Infographics

Application Project - Post-Test

Do you ever not feel like reading? Do you just want to get the information you need quickly and easily instead? Enter the magic of the infographic. It has become increasingly important in a world of non-readers as an entry point into the in-depth information that our audiences need, but they may not necessarily want until prompted.

STEP 1: Use the information provided below:

**Pew Research Center**

Most parents of teenagers are concerned about what their teenage children do online and how their behavior could be monitored by others. Some parents are taking steps to observe, discuss, and check up on their children’s digital footprints, according to a 2014 survey by the Pew Research Center’s Internet & American Life Project.

- 81% of parents of online teens say they are concerned about how much information advertisers can learn about their child’s online behavior, with some 46% being “very” concerned.
- 72% of parents of online teens are concerned about how their child interacts online with people they do not know, with some 53% of parents being “very” concerned.
- 69% of parents of online teens are concerned about how their child’s online activity might affect their future academic or employment opportunities, with some 44% being “very” concerned about that.
- 69% of parents of online teens are concerned about how their child manages his or her reputation online, with some 49% being “very” concerned about that.
- Some of these expressions of concern are particularly acute for the parents of younger teens; 63% of parents of teens ages 12-13 say they are “very” concerned about their child’s interactions with people they do not know online and 57% say they are “very” concerned about how their child manages his or her reputation online.

You should not use ALL of the information provided, but spend some time studying it and discussing it with a partner, if desired. What is the MAIN idea you want to communicate to your audience?

STEP 2: Once you have looked at and thought about the information, choose a type of infographic that best conveys that information to the reader – quickly and clearly. Here are some options:

- Pie chart
- Diagram
- Line graph
- Bar chart
STEP 3: Then, use at least ONE image in order to grab the reader’s attention – and don’t forget to use color and font choices that are interesting and unique, as well as tied to the subject matter. You MUST cite the information at the bottom of the graphic and be creative and eye-catching in your delivery, keeping in mind the good design skills we learned in previous units.

STEP 4: Revise, revise, edit, and edit again to make your info graphic as publishable as possible in either the MHS Mirror newspaper or the MHS Riddle yearbook.

The Info Graphic Application Project is worth 100 points. You will have two work days in class to complete the project, with formative feedback included in that time from both peers and the instructor. See the attached rubric for specific details on how you will be graded.
### Infographic Rubric - Post-Test

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Exceeds 4</th>
<th>Meets 3</th>
<th>Needs Improvement 2</th>
<th>Does Not Meet 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>News Judgment</strong> (Module 1)</td>
<td>Infographic exhibits clear and profound understanding of article or issue it is connected with and only enhances a newsworthy message to the reader</td>
<td>Infographic exhibits an understanding of article or issue it is connected with and makes sense of a newsworthy topic</td>
<td>Infographic only subtly or somewhat vaguely exhibits an understanding of article or issue it is connected with; topic is still newsworthy</td>
<td>Infographic does not exhibit understanding of article or issue it is connected with; may not be newsworthy</td>
</tr>
<tr>
<td><strong>Graphics – Relevance to Purpose</strong> (Module 3)</td>
<td>All images and ideas are related to one main point about the topic; images make concept quick and easy to grasp</td>
<td>All images and ideas are related to the main point about the topic and most make it easier to understand</td>
<td>All graphics relate to the topic – not all to one main point</td>
<td>Graphics do not relate to the topic or any main point</td>
</tr>
<tr>
<td><strong>Composition and Creativity</strong> (Module 4)</td>
<td>The infographic includes all elements of good design as well as some creative flair that makes it exceptionally attractive in terms of layout and neatness.</td>
<td>The infographic includes mostly elements of good design, and is generally attractive in terms of layout and neatness.</td>
<td>Improvement could be made to design and creativity of infographic in at least ONE area, but it is acceptably attractive, though it may be a bit messy in one aspect.</td>
<td>Several elements are missing that would make this design work more creatively, and infographic is distractingly messy or poorly designed.</td>
</tr>
<tr>
<td><strong>Content &amp; Accuracy</strong> (Module 2)</td>
<td>All facts are accurate and important on the infographic. CITED and SOURCE(s) above reproach</td>
<td>One fact is inaccurate or unattributed on the infographic.</td>
<td>Two facts are inaccurate or unattributed on the infographic.</td>
<td>Three facts are inaccurate or unattributed on the infographic.</td>
</tr>
<tr>
<td><strong>Headlines and Copy: AP Style and Mechanics</strong> (Modules 3, 5)</td>
<td>Headlines follow conventions and are both creative and informative; heads break NO rules and draw readers into every story on page with both their content and composition; infographic is well edited and virtually flawless</td>
<td>Headlines follow most conventions and are creative and informative; heads break no more than ONE rule and draw readers into stories on page; could be more original or creative; perhaps ONE minor mechanics error is present</td>
<td>Headlines follow some conventions and are informative; heads break no more than TWO rules; could be much more original or creative; TWO or more mechanics or AP Style errors are present</td>
<td>Headlines follow few conventions and lack accuracy often; heads break THREE or more rules; are not original or creative; THREE or more AP stule or mechanics errors are present</td>
</tr>
<tr>
<td><strong>Deadline Adherence</strong></td>
<td>Writer met deadline</td>
<td></td>
<td>Writer missed deadline by ONE day</td>
<td>Writer missed deadline by MORE than ONE day</td>
</tr>
</tbody>
</table>

**TOTAL _____ / 100**

Instructor Comments: