Sprint 7 Prototype: What Drives People to Learn More?

Testing goal

In our previous concept testing study, we tested eight ideas that were meant to address our learning journey strategy for different types of DPIC users. From this, we learned what type of interventions are valuable and desired for them.

This sprint's prototype testing built on that previous study and the goal was to understand how people explore death penalty information. DPIC's information is both thorough and vast, and our biggest question at this point in our design process is:

How do we keep people engaged while they're on the DPIC site to keep reading and exploring?

For this question, we wanted to explore how both thorough and vast information can be presented to keep people on a site for longer. Essentially, do people explore the information in depth or go through a bunch of topics superficially by breadth? We explored this question by creating a paper and figma prototype that allows people to explore five different death penalty related topics that have a lot of layers of information within them.

Findings from this study will inform future prototype direction through understanding how the overall website IA and content modeling should be structured to draw people in and be interested while they're on the DPIC site.

Hypothesis

Our hypothesis for our prototype is that people will be naturally more likely to explore death penalty information by breadth rather than by depth. Since death penalty information is complex and niche, casual users are more likely to skim it over than do a deep dive.

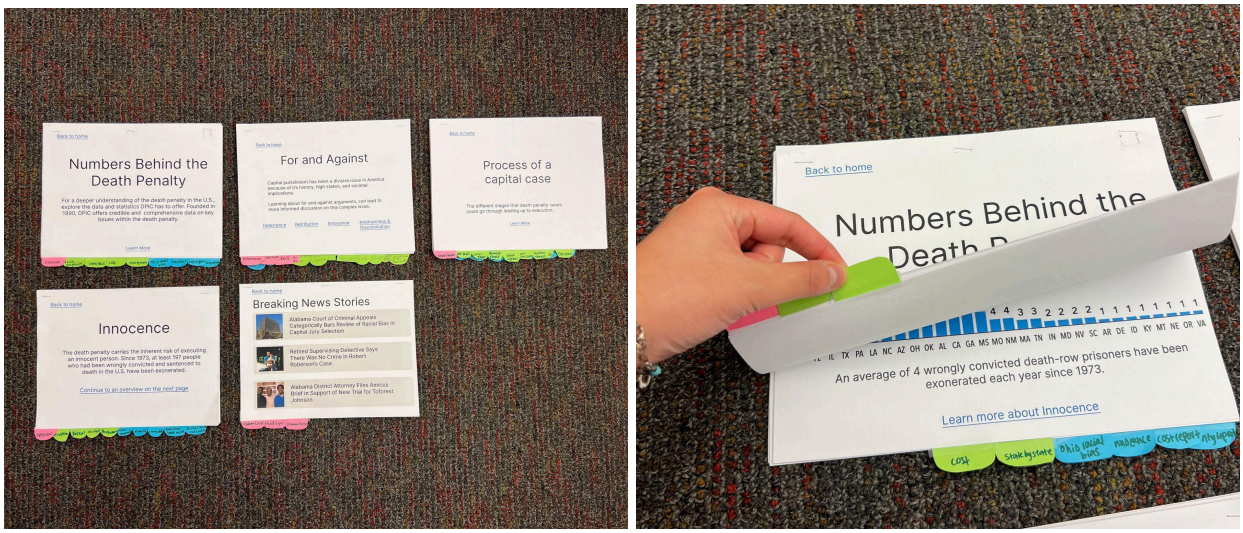
Prototype design

We created a prototype that allowed users to explore a wide variety of Death Penalty topics in as much or as little depth as they preferred. We choose topics that we found piqued the interest of new learners from our past research and choose to highlight different types of information (narratives, legal information and data). We did this to test what topics new learners gravitated to and what topics they want to explore in more depth.

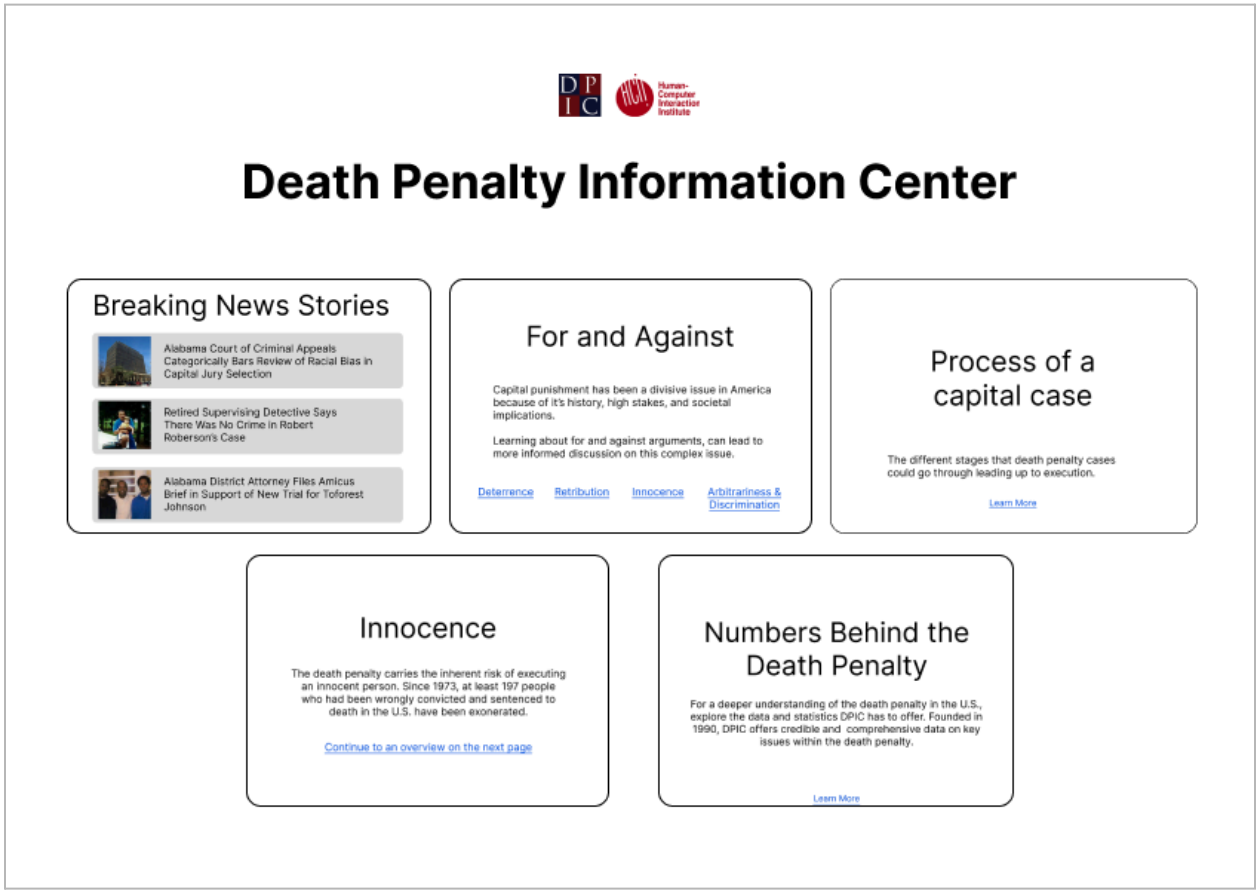
Paper prototype

Digital interactions such as on Figma prototypes make it easy to keep clicking deeper and deeper into a topic, but is this the way that people truly prefer to learn? To test whether people

prefer exploring breadth or depth, we created a paper prototype in addition to a digital Figma one.



Paper prototypes of different topics about the Death Penalty, "linked" together by a tab system.



Figma prototype

Testing Procedure

- Participants answered 2 demographic questions before engaging with the prototype.
- Participants were asked to flip through the paper or Figma prototypes as they would naturally, to go to pages/screens that they are drawn to and read as much or as little as they want.
- Us, the testers acted as a death penalty assistant chatbot, and encouraged participants to ask us any questions about the topics if they naturally would seek to do so.
- Participants were asked to let us know when they were done reading, naturally.
- Participants answered 3 follow up questions.

Evaluation framework

We recorded observations of participants' behavior both qualitatively and quantitatively.

Demographic questions

Participants responded to 2 demographic questions about their level of knowledge and investment in the death penalty.

1. On a scale 1-5 how much do you know about DP in the U.S., 1 being you know nothing, 5 is you know a lot?
2. On a scale of 1-5 how much do you care about DP issues in the U.S., 1 being you care a little bit, 5 being you care a lot?

Behavior notes & Quotes

We evaluated participants' experience with the prototypes through behavioral observation and recorded behaviors both qualitatively and quantitatively.

Qualitative

We tracked whether participants tend to skim across different topics first before picking one to dive into, or if they preferred to explore in depth right off the bat, or even some combination of both. We also noted certain remarks or questions that they asked us in the process.

- "What percentage of cases are found innocent?"
- "How many years after sentencing are they found innocent?"

Quantitative

We tracked whether participants exhibited behaviors across 3 stages:

1. Initiation (how do participants attempt to engage with the prototype?)
    a. Looks at or reads the first layer of more than one topic

    b. Flips into the layers of one topic (skimming)
    c. Flips into the layers or more than one topic (skimming)

2. Transition (do participants begin to see personal value in the experience?)
    a. Spends time reading through the text
    b. Spends time reading the charts
    c. Spends time looking at images

3. Breakthrough (does the participant come away with new understandings or realizations?)
    a. Shows eagerness to flip through more
    b. Refers to a past experience or future action
    c. Asks follow up questions about the topics

Follow up questions

- Do you see any value in this experience?
    - If yes, what is that value for you?
    - If no, why not? What would make it more valuable for you?
- What was the most interesting topic for you? Why?
- Why did you explore many things? Do you usually do this when learning about a new topic?
  OR Why did you go really deep on this topic? Do you usually do this when learning about new topics?

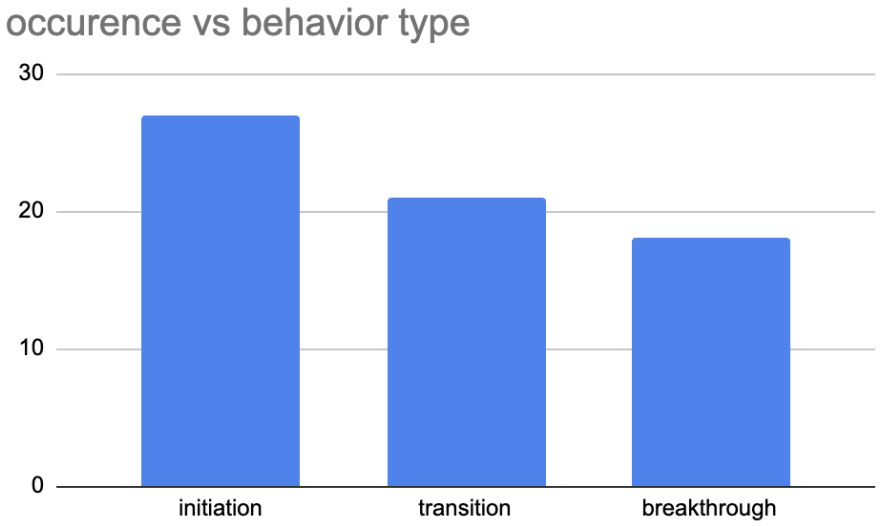
Quantitative Data Analysis and Insights

Please feel free to reference our data collection spreadsheet to see the raw data and data analysis more in depth.

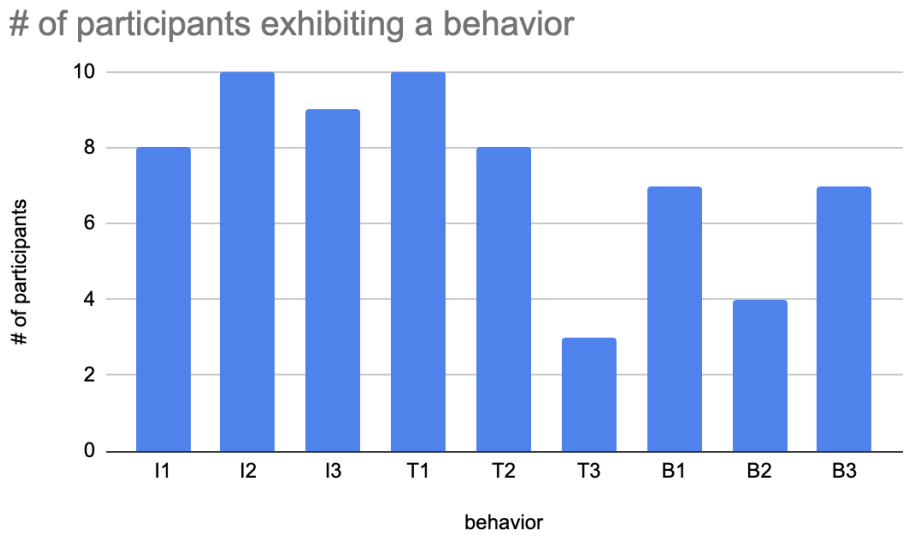
General Findings:

1. Participants were **engaged for 7.25 minutes** on average
2. Participants engaged with **3 topics of breadth** on average
3. Participants engaged with **1.78 layers of depth** on average

Behavioral findings:

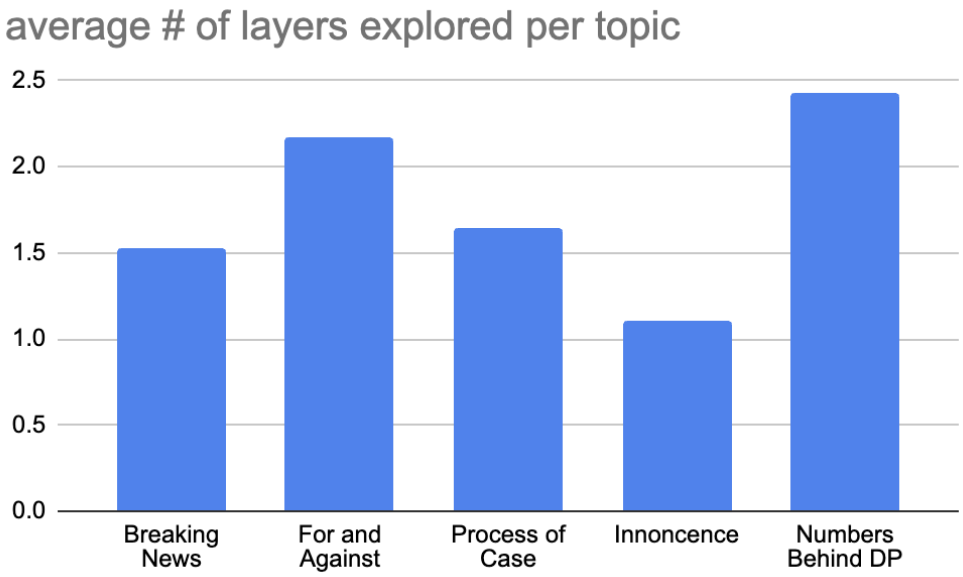


4. There were **27 incidences of initiation** behaviors, **21 incidences of transition** behaviors, and **18 incidences of breakthrough** behaviors

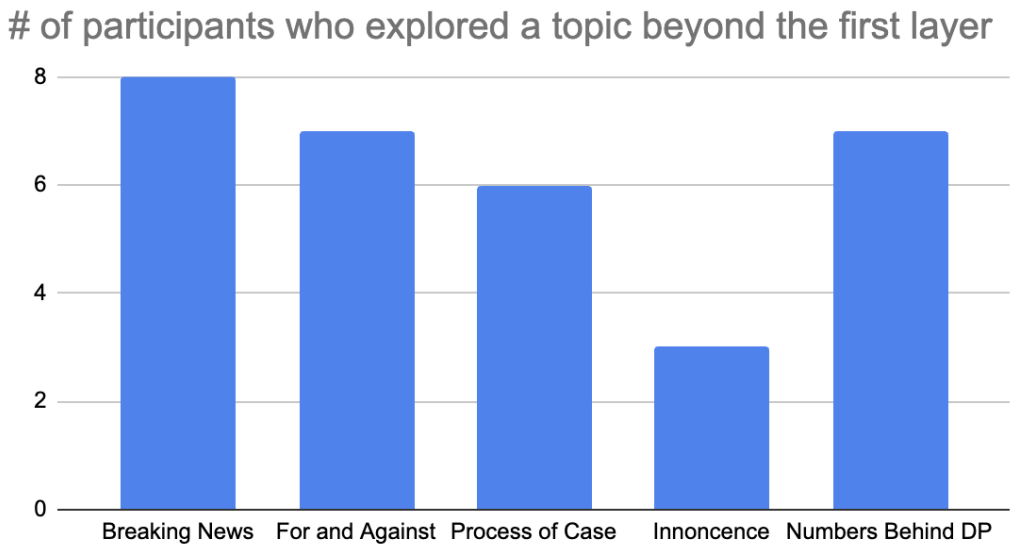


5. The behaviors **most exhibited** were: “flips through one topic” (I2) and “spends time reading text” (T1)
6. The behaviors **least exhibited** were: “spends time looking at images” (T3) and “refers to past or future action” (B2)

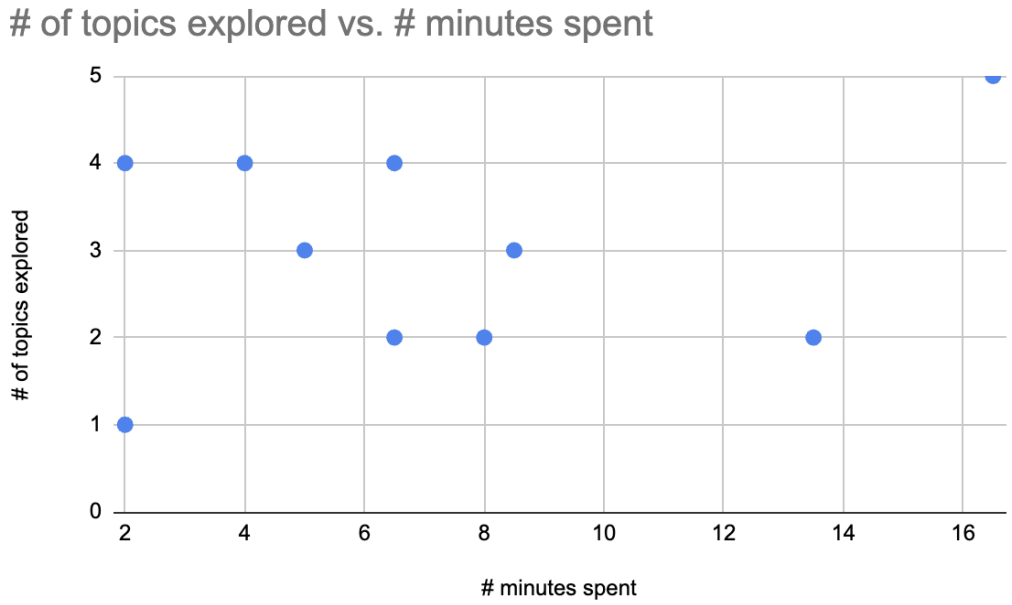
Breadth & Depth:



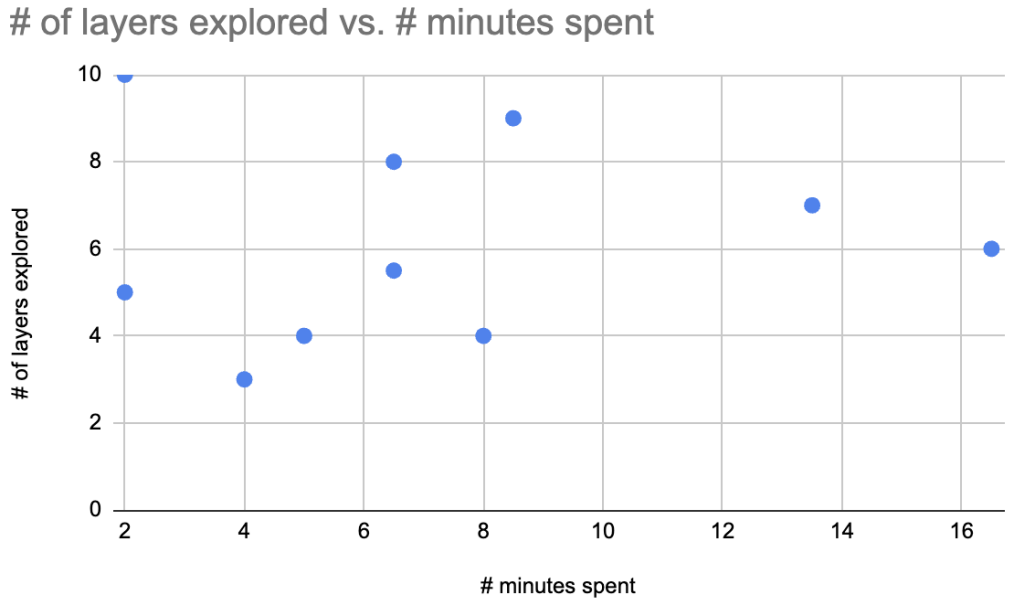
7. The topic **most deeply** explored was numbers behind DP
8. The topic **least deeply** explored was innocence



9. The topic **most frequently** explored was breaking news
10. The topic **least frequently** explored was innocence



11. Spending more time engaged with the content did not linearly correlate to exploring more **breadth** in topics



12. Spending more time engaged with the content did not linearly correlate to exploring more **depth** in topics

Qualitative Data Analysis

Feel free to check out our behavioral observation notes.

Some common findings found upon analyzing our observation notes was:

1. **For 50% of Participants**, common terminology used on the DPIC site such as innocence, retribution, deterrence wasn't clear
2. **30% of our Participants** looked for information that was relevant to them, specifically their states' information.
3. **40% of Participants** mentioned they wouldn't come on their own to this site, but would need a reason.
4. Breaking News and Numbers Behind the Death Penalty were **explored first the most.**
5. **Chatbot wasn't used often**, but when used was asked to relate information to participant's case

Key Takeaways from Data Analysis:

1. Participants' ability to engage with the content is generally short (under 10 minutes) showing a **need for content that can keep people engaged for longer, content that can be repeatedly revisited, or content that can have a strong impact in a short amount of time**
2. Within one sitting, participants can only engage with a handful of new topics and 1 or 2 degrees of depth, demonstrating that we **need to be careful about** an experience trying to communicate too much content beyond these limits leading to **overwhelming and diluting the impact of the experience**
3. Participants were drawn to topics that were familiar (ex. "Breaking news") and stayed away from topics they didn't understand (ex. "Innocence") showing that **familiarity is a key factor to the initiation stage of engagement**
4. Participants struggled making personal connections to the content showing a **need for more personalized content to encourage more breakthrough** in the engagement
5. Participants vary widely on whether they spend their time on breadth or depth, showing a **need for adaptable content that allows for both depth and breadth exploration**
6. Participants were equally drawn to a Narrative Approach and a Numbers Approach to explaining key issues in the death penalty, **which shows that our solution must be adaptable to both these areas of interests.**
7. Death Penalty Terminology is widely inaccessible for new learners, so in our solutions we **have to find a way to make this terminology more accessible.**
8. Information that is connected personally to users, is effective in peaking their interest and curiosity, so whatever solution we have **should highlight connections users have to the death penalty.**
9. Many felt like they needed more of a reason to use a site, so **how might we give people a reason to want to learn?**

Next Steps

We plan to use the findings of this prototype to help us determine topics, depth and breadth of our next prototypes. In the next sprint we plan to:

- Test an adaptable engaging prototype that allows for breadth and depth exploration
- Iterating and testing prototypes to help remove the vocabulary barrier currently faced by new learners
- Iterating and testing prototypes that help learners find personal connections to the death penalty topic