

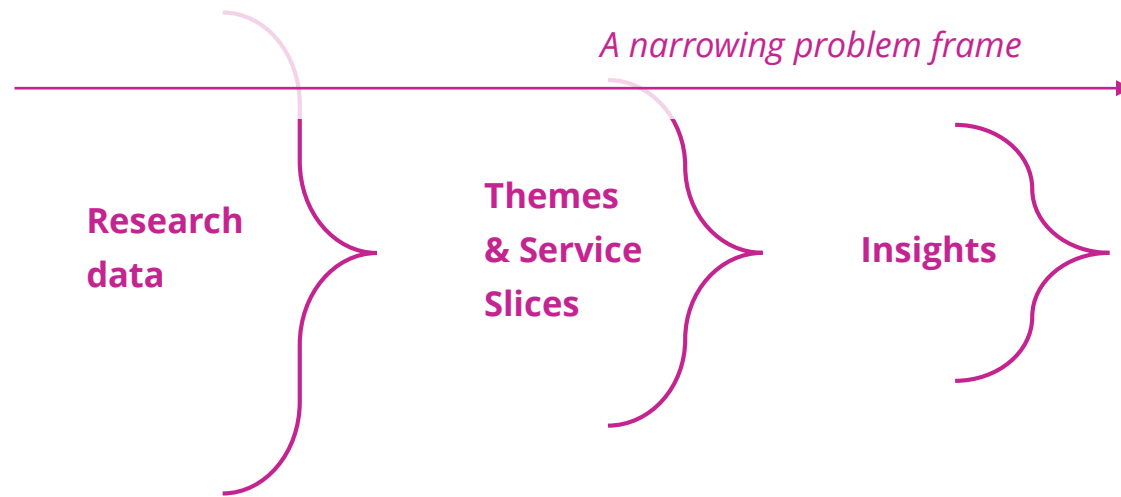
# **PRESENTING SYNTHESIZED RESEARCH, RECOMMENDATIONS, AND DESIGN CRITERIA**

## THE CULMINATION

**So far, our process hasn't been about  
problem solving.**

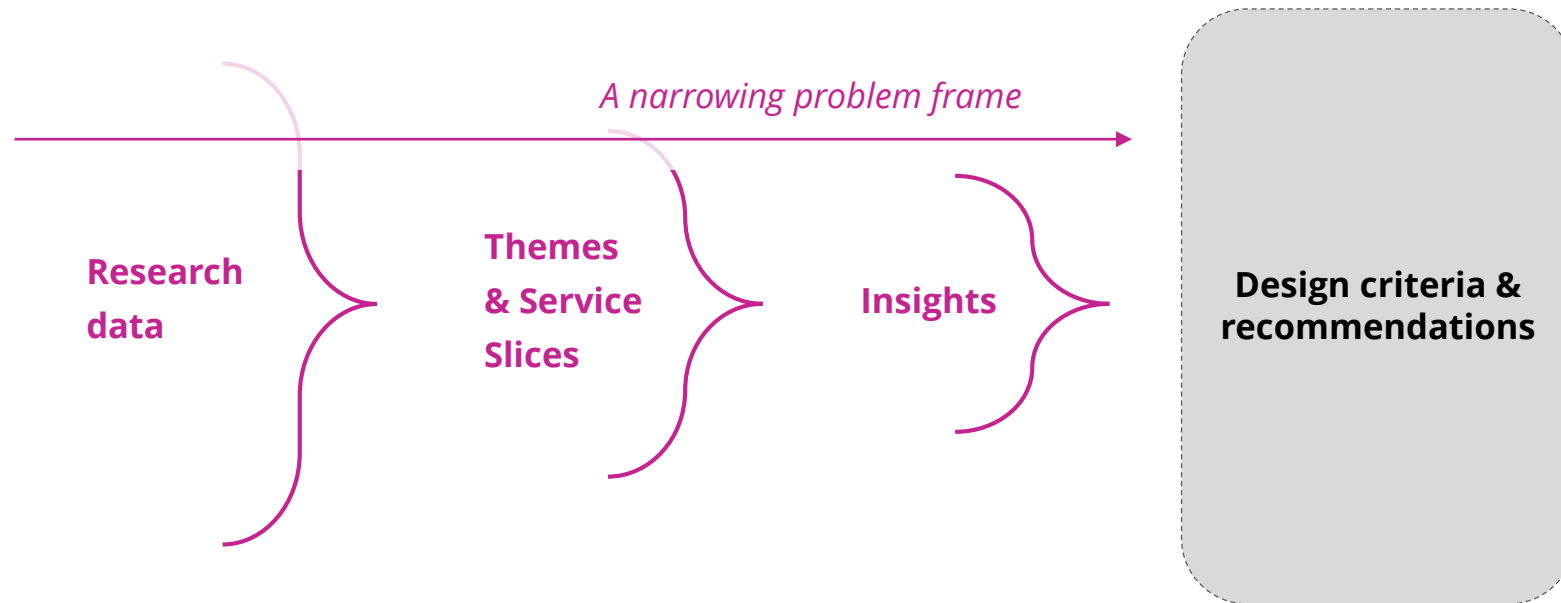
## THE CULMINATION

**Our process has been about framing a problem space, based on real wants, needs, and desires.**



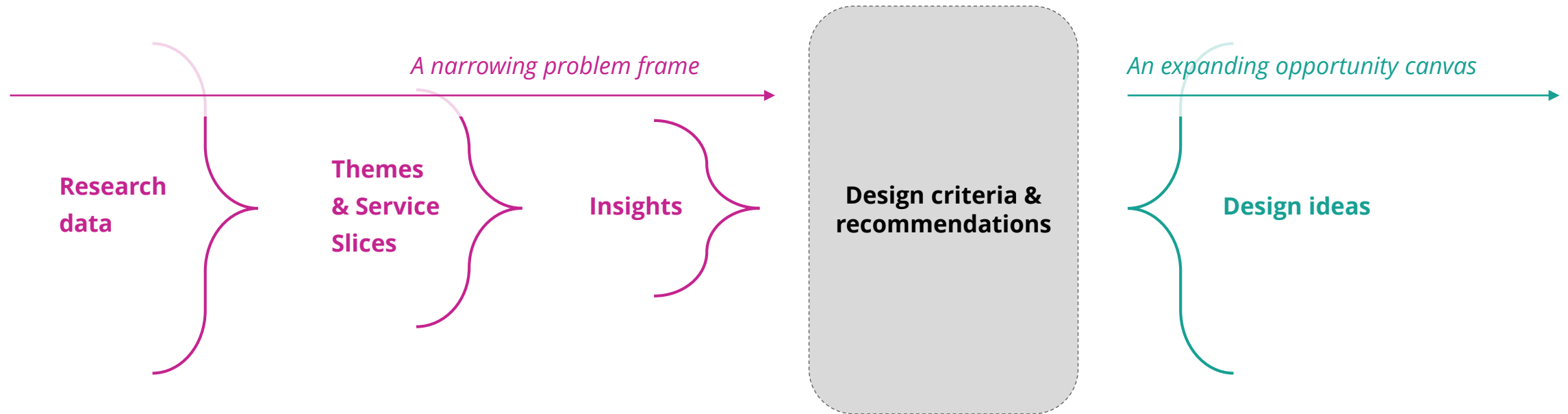
## THE CULMINATION

# Design criteria describe the parameters for design ideas.



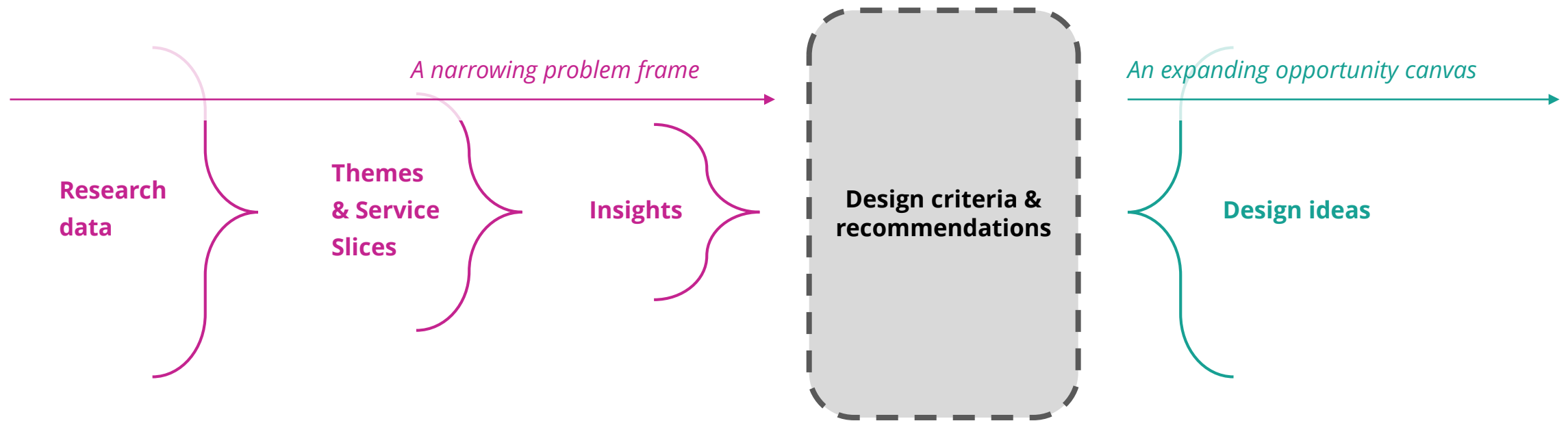
## THE CULMINATION

# They identify the constraints for future design activities.



## THE CULMINATION

# Good design criteria shape and drive a design vision without being overly prescriptive.



## DESIGN CRITERIA

# Design criteria and recommendations...

1. Build directly on insights: there is a clear connection between the things you learned and the things you are proposing
2. Are concise and simply articulated, so they can be easily understood and shared
3. Are limited in quantity to only the most important 3-5
4. Act as containers for ideation

## DESIGN CRITERIA

# Design criteria and recommendations...



**GOOD**

*Our student debt products should...*

**Give students simple visualizations of complex processes.** The language used in financial documents is overly technical. Our products should provide a visual way to communicate ideas in a language students understand, rather than forcing them to learn the language of financiers.



**BAD**

*Our student debt products should...*

**Give students line graphs** that use two or three colors to differentiate the different amounts of money (including their principle, interest, and remaining debt). This will help them better pay their quarterly payment.



## DESIGN CRITERIA

# Design criteria and recommendations...



GOOD

*Our student debt products should...*

**Give students simple visualizations of complex processes.** The language used in financial documents is overly technical. Our products should provide a visual way to communicate ideas in a language students understand, rather than forcing them to learn the language of financiers.

The design recommendation has a simple title.

## DESIGN CRITERIA

# Design criteria and recommendations...

### ✓ GOOD

*Our student debt products should...*

**Give students simple visualizations of complex processes.** The language used in financial documents is overly technical. Our products should provide a visual way to communicate ideas in a language students understand, rather than forcing them to learn the language of financiers.

The problem is clearly stated. This problem is directly tied to insights that were previously presented.

## DESIGN CRITERIA

# Design criteria and recommendations...

### ✓ GOOD

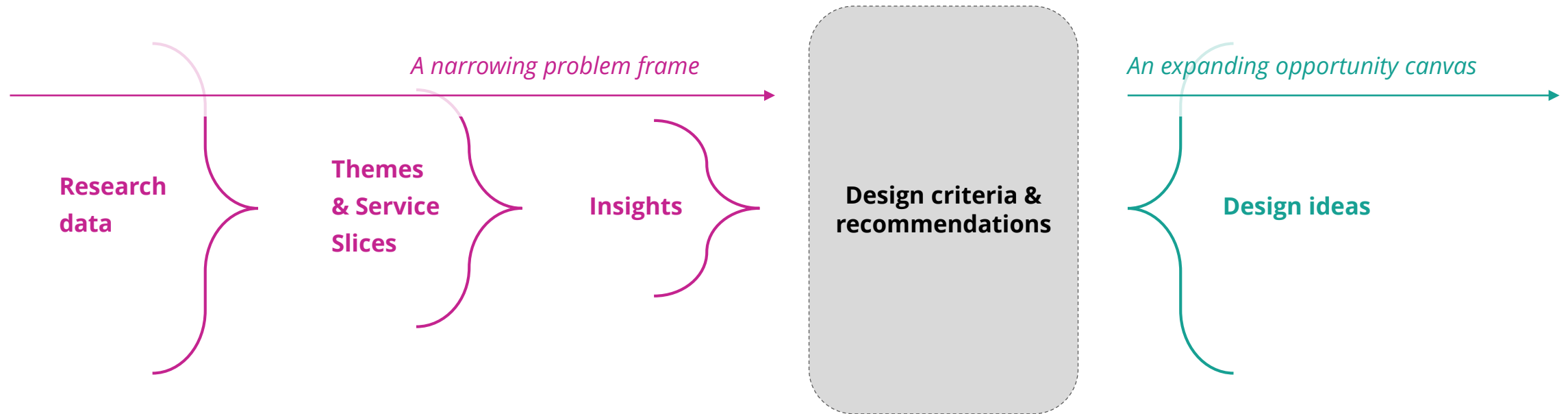
*Our student debt products should...*

**Give students simple visualizations of complex processes.** The language used in financial documents is overly technical. Our products should provide a visual way to communicate ideas in a language students understand, rather than forcing them to learn the language of financiers.

The design recommendation is described and explained in simple, easy to understand language. It makes it clear what to do, but does not prescribe how to do it.

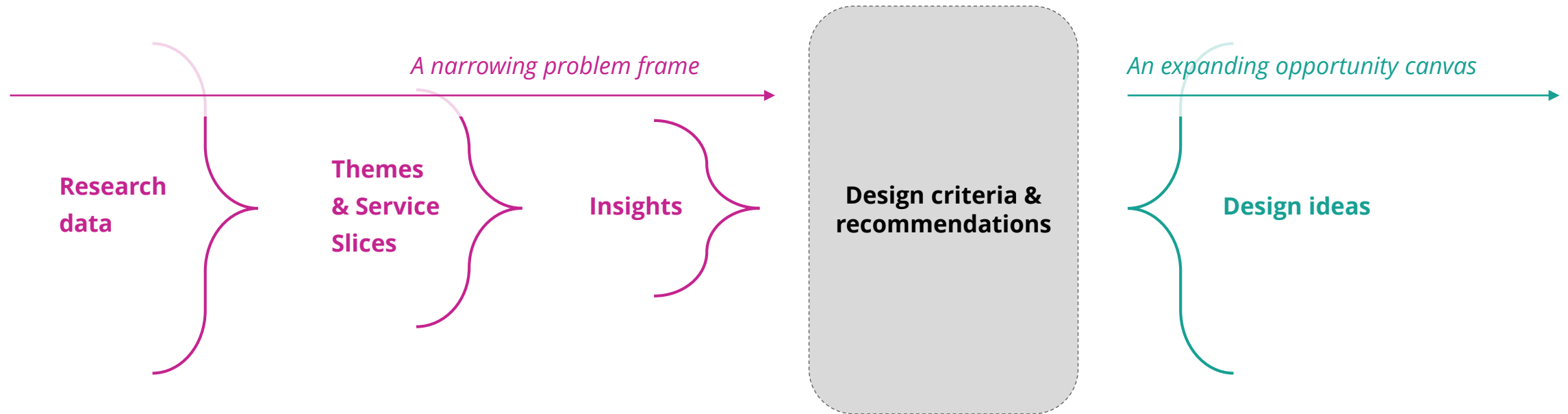
## THE CULMINATION

# A presentation of design criteria and recommendations is a turning point.



## THE CULMINATION

**Your primary goal is to convince your audience that your design criteria and recommendations are good ones.**



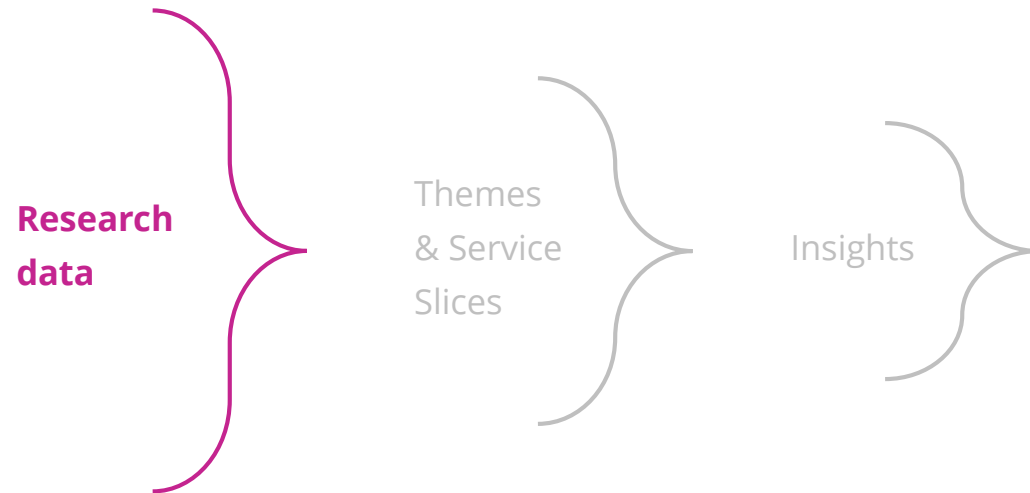
## GOALS

# Your audience needs to:

1. Believe in your process
2. Trust your research findings
3. Gain your frame of understanding
4. Understand your recommendations
5. Respect and value your guidance

## BRINGING YOUR AUDIENCE ALONG

# What's hard to believe about your process?



You only talked to a small number of people.

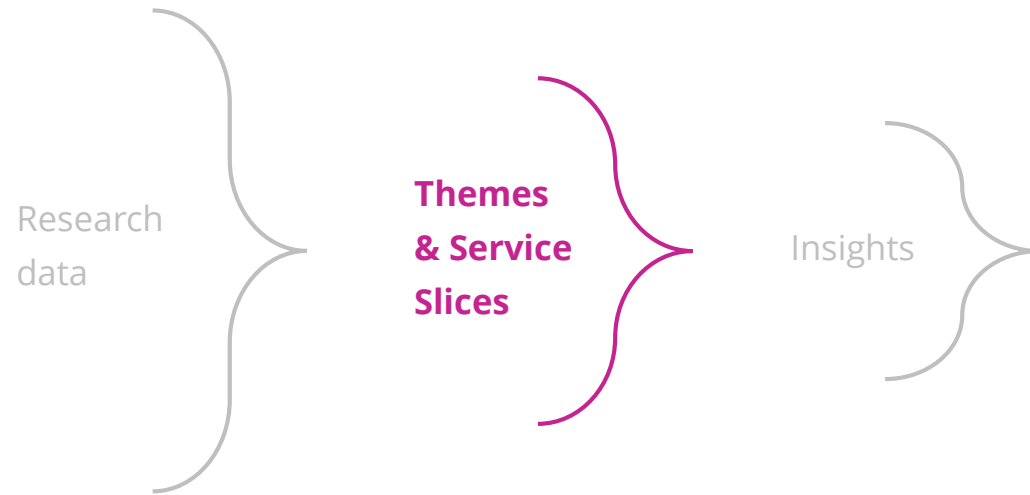
You didn't ask everyone the same questions.

You didn't randomly select your participants.

You didn't have a hypothesis.

## BRINGING YOUR AUDIENCE ALONG

# What's hard to believe about your process?



You didn't define explicit, consistent theming criteria.

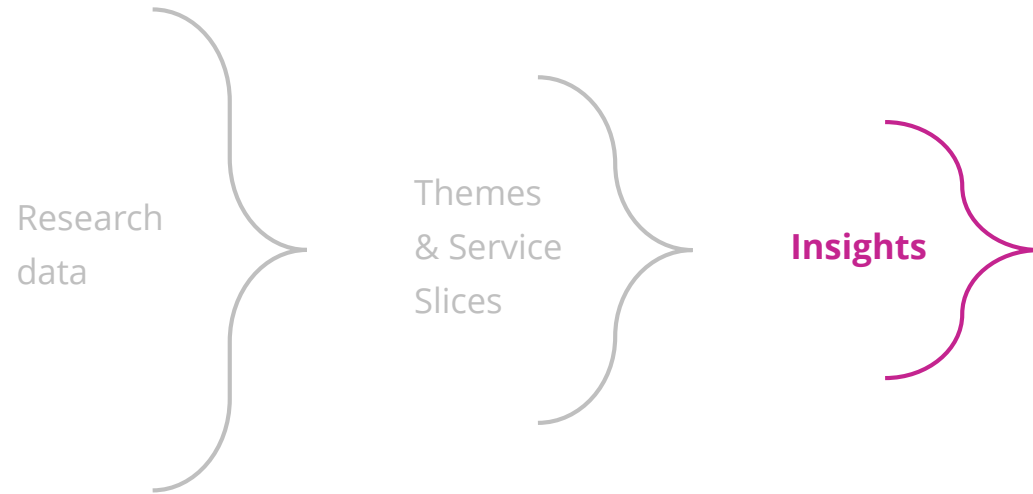
You didn't theme all of the data.

Your models aren't complete.



**BRINGING YOUR AUDIENCE ALONG**

# What's hard to believe about your process?



You just made things up.

**BRINGING YOUR AUDIENCE ALONG**

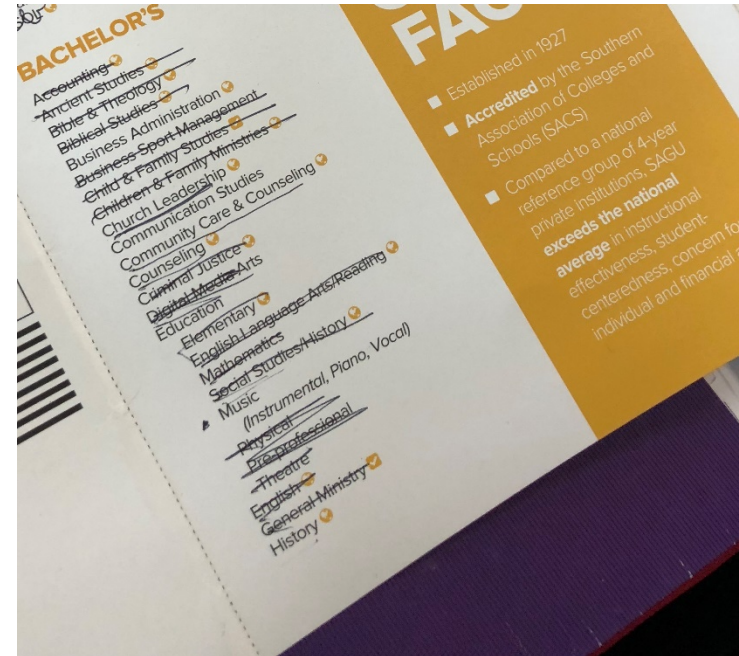
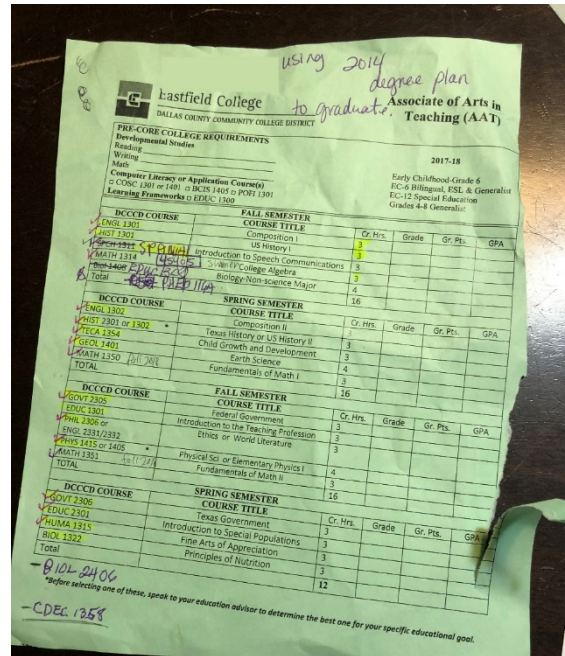
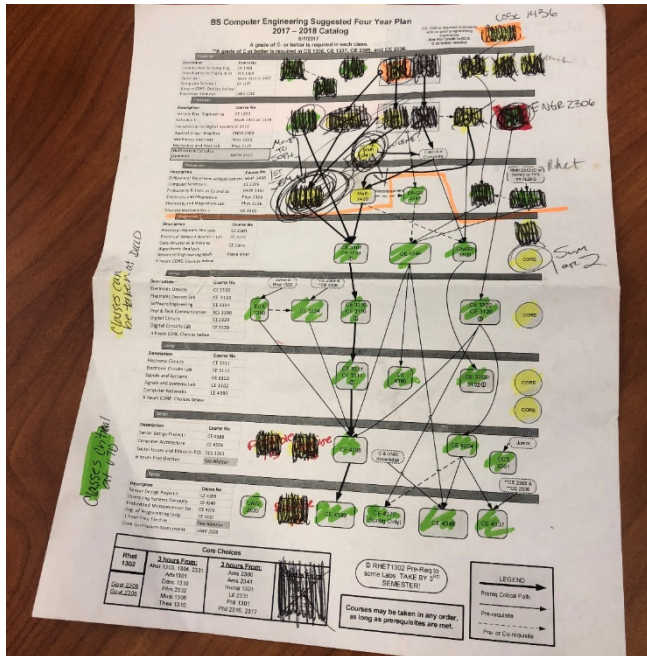
# **What will make it hard for someone to trust your research findings?**

**They weren't there!**

BRINGING YOUR AUDIENCE ALONG

# What will make it hard for someone to trust your research findings?

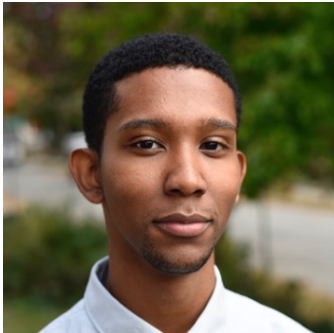
They can't imagine it.



## BRINGING YOUR AUDIENCE ALONG

# What will make it hard for someone to trust your research findings?

They can't feel it.



**"I've looked up the facts... 73% of people that get degrees, they get a job. The other 27% just don't try, I guess."**

*Gabe, 19, North Lake College*

*Line 2189*

## BRINGING YOUR AUDIENCE ALONG

# What will make it hard for someone to trust your research findings?

They can't feel it.



**“Stuff like history and English, I don’t feel like I need to go to school for that. I already speak English and I can read.”**

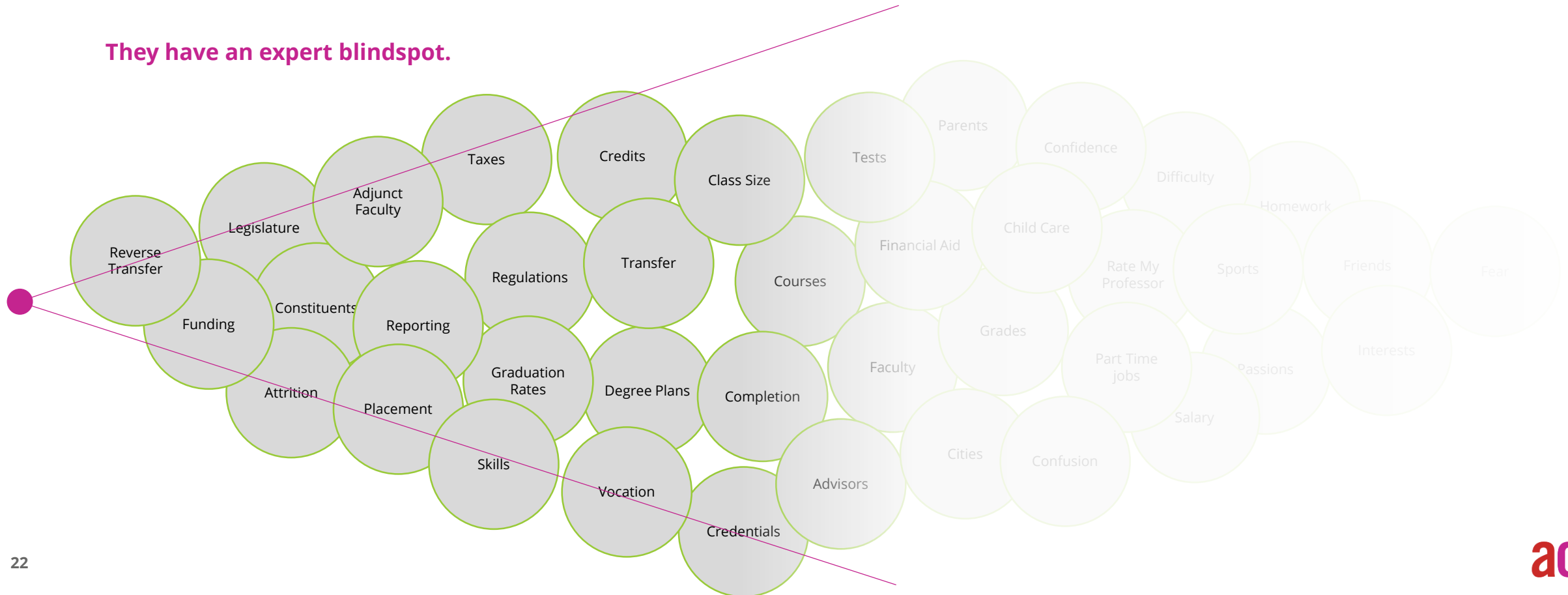
*Aaron, 21, Southwestern Assemblies of God University*

*Line 441*

## BRINGING YOUR AUDIENCE ALONG

# How does your understanding of the problem frame differ from theirs?

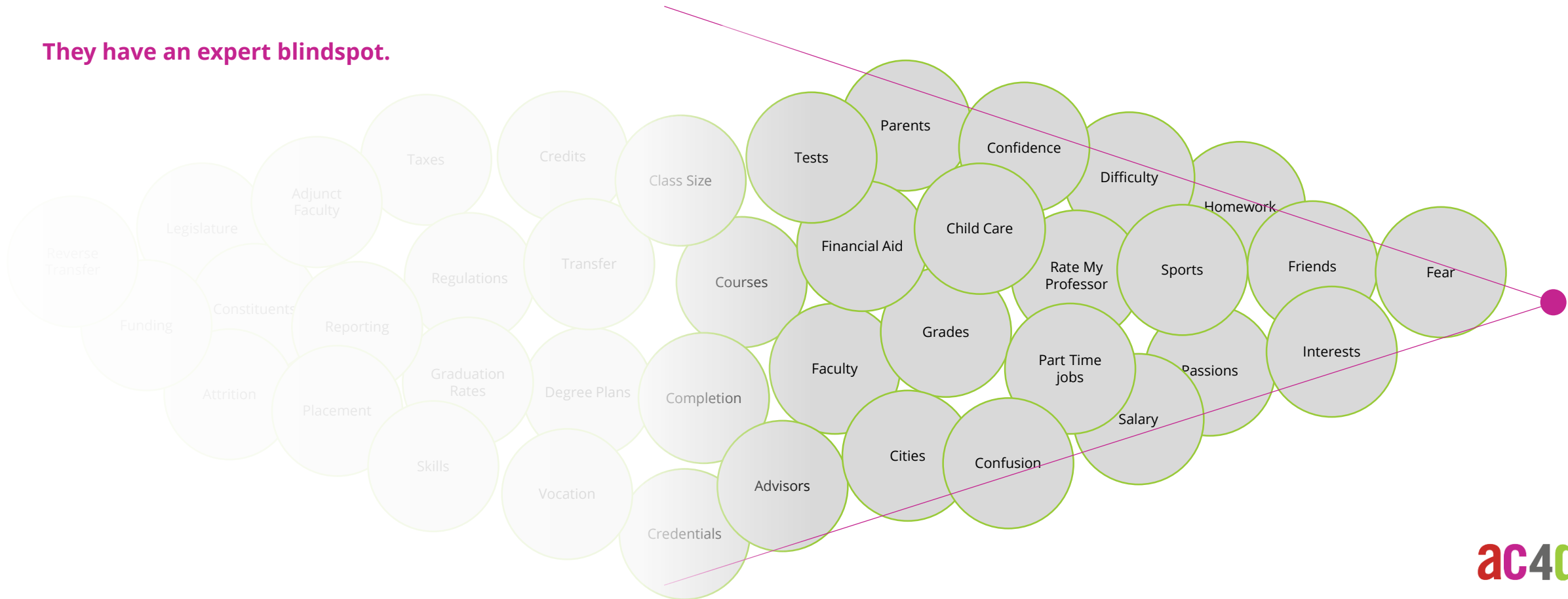
They have an expert blindspot.



## BRINGING YOUR AUDIENCE ALONG

# How does your understanding of the problem frame differ from theirs?

They have an expert blindspot.



## BRINGING YOUR AUDIENCE ALONG

# What's hard to understand about your recommendations?

There are too many.

They are too high level or conceptual.

They aren't practical.

It's not clear how to apply them immediately.

There's no obvious connection between your recommendations and your process.



## BRINGING YOUR AUDIENCE ALONG

# Why wouldn't your audience respect your opinion and value your guidance?

1 HOW TO PRESENT ac4d

2 Overview (Top Three Things!) ac4d ★

3 Every presentation is a chance for you to gain or lose something. ac4d ★

4 Every presentation is a structured conversation – even if you are the only one talking. ac4d ★

5 You feed the energy in the room. Your participants consume it. ac4d ★

6 1/ content 2/ semantics 3/ audience ac4d ★

7 Content ac4d ★

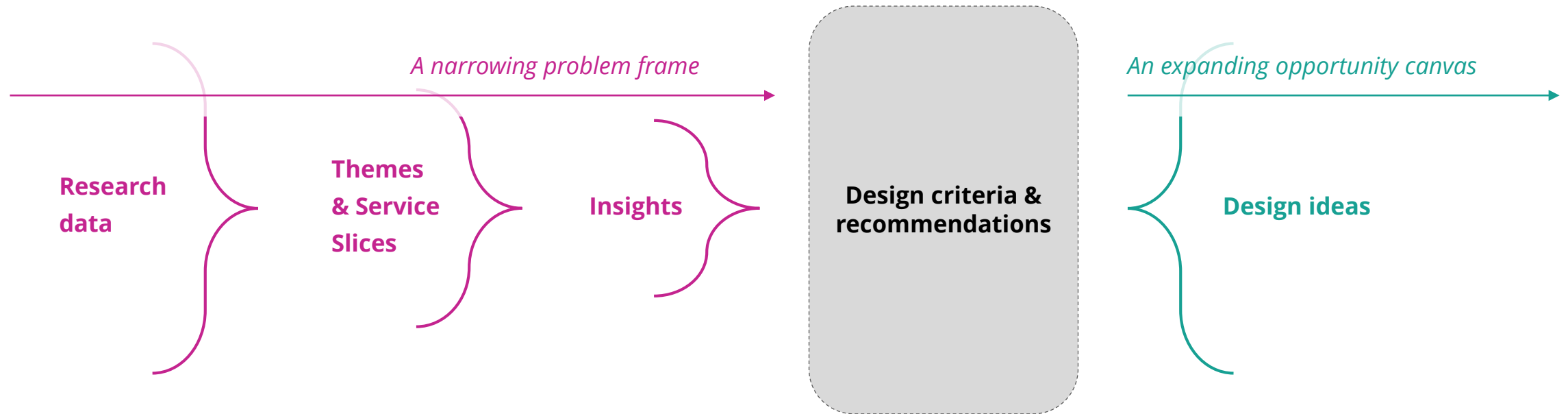
8 What you say: preparing ac4d ★

9 Set up the room. ac4d ★

10 Know your technology. ac4d ★

## THE CULMINATION

# Your goal is to convince your audience to let you go make some awesome design ideas.



**AN EXAMPLE**

**Let's look at an example...**

