

MOBILE APPLICATION PROJECT PRESENTATION

PRESENTER

REVIEWER

PROJECT

ANALYTICAL EVALUATION 1 = low score | 4 = high score

PROJECT BRIEF (SET CONSTRAINTS)

1 2 3 4 Overview

- App enables a defined audience to learn a defined complex process.
- App develops understanding and/or skills related to the defined complex process.
- Justifies purpose of service.
- Defines goals of service clearly.
- Explains learning outcomes as a progression.
- Articulates specific outcome illustrated in demo.

1 2 3 4 Service Ecology

- Diagrams the key aspects of the complex process.
- Diagrams app within larger system of services.
- Identifies existing apps related to complex process.
- Illustrates the mobile affordances used by the app.

1 2 3 4 Context assessment

- Defines the audience.
- Illustrates key behaviors and settings.
- Defines ideal times and locations of interaction.
- Contextualizes the factors and actors involved.
- Defines the audience's motivation to use the app.
- Explains direct benefits for the audience.

APP DEMONSTRATION

1 2 3 4 Scenario

- Illustrates circumstances that prompt app use.
- "Before" situation appropriate for app use.
- Demonstrates an interactive thread of the app.
- Chosen thread clearly represents look/feel of app.
- "After" situation illustrates learning outcome.
- Clear relation among before, during, and after.

1 2 3 4 Information architecture (of interface)

- Consistent visual language throughout.
- Consistent interactive/behavioral language.
- Consistent structure throughout.
- Insightful languages for complex process.
- Clear expectations of use for graphic elements.
- Legible typography on a mobile screen.
- Appropriate graphic strategy for context of use.
- Scalability of demo graphics to full app. is clear.
- Inventive elements of awe and surprise.

1 2 3 4 Production

- Fully-developed interactive thread.
- Suffers no technical glitches.

OVERALL PRESENTATION

1 2 3 4 Presentation slides and organization

- Title slide (course, project title, student name).
- Summary slide includes key info. for discussion.
- Concise on-topic representation of materials.
- Professional verbal delivery of materials.
- Demonstrates extensive knowledge in Q&A.

Additional comments:

HOLISTIC EVALUATION 1 = low score | 5 = high score

EXPLANATION

Describe the context

Please select the point option best evidenced by the presentation.

- 5 Thorough, elegant, and inventive
- 4 Atypical and revealing
- 3 Some in-depth and personalized ideas
- 2 Incomplete but with apt and insightful ideas
- 1 Superficial assessment

Justify the design

- 5 Fully supported, verified, and justified
- 4 Well supported by argument and evidence
- 3 Goes beyond the given with supported theory
- 2 Limited support with sweeping generalizations
- 1 Black-and-white rationale

Articulate the strategy and design

- 5 Unusually elegant and inventive
- 4 Goes beyond what is obvious
- 3 Goes beyond existing solutions
- 2 Extends some aspect of the assignment
- 1 Descriptive, rather than analytical or creative

Additional comments:

INTERPRETATION

Analyze the importance and significance

- 5 Powerful and illuminating
- 4 Nuanced
- 3 Helpful
- 2 Plausible
- 1 Simplistic or superficial

Weave a story together from various facets

- 5 Rich and insightful story
- 4 Insightful story
- 3 Clear and instructive story
- 2 Makes sense of a story
- 1 Decoding with little or no interpretation

Identify alternative stories

- 5 Rich history of the context
- 4 Telling history of the context
- 3 Useful history of the context
- 2 Provides a history of the context
- 1 Restates existing context

Additional comments:

APPLICATION

Demonstrate translation of knowledge

- 5 Fluent, flexible, and efficient use of knowledge
- 4 Competent use of knowledge
- 3 Able to use knowledge
- 2 Relies on a limited repertoire
- 1 Resembles a "one-liner"

Synthesize purpose, audience, and setting

- 5 The design enhances the relationships
- 4 The design groups all three elements
- 3 The design associates at least 2 elements
- 2 The design arbitrarily assigns relationships
- 1 The elements are independent of each other

Suggest scalability of the design

- 5 Novel, diverse, and difficult contexts
- 4 Appropriate and demanding contexts
- 3 Limited range of contexts
- 2 A single context
- 1 A single procedure

Additional comments:

PERSPECTIVE

Attach value to design approach

- 5 Penetrating and novel viewpoint
- 4 Revealing and coordinated critical view
- 3 Reasonably critical look at all points
- 2 Acknowledges a specific point of view
- 1 Uncritical point of view

Conceptualize values in relation to others

- 5 Effectively critiques other plausible perspectives
- 4 Considers other perspectives
- 3 Considers points of view within own context
- 2 Limited consideration of other perspectives
- 1 Egocentric argument and criticisms

Anticipate implications of approach

- 5 Considers long-term implications of approach
- 4 Qualifies temporal limitations of approach
- 3 Illuminates plausibility of full application
- 2 Articulates experience of immediate use only
- 1 Articulates features of immediate use only

Additional comments:

EMPATHY

Respond to audience's existing skill set

- 5 Builds from audience's existing skill set
- 4 Utilizes audience's existing skill set
- 3 References a necessary skill set
- 2 Assumes audience has an existing skill set
- 1 Does not consider audiences skill set

Respond to audience's emotional state

- 5 Coaches emotional state toward ideal for learning
- 4 Responds to audience's emotional state
- 3 Recognizes audience's emotional state
- 2 Over exaggerates depiction of emotional state
- 1 Does not consider audience's emotional state

Advocate for the audience's needs

- 5 Serve audience's immediate and anticipated needs
- 4 React to audience's immediate needs
- 3 Recognizes audience's needs
- 2 Mistakes personal needs for audience's needs
- 1 Does not consider audience needs

Additional comments:

SELF-KNOWLEDGE

Reflect upon own understanding of mobile

- 5 Able and willing to act on own understanding
- 4 Articulates strengths/limits of own understanding
- 3 Aware of key mobile affordances
- 2 Recognizes mobile differs from other media
- 1 Unreflective about mobile affordances

Disclose impact of own assumptions

- 5 Recognizes role of own assumptions in project
- 4 Aware of own assumptions in project
- 3 Understand that assumptions effect the project
- 2 Generally aware of own assumptions
- 1 Unreflective about own assumptions

Assess transferability of knowledge gained

- 5 Able to develop knowledge in future projects
- 4 Able to apply knowledge to future projects
- 3 Recognizes transferable aspects of knowledge
- 2 Aware of general transferability of knowledge
- 1 Unreflective about transferability of knowledge

Additional comments: