

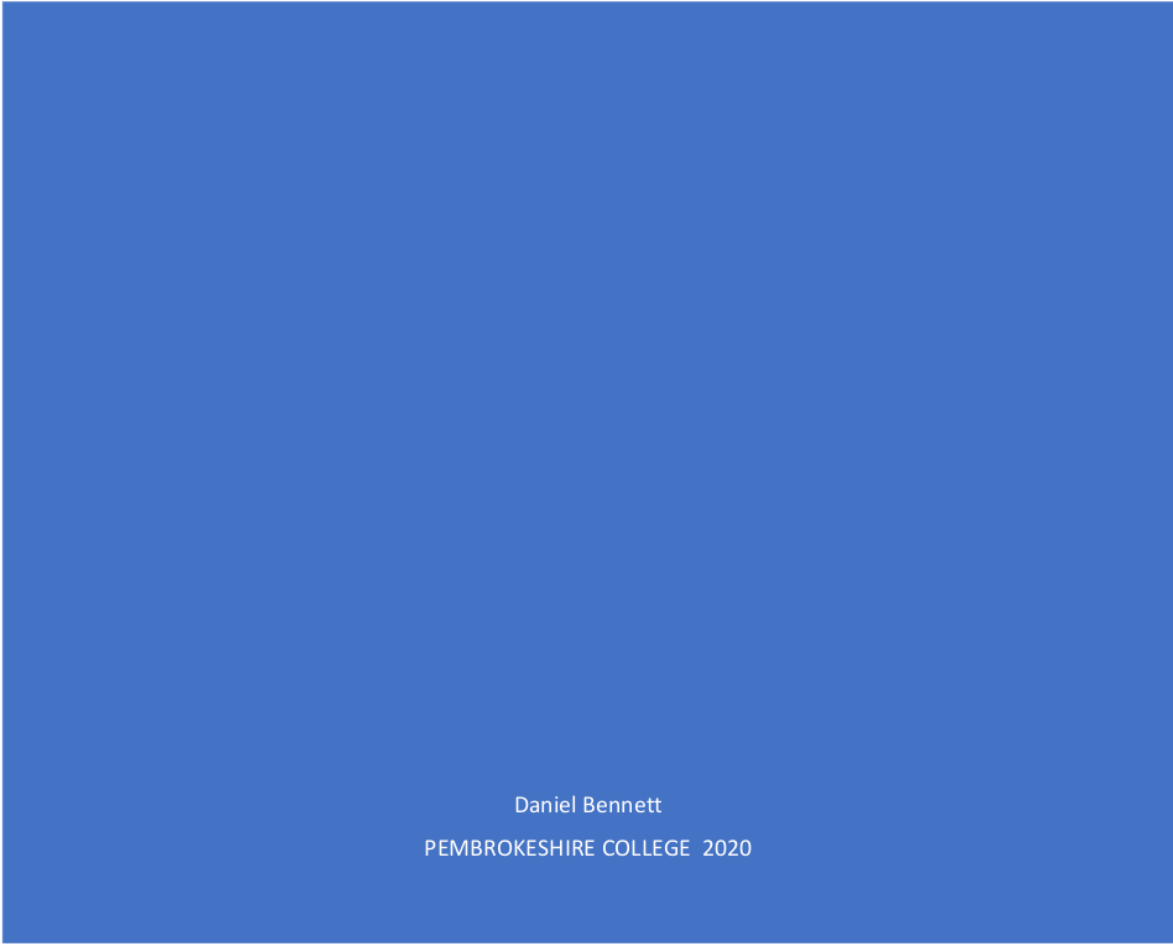
Secret of Success Analysis

by Daniel Bennett

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SECRET OF SUCCESS ANALYSIS



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Introduction

This document will discuss the document “Secret of Success” and discover how effective it is in presenting information. This analysis will be broken down into multiple sections in order to effectively describe what the poster does well and what could be improved. Below are the sections that will be discussed.

- Message
- Colour
- Text
- Graphs
- Graphics
- Cognition
- Improvements
- Conclusion

The purpose of this document will be to understand these aspects and apply that knowledge to future works and to critique the poster “Secret of Success”.

Message

To analyse this poster effectively it is important to understand the intent behind it. What is the poster trying to convey and tell the audience?

As the caption on the document specifies, this poster is displaying data from a question asked to different groups of people. The graph is trying to display these results to any viewer, there is no a specific audience to cater to.

The message behind this poster, is trying to show the different areas which effect how successful you will be in life. This is separated by different classes to show how income effects people’s perception of the question.

Colour

The colours used to create this graph are not easy to tell apart. The creator has used good distinct colours for each class group but has over-laid them on top of each other causing a mess of colours which aren’t very distinct from each other. This means it is hard to tell what is going on in the middle of the chart.

The creator has done well to choose a background colour. The creator has chosen a colour which is not white. Studies have shown that white backgrounds are not conducive to memory retention. By using a coloured background, the creator’s graph will be remembered easier by the reader. [1]

Text

The text used on this poster for the most part was well done, most of the text can be read easily and the font is blocky and easy to read. However, this is not true for the text that describes each section of the graph, it is far too small to be read from a distance and the meaning of each section can not be read at a glance due to this.

According to Make Signs a poster text should be able to be read from “*about a 4 foot distance*” [2]. Therefore, the creator should have used a larger font size so the text could have been read from that distance away.

Graphs

The graphs used in this poster are effective to display the content that has been asked. Although the text and colours could be improved upon, the actual graphing method is very effective in showing the differences between the 3 different classes. This is because there aren't many groups of data to display. As there are only 3 classes of data, by overlaying them you can easily see the differences between them and also easily spot similarities.

Graphics

There are graphics used on this poster to help differentiate the different sections which the classes find to be most important. They are an iconographical way to remember the different sections of the graph and stick in you mind more than the words. However, the creator has been smart to include the text along with these images as otherwise, the viewer would never be able to work out what they represent without a legend. [3]

Cognition

In terms of cognition, this poster fails the most here. It has long been established that the average amount of things a human can focus on at the same time is 7. [4] This means that when looking at a poster, in order to digest it without having to break it down, there needs to be seven or less elements to comprehend it quickly. Once you exceed this amount, the audience then has to spend time breaking down the poster to understand sections which makes the total amount the user focus on less than 7.

This is not very effective as it may put people off from looking at the poster in the first place as it is not easy to understand and not worth their time.

Improvements

To improve this graph to maximise its effectiveness the author recommends that the colours of the different classes be changed, or a new method is developed to identify the different classes once they are overlaid on each other. This is because it is hard to distinguish the different groups as the colours blend together too well.

In addition to this, the text is too small for the different answers. The audience has to get really close to the poster in order to read what each of the sections mean. It would be better

if the audience could understand all the sections whilst looking at the poster as a whole as it will have less of a strain on the cognition.

Conclusion

In conclusion, the author thinks that the creator has done a very good job in creating an effective poster. There are a few sections which let the poster down, which have been addressed in the improvement section. However, these improvements do not make the poster a failure, they just make it more effective. In summary, the author recommends acting on the improvements however, it is still a somewhat effective poster without them.

References

- [1] M. Anuardi, H. Shinohara and A. Yamazaki, "A Pre-study of Background Color Effects on the Working Memory Area of the Brain", *Procedia Computer Science*, vol. 96, pp. 1172-1178, 2016. Available: <https://www.sciencedirect.com/science/article/pii/S1877050916319706>. [Accessed 14 March 2020].
- [2] "Scientific Poster Design and Layout | Fonts, Colors, Contrasts, Screen vs. Print", *makesigns.com*, 2020. [Online]. Available: <https://www.makesigns.com/tutorials/poster-design-layout.aspx>. [Accessed: 14- Mar- 2020].
- [3] S. Toolbox, "Pictures vs. Words | Effective Learning Strategies", *Skillstoolbox.com*, 2020. [Online]. Available: <http://www.skillstoolbox.com/career-and-education-skills/learning-skills/effective-learning-strategies/pictures-vs-words/>. [Accessed: 14- Mar- 2020].
- [4] G. Physics, "In the Brain, Seven Is A Magic Number", *Phys.org*, 2020. [Online]. Available: <https://phys.org/news/2009-11-brain-magic.html>. [Accessed: 14- Mar- 2020].

Secret of Success Analysis

GRADEMARK REPORT

FINAL GRADE

40/0

GENERAL COMMENTS

Instructor

Student FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
Links to literature.		
· Some references used, purely online sources.	10	5
· No evidence given of wider reading		
2. Knowledge and Understanding Skills		

Description of what is wrong with the original poster. You have discussed all of the relevant areas of visualisation. some are related to the cognitive process. Some good evaluations, supported by relevant literature; however, you could have supported more of your points.	20	12
3. Cognitive and Intellectual Skills		

Suggestion of improvements to the visualisation · Message Identified. A fair evaluation of the 'message' · Some improvements identified mainly colour and text. · Some points supported by relevant literature.	15	8
Choice of appropriate methods to present data clearly and answer the questions asked of the data in the poster. · Only one graph type given. This part of the assignment was supposed to be a poster. A visualisation to convey a message. · Only answers 1 question -	20	3
4. Practical Application Skills		

Presentation of data with appropriate use of colour, shape, text and other creative elements. · You have not shown that you have thought about the people who are going to view your poster and design the data visualisation to make it easy for them to understand it. · Column colours are distinguishable. · Graph includes a legend, title and figures within the column. No axis labels. No other graphics, · No attempt to present graphic as a poster. · Plain – no attempt to add graphic design elements	25	4
5. Transferable Skills for Life and Professional Practice		
Document presentation, referencing. · Very good document presentation. Well structured, easy to read and with no spelling or grammatical issues. · Within the wordcount	10	8

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)

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