a user, the instructor needed to be able to multitask, without losing focus of the presentation and also needed to be able to monitor students without overly policing them and seeming domineering.



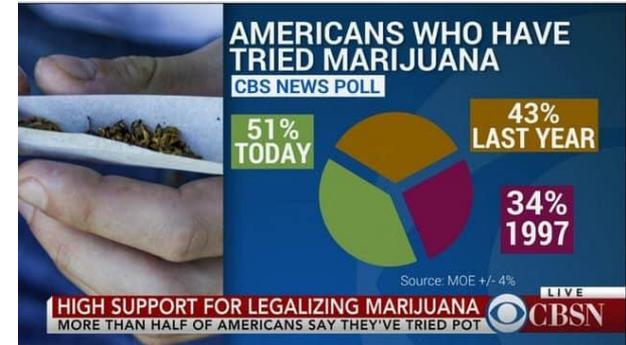
Good and Bad Data Displays

In order to understand what could make an effective data display, I spent some time researching examples of good and bad data displays. What makes a good data display, good? An bad one, bad? How can I utilize this information when thinking about my own dashboard design?

Good Data Display



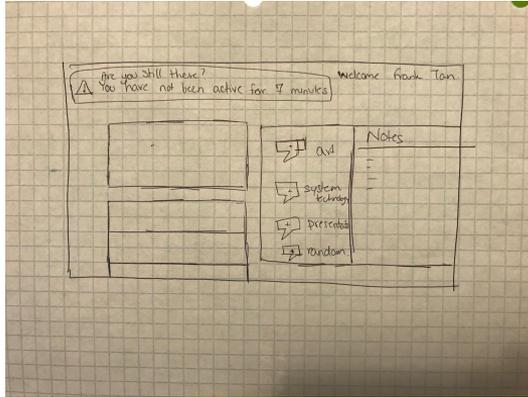
Bad Data Display



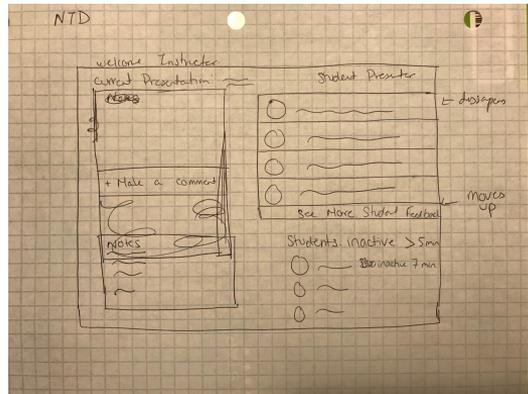
So what makes this a good data display? The display is easy to scan and makes it point to the user very clearly. The visualization clearly displays the changes in high school graduation rates from the years 1975 to 2012, enhancing the reader's understanding of the data. The line graph ensures that the upward trend is clear and makes the takeaway that high school graduation rates have increased in recent years, particularly at their highest under President Obama, obvious. The labels on the graph ensure that the reader knows the context and purpose of the visualization as well. The title clearly states the purpose of the graph. The labels of the presidents names make clear what the high school graduation rate was at the time they were president.

So what makes this an ineffective data display? This graph is ineffective because the pie chart format confuses the reader about the data. Instead of leading the reader to understand that the graph is comparing the results of three different surveys, it seems like it is comparing three different values from 1 survey. At first glance it looks like 51% of the people surveyed have tried marijuana today, 43% of the people surveyed tried it last year and 34% tried it in 1997. Statistically this does not make sense as the numbers do not add to 100. The graph cannot be easily scanned because if you did, you would interpret it incorrectly. Upon further understanding, it seems that there are 3 different surveys, one from today, one from last year and one from 1997, all of which asked people if they have tried marijuana or not.

Rough Hand Sketches #1



Student Listener View Rough Sketch #1



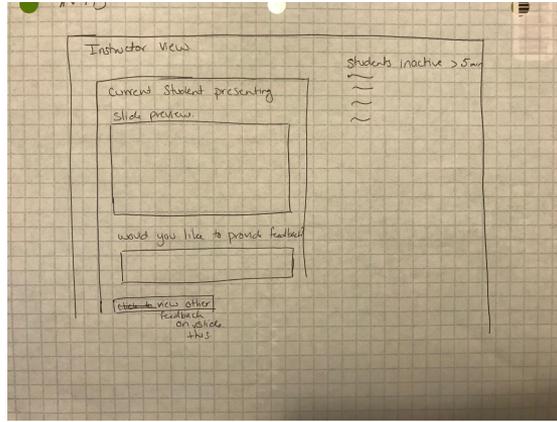
Instructor View Rough Sketch #1

After gaining a good understanding of what the users needs might be and how the given data fits into this, it was time to start designing! To start, I sketched 3 different designs for the Instructor view and the Student Listener view. The purpose of this step was to think about the different directions the dashboard design could go in by free sketching ideas that popped into my head.

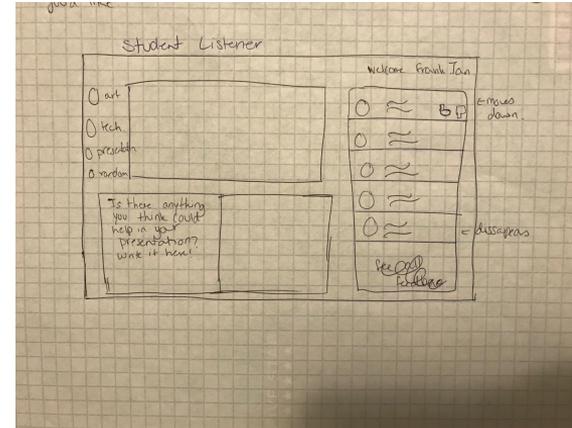
One of the main needs of the instructor was being able to identify inactive students easily. In this Instructor View design I thought about how to incorporate a list of inactive students on the dashboard screen without being extremely prominent. The idea was that the instructor would be able to access such a list easily, without it taking too much space and being in the forefront, because the instructor's main task was to provide feedback and observe other feedback.

In the design for the Student Listener view, I wanted to focus on how to categorize feedback. An aspect of the persona description that intrigued me was that the student listener was concerned that they did not have much to say about the technicalities of the game and was more interested in the design of the game, resulting in them giving more design heavy feedback. I thought about whether it would be possible for feedback categories to be set up so that students could provide comments for a specific aspect of the game. For example, if Frank wanted to provide feedback on an art aspect of the game, he could click on "art" and the feedback would be tagged as art related feedback. This would theoretically also make it easier for the student presenter to sift through the categorized feedback.

Rough Hand Sketches #2



Instructor View Rough Sketch #2

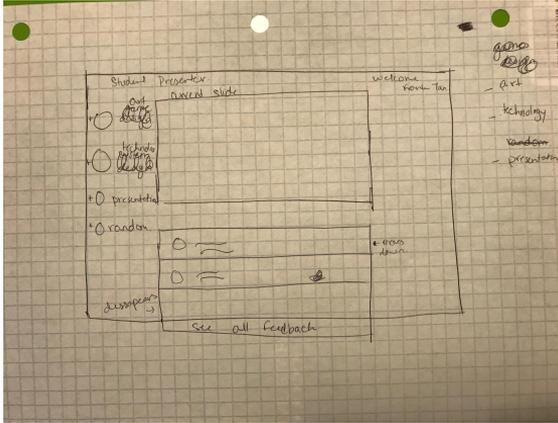


Student Listener View Rough Sketch #2

In the description of the personas, I noted that the student listener would really like to feel as though they were getting something out of this experience of listening to other presenters. Yes, it is important that they are providing feedback, but it seems just as important that they feel as though they are learning something from other presentations. Therefore I wanted to make space on the dashboard for the student listener to write down their own notes for themselves.

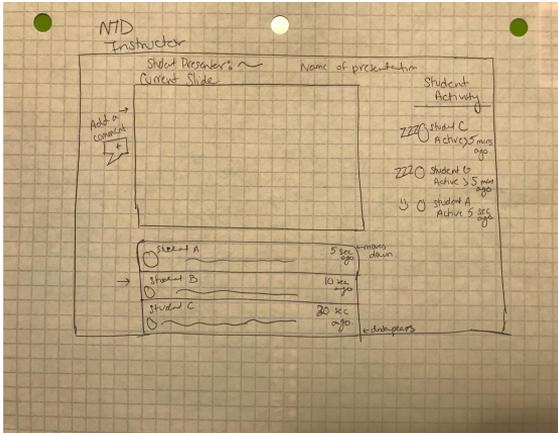
I was also under the impression that the instructor and the student listener should be able to view the slide on their screen and in person. The idea was that if the user is looking down at their screen to make notes or post feedback, they should be able to view the current slide on their screen as well.

Rough Hand Sketches #3



Student Listener View
Rough Sketch #3

In this sketch of the Instructor view, I really tried to focus on developing an easy way for the instructor to quickly view which students were inactive vs. active. I thought about using icons. ZZZs for students who were inactive and a smiley face for those who were. If an instructor needs to quickly glance down from the presentation and then back up, they could quickly look for the ZZZs on the screen to see who was inactive.

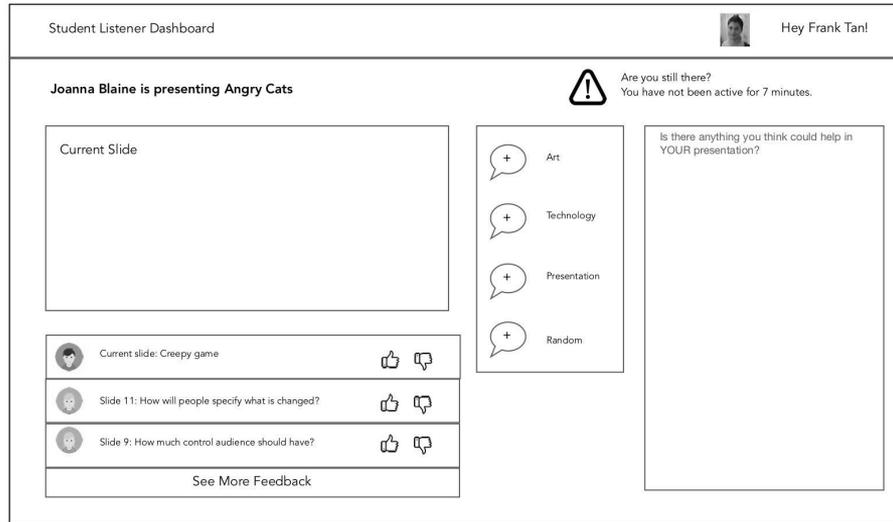


Instructor View
Rough Sketch #3

In this particular design of the Student Listener view, I focused other ways that easily allow a user to write feedback for the presenter without using a text box. Although a text box universally means that something could be written inside it, I was wondering whether there could be something else that could provide the same context to the user, but not be a text box. I realized after drawing up this sketch that I was missing the purpose of the design. The purpose was that the Student Listener could easily provide feedback for the presentation. Did it make sense to hide the feature they would use to do that? Instead it should have been at the forefront of the design. This led to this design needing to be reworked.

Student Listener Digital Dashboard

Creating the digital black and white designs was the next step in the dashboard design process. When creating these designs I really tried to focus on making sure that all the components I thought were necessary were at the forefront. For this step in the process I used Pages.

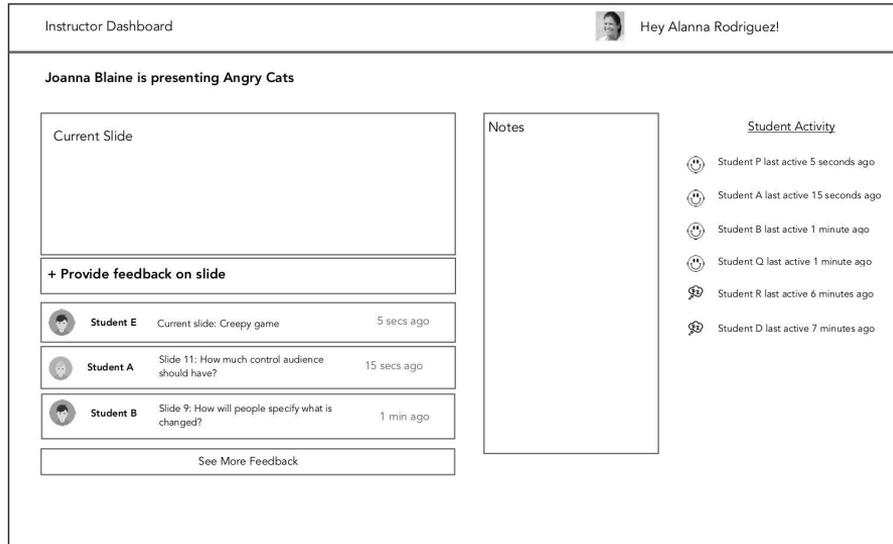


For the student listener I really wanted to include a mechanism to categorize the feedback and a warning to nudge the user to pay attention. Similar to my rough hand sketch, I decided to create categories in which students could put their feedback. Students would be able to click the comment sign with the plus inside in order to add feedback in that domain.

I thought about how to create a warning sign to notify the user that they've been inactive without being too overbearing. I didn't want the student listener to feel like they had to be forced into giving feedback because I feel like that just leads to irrelevant, not helpful feedback.

One of the main comments I received on this design was that the method of adding a comment or giving feedback had too many steps. The student needs to first identify the category in which to give their feedback, then click on it, then write the feedback and finally submit it. If we want to encourage a student to pay attention, we need to ensure that the method by which the student submits feedback is clear and present.

Instructor Digital Dashboard



For the instructor view I tried to enhance my rough hand sketch design which I felt clearly brought everything the instructor needed to the forefront. I made sure that the instructor had a clear place to write notes down that were separate from the feedback. I also attempted to incorporate the use of icons as quick ways to identify whether a student was inactive or active. The idea was that if a teacher were just quickly glancing at the screen, they'd only need to look for the ZZZs to see who was inactive.

I realized that there was no clear point of entry on the page. There are lots of components and features but your eye doesn't focus in on one thing. The main takeaway from this screen should be that the user can provide feedback to the presenter. The feedback that I received about this screen was that, the main takeaway was not clear. For my next iteration I needed to focus on developing a dashboard that clearly conveyed that takeaway.

Digital Color Designs

I received a lot of important feedback from my digital black and white designs that I tried to incorporate into my color designs. I realized that including a space for the current slide view was unnecessary, as we wanted the users to stay focused on the presentation as much as possible. I also realized that there was no clear point of entry on the screen. I decided to change that with the use of color. To create these designs I used InVision Studio.



Student Listener Color Design

Dashboard



Hey Frank Tan!

View other posts

- #Design
- #Technology
- #Presentation
- #Q1
- #Q2
- #Q3
- #Q4

Oralee Liana and Gena Evonne are presenting **A Start Just Wants To Go Home**

Question 1  Question 2  Question 3  Question 4 

What's on your mind, Frank?

0/200

Post Anonymously

Is there anything you think can help you in YOUR presentation?

how can players know what the constellations look like before they connect them? [#Design](#)

  5 seconds ago

i feel like it'll be difficult to distinguish between the scattered stars vs. the random stars [#Design](#)

  5 seconds ago

if people draw the wrong constellation or misremember it, lose points? [#Technology](#)

  5 seconds ago

Student Listener Color Design (explanation)

When observing another student's black and white design I noticed that they had used hashtags for their method of categorizing feedback. I thought that this was a great way to incorporate a social media aspect into this dashboard and that might make students more engaged. Thus I created hashtags which students would use when typing their feedback, automatically categorizing the feedback while also making it easier for a student to focus on the presentation. I used color to make a clear point of entry on the screen. I wanted to ensure that there was no confusion about where to write feedback and how to post it.

During our class discussions, there was a lot of concern about how students would feel about their comments having upvotes and downvotes and how popular comments may impact what students think. For example, would a very popular comment with lots of upvotes make a student with a different perspective shy about posting their thoughts, or would it de-incentivize a student from posting their own thoughts and rather just like someone else's. My thought was to allow students to post anonymously and to not display the amount of likes or dislikes on a comment. So students would be able to like or dislike feedback, but they would not know another student's perspective on that feedback. This would allow students to think for themselves.

Another point of feedback I received from my black and white design was to include the questions that the student presenter wanted feedback on. When I was creating my original designs, I missed that the student presenters already crafted questions that they wanted their audience to answer during their presentation. I realized that it would be important to include that in the screen. But I didn't want it to be too much in focus, because the main feature was the student listeners ability to post feedback on whatever they thought was important. Thus I have small boxes towards the upper half of the screen which if clicked on would reveal the question, 1 at a time.

I set a limit on the amount of words a student listener could type for their feedback because I wanted to be mindful that the student presenter would theoretically be sifting through the feedback. It would probably be more useful to them to have quick, straightforward feedback rather than convoluted, long feedback.

Instructor Color Design

Dashboard



Welcome Alanna!

 Students inactive >5 mins

 Most active students

View other posts

- [#Design](#) 79
- [#Technology](#) 52
- [#Presentation](#) 23
- [#Q1](#) 46
- [#Q2](#) 30
- [#Q3](#) 57
- [#Q4](#) 81

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Question 1  Question 2  Question 3  Question 4 

What's on your mind, Alanna?

0/200

Post as Instructor

Need to save a thought for later?

Julie Alice
how can players know what the constellations look like before they connect them? [#Design](#)
  5 seconds ago

Eldridge Bradford
End the game when a player successfully navigates a certain number of required constellations? [#Technology](#)
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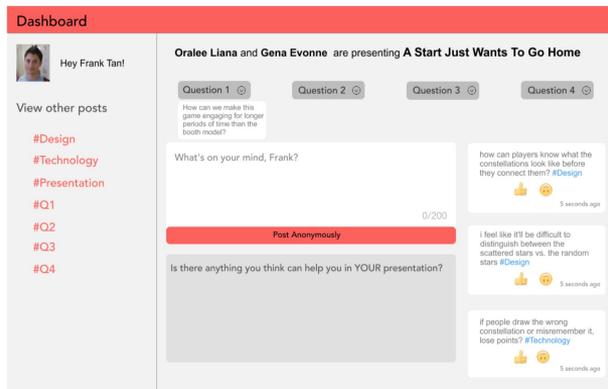
Instructor Color Design (explanation)

I wanted to make the Instructor view as similar to the Student Listener view so that the Instructor could get a good sense of what her students see and how they interact with their own dashboards. Thus, I added the hashtag method to tag different categories of feedback and the student presenters questions to ensure that the instructor's priority of providing feedback was at the forefront of this design. One thing I did want to veer away from in this design was having too many components visible. In my previous design I had that and it lead to no clear point of entry. In this design I used color to create that clear point of entry at the center of the screen at the feedback box. The idea was that the eye is immediately drawn to the "Post" button.

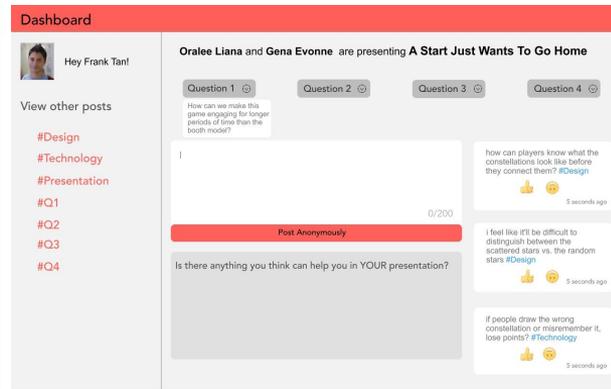
I wanted to ensure that the instructor could still easily identify students who were active vs. non-active, but not have this feature competing with the feedback form. To do this I made the feature clickable. If the instructor wants to view students who are inactive or students who are the most active, they could click on the links and the list would appear. I made the feature an option, so that the instructor could still focus on providing helpful feedback without being distracted.

Student Listener Designs with Animation

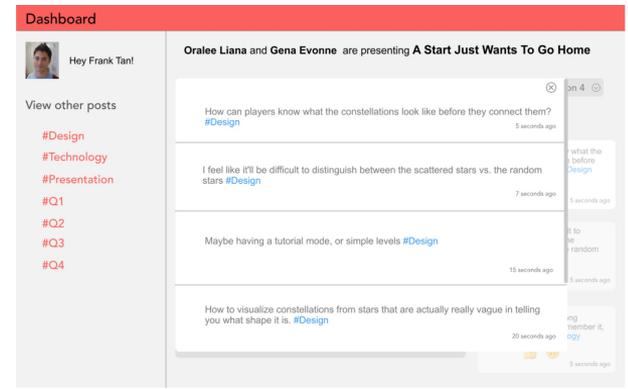
Much of my color designs relied on features that could not appear until the user clicked on them. This is where the animation came in. In InVision Studio there are options to create “Interactions” which are essentially animations. I utilized those to create the animations for my dashboard design.



In this design it was important to me that the student only view one question at a time to minimize distraction. If a student clicked on “Question 1” they would see question 1, and if they clicked a different question, question 1 would disappear.

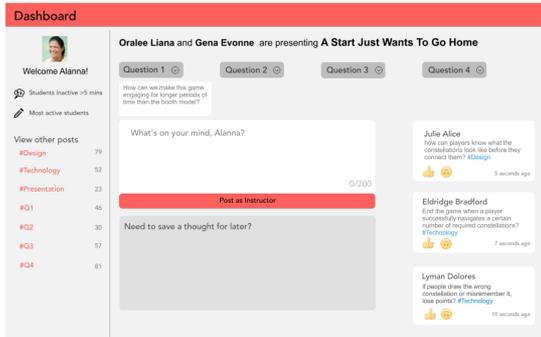


I created an animation so that if students clicked on the feedback post box, the default text would disappear and a bar would come up to indicate that the student could begin typing.

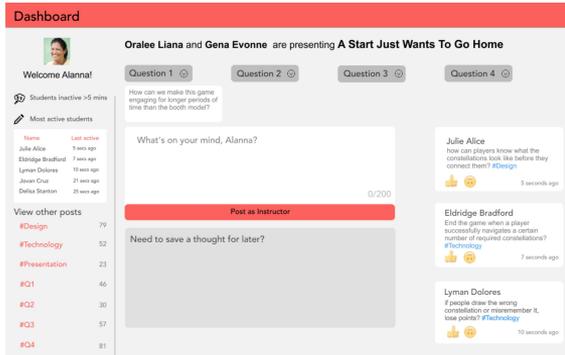


I created an animation so that if students clicked on the hashtag (#Design, etc.), a running list of all feedback using that specific hashtag would appear. The idea is that students could access all the feedback, within their given categories, by filtering through the hashtag.

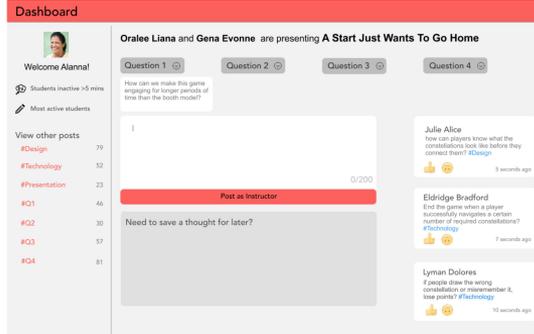
Instructor Designs with Animation



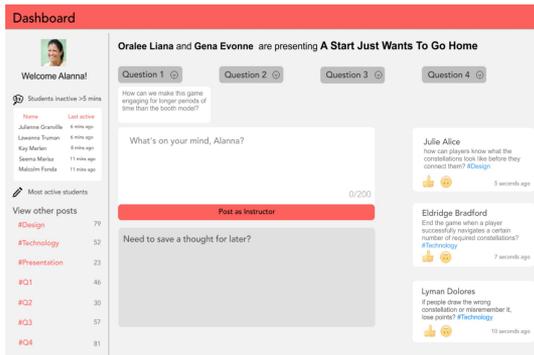
The instructor dashboard allows the user to view a question by clicking “Question 1”. The user can view a question, 1 at a time.



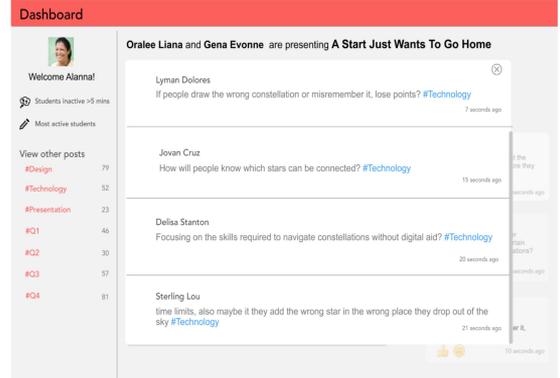
The instructor could click on “Most active students” and view a short list of the students who are most active.



Similar to the animation for the student listener view, a blinking bar indicates that a user could type into the text box after they click the box.



The instructor could click on “Most active students” and view a short list of the students who are most active.



Similar to the student listener view, the instructor view allows users to view all feedback using a particular hashtag. In this case, if a user clicks on “#Technology”, they can view all the feedback students made relating to Technology and using the hashtag.

Final Student Listener designs

Based on the feedback I received from my animated dashboard design I made a few minor changes. I decided to have one question present as the first screen of the dashboard in order to indicate to users that they could view questions by clicking on the question boxes in the upper half of the screen. I also decided to adjust the white space and structure of the comments that appear after the user clicks on the desired hashtag to view comments using that hashtag.

Dashboard

Hey Frank Tant

Oralee Liana and Gena Evonne are presenting **A Start Just Wants To Go Home**

Question 1 Question 2 Question 3 Question 4

How can we make this game engaging for longer periods of time than the booth model?

What's on your mind, Frank?

0/200

Post Anonymously

Is there anything you think can help you in YOUR presentation?

#Design

#Technology

#Presentation

#Q1

#Q2

#Q3

#Q4

how can players know what the constellations look like before they connect them? #Design

i feel like it'll be difficult to distinguish between the scattered stars vs. the random stars #Design

if people draw the wrong constellation or misremember it, lose points? #Technology

Dashboard

Hey Frank Tant

View other posts

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0/200

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5 seconds ago

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0/200

Post Anonymously

Is there anything you think can help you in YOUR presentation?

Given the current planned gameplay loop, how could we implement a reasonable fail state?

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Comments for #Design

How can players know what the constellations look like before they connect them? #Design 5 seconds ago

I feel like it'll be difficult to distinguish between the scattered stars vs. the random stars #Design 7 seconds ago

Maybe having a tutorial mode, or simple levels #Design 15 seconds ago

How to visualize constellations from stars that are actually really vague in telling you what shape it is. #Design 20 seconds ago

if people draw the wrong constellation or misremember it, lose points? #Technology 5 seconds ago

Final Instructor designs

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how can players know what the constellations look like before they connect them? #Design
5 seconds ago

Eldridge Bradford
End the game when a player successfully navigates a certain number of required constellations? #Technology
7 seconds ago

Lyman Dolores
If people draw the wrong constellation or misremember it, lose points? #Technology
10 seconds ago

Dashboard



Welcome Alanna!

Students inactive >5 mins

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Question 1 Question 2 Question 3 Question 4

How can we make this game more intuitive?

0/200

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How can we make this game engaging for longer periods of time than the booth model?

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Comments for #Technology

Lyman Dolores
If people draw the wrong constellation or misremember it, lose points? #Technology
10 seconds ago

Jovan Cruz
How will people know which stars can be connected? #Technology
15 seconds ago

Delisa Stanton
Focusing on the skills required to navigate constellations without digital aid? #Technology
20 seconds ago

Sterling Lou
time limits, also maybe if they add the wrong star in the wrong place they drop out of the sky #Technology
21 seconds ago

Post as Instructor

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Conclusions

This was the first time I worked on a design from conception to prototype. I had a lot of fun brainstorming and finding what worked and what didn't work. I learned how to use data and personas to make assumptions about how the user might feel given a specific aspect of a design. For example, when I first thought about how to design the Instructor dashboard, I didn't think much about how the instructor may feel using the product or how she/he might want to be perceived by her students. Only after creating the empathy map and trying to think from the perspective of the instructor did I really begin to see what components of a dashboard are really important to include.

I also learned a lot of technical skills from this experience. I learned what an empathy map was and how important it is in the general design process. I also learned how to use InVision for my prototypes and animation.

In the future I hope to use my understanding of what makes a good data display to build more interactive dashboards. I hope to use InVision for various other projects. I also hope to utilize my knowledge of data driven design to build more effective products.

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#)
- Illustrations by [Undraw.co](#)