

Sprint 8 Prototype: What Drives People to Learn More?

Testing goal

In our previous concept testing study, we learned that people look for and read about death penalty information at varying levels of depth and breadth. They were interested in topics that they were already familiar with such as “Breaking News”, or in topics that were self-explanatory such as “Numbers behind the Death Penalty.”

This sprint’s prototype testing built on a key takeaway from that previous study: people said they wouldn’t just go onto the DPIC site naturally. They needed a reason to go to the site, and that’s why looking through information that’s both varied in both depth and breadth doesn’t actually match their natural behavior. The big question we wanted to focus on with this sprint’s testing is therefore:

How do we give people a reason to want to learn more on the DPIC site?

We explored this question by creating a figma prototype that provides four different potential experiences that people can go through. These experiences utilize different persuasive design strategies to encourage people to be more interested and engaged with death penalty information.

Findings from this study will inform future prototype direction through understanding different techniques we could use to help DPIC increase retention of and decrease bounce rate of more casual website visitors.

Hypothesis

Our hypothesis for our prototype is that people will be more interested in learning more about death penalty information in general after going through the experiences as compared to them before they go through the experiences. We don’t have a hypothesis of which experience will be the most effective in giving people a reason to want to learn more specifically.

Prototype design

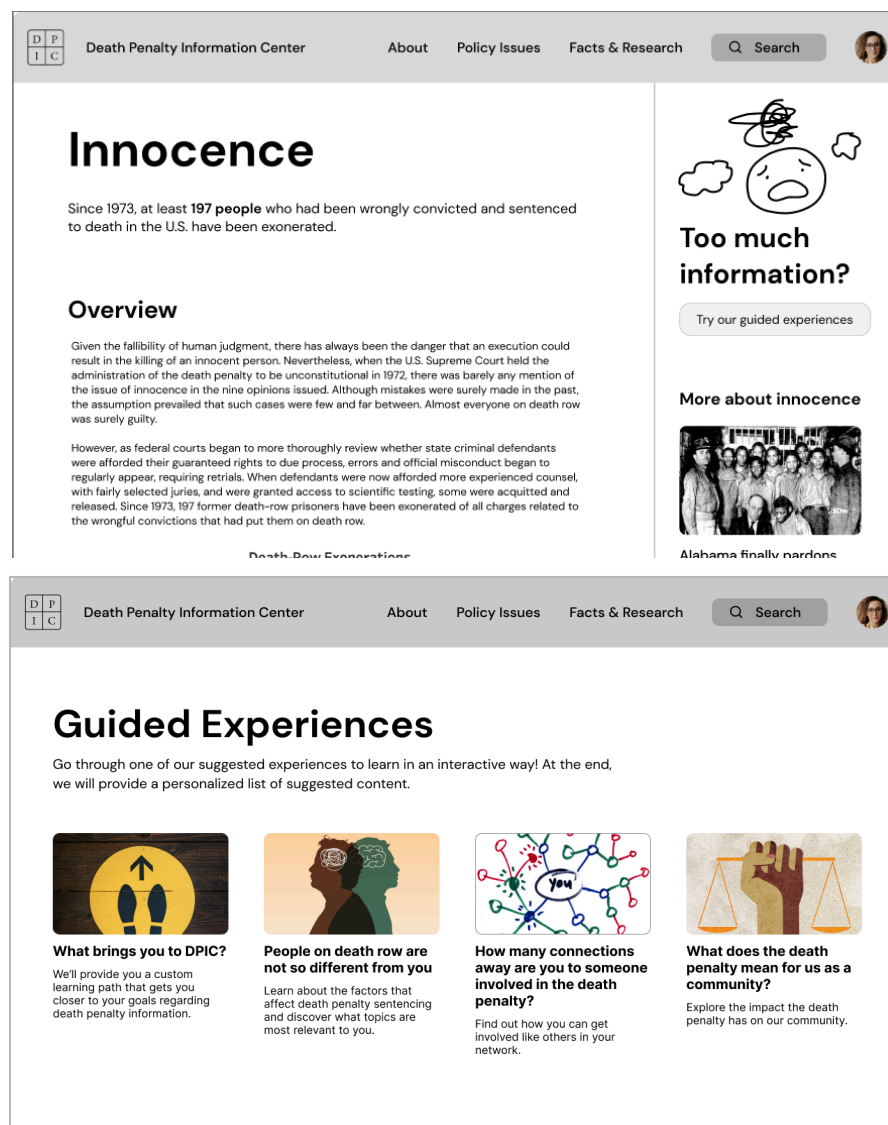
[Link to our prototype](#)

We designed 4 experiences, each intended to employ a different persuasive design strategy to help users realize a reason to engage with death penalty content and learn more. The 4 reasons for the experiences that we designed were:

- **Personal connection** - utilizes cognitive dissonance, self-awareness, self-reflection

- **Social Responsibility** - utilizes priming, social proofing, self-reflection, cognitive dissonance
- **Social pressure** - utilizes social proofing, cognitive dissonance
- **Goal setting** - utilizes social proofing, goal setting

For each of these reasons, we brainstormed ideas for experiences that would use these persuasive strategies to compel users to learn more. After going through each experience, participants are brought to a page with different topics that are curated and related to the experience they just went through. Here, we ask participants whether they felt inclined to pick certain topics over others. Our hypothesis is that the persuasive design tactics employed in the different experiences will prime users to want to learn more about the different topics.



Starting points for the 4 persuasive experiences

How much can you afford to spend on a trial?

\$30,000

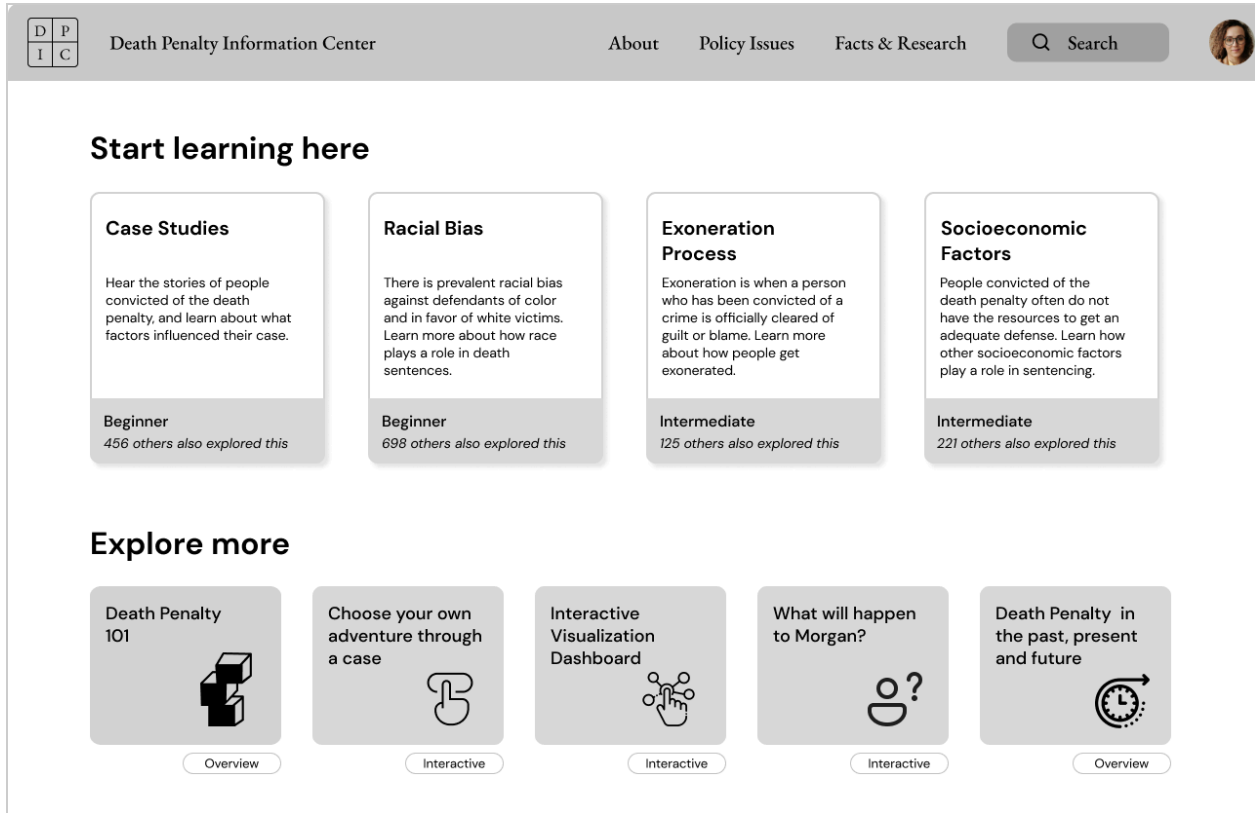


Private lawyers' fees for death penalty cases can cost as much as **\$500,000**.

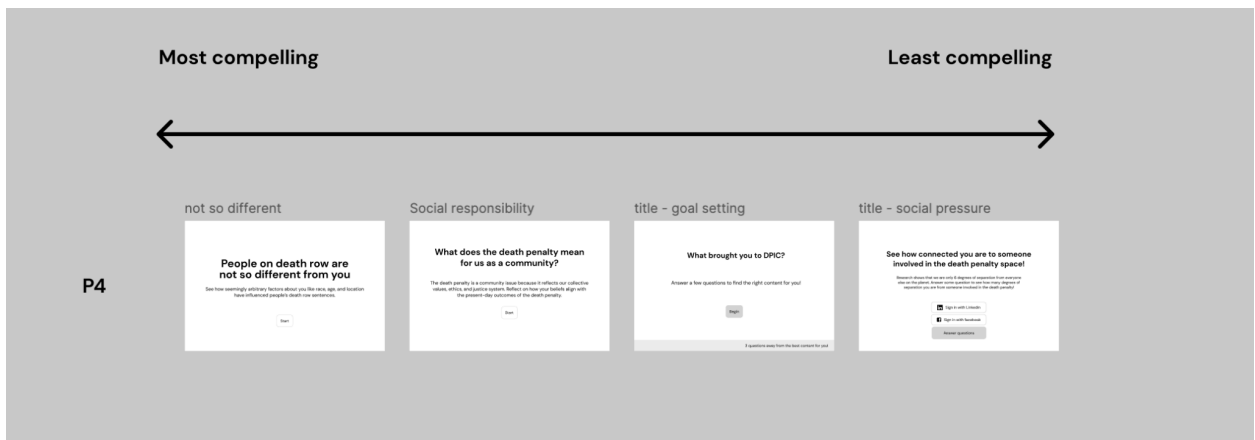
Like many of those on death row, **you would not be able to afford legal representation** and would be assigned to a public defender.

Finish >

An example of one of the four experiences aimed at drawing a personal connection between the reader and death penalty information



The last page of the experiences that showcases topics based on the experience that users just explored. The hypothesis is that persuasive experiences make the reader more interested and inclined to click on and read more about these topics.



How participants ranked the 4 concepts that they saw during testing

Testing Procedure

- Participants answered 3 demographic questions before engaging with the prototype.

- Participants were set up with a scenario about finding death penalty information and asked to behave as they would naturally, when clicking through with the prototype.
- Participants were asked about the types of content they are drawn to on the various pages, whether they would engage or not, and how the different experiences made them feel.
- Participants were asked to rank the experiences from least compelling to most compelling in terms of being invested and wanting to learn more about the death penalty.
- Participants answered 3 follow up questions.

Goals

Evaluate prototypes that utilize persuasive design techniques that are targeted to get people to want to learn more and get more involved in death penalty space. Specifically,

1. How do we give people a reason to learn?
 - a. What persuasive design techniques are more effective at doing this?
 - b. How do we effectively utilize that technique to get people more interested?
2. How do we effectively help people without background knowledge in the death penalty understand the jargon?
3. How do the prototypes fit together to form an experience?
4. Are people feeling more personally invested/connected and if so, why do they feel that way?

Participants/recruitment

We recruited 12 participants that fell under our Casual Information Seeker (low knowledge and investment in the death penalty) and Concerned Curious Learner (low knowledge, high investment) archetypes.

Questions

Start page

I want you to imagine that you finished looking through the page.

1. What would you do here?
 - a. **[if they go to the sidebar option]** Why would you go here?
 - i. What do you expect to happen when you click on this?
 - b. **[if they don't go to the sidebar option]** Why would you decide to do that?
 - i. Did you notice this button here (on the side bar)?
 - ii. What do you think about this?
 - iii. What do you expect to happen when you click on this?

Guided experience page

Let's say you click on this button and see this. (screen with 4 experience options)

2. What do you think this page is?
3. How does this meet or not meet your expectations?
 - a. If it doesn't meet their expectations, where would you expect to see experiences like this?
4. What would you do from here? (Don't click yet)
 - a. **[if they go to one of the options]** Why would you go here?
 - i. **[probe]** What about the option made you interested? Was it the picture? The title? Something else?
 - b. **[if they don't go to any of the options]** Why would you decide to do that?
 - i. What do you think about these options?
 - ii. Are you interested in any of them? Why or why not?

Experiences section (~30 min)

You see this after clicking. Please think out loud as we're going through this. Tell me anything you're thinking, reading, confused about, curious about, etc.

1. **[probe]** What confuses you about this? Is there any vocabulary that you're not familiar with?

End page

After going through this, you're brought to this screen.

1. What are your thoughts on this?
2. What would you do from here?
 - a. Would you explore one of these options? Why or why not?
3. What do you expect to happen if you were to click on one of these options?
4. What do you think the 4 options on the screen are for?
 - a. How do you think these 4 options were determined?
 - i. **[if not mentioned]** We intended for these 4 options to be related to the experience you just went through. What are your thoughts on that?

Quick ranking (~5 min)

We looked through a total of 4 different concepts today. Please rank these in terms of most to least compelling in getting you interested in exploring and learning more about the death penalty.

1. Which concept was the most compelling? Why?
2. Which concept was the least compelling? Why?

Closing questions (~3 min)

3. Our goal today was to find ways in which we could get people more interested to learn more about death penalty information. We did this by using 4 different ideas aimed at keeping people stay on a death penalty website. Is there an idea we didn't show you today that you think would help with this goal of ours?

4. Can you recall an example of learning about a new topic? What drove you to learn more about it?

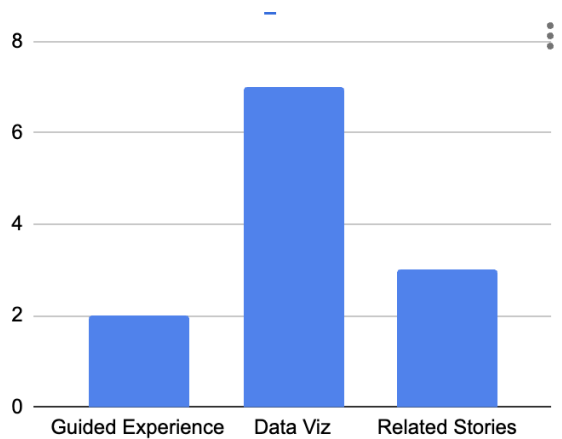
Evaluation framework

We recorded observations of participants' behavior both [qualitatively](#) and [quantitatively](#).

Data

At the time of this report, only 8 participant's data was available so all calculations are based on that data.

Innocence Page

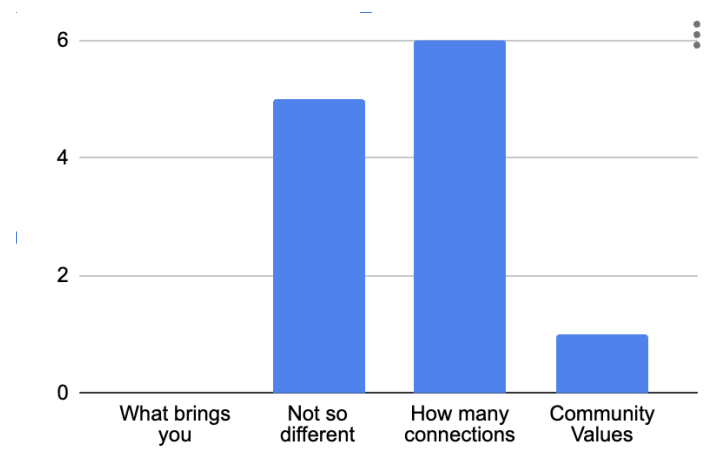


1. In terms of awareness and attraction, people were **most drawn to the data visualization** and **least drawn to guided experiences**

Common Themes from Qualitative Data

1. **5 out of 8 participants** ignored the sidebar until prompted to look at it
2. **4 out of 8 participants** found the information to text heavy
3. **5 out of 8 participants** were interested in the state by state visualization, 4 of them were specifically curious about Florida's high exoneration number

Guided Experiences Page

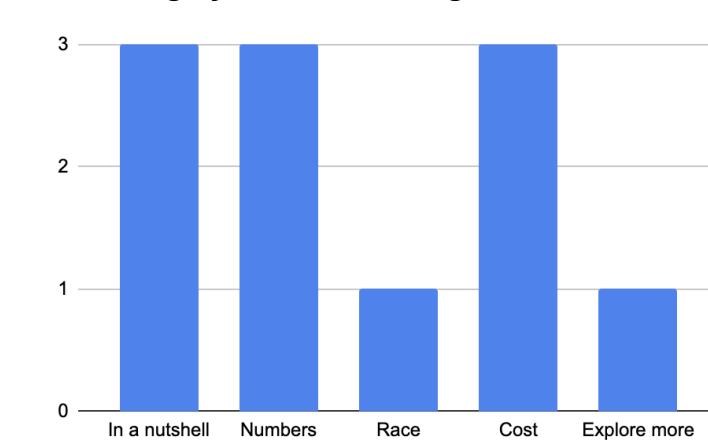


1. The **most attractive** experiences on first impression were “**How many connections**” and “**Not so different**”
2. The **least attractive** experiences on first impression were “**What brings you to DPIC**” and “**Community values**”

Common Themes from Qualitative Data

1. **5 out of 8 participants** expected one single experience when clicking into the guided experience page

What brings you to DPIC Page

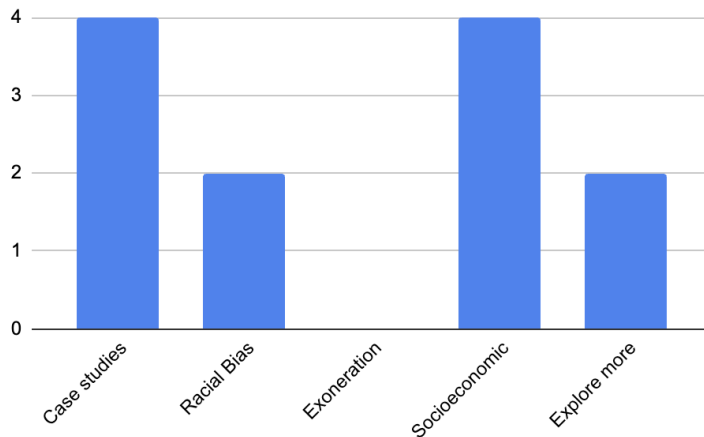


1. The topics people were **most interested** in learning after this experience were “**in a nutshell**”, “**number behind the death penalty**” and “**cost of the death penalty**”

Common Themes from Qualitative Data

1. **4 out of 8 participants** felt like the options to describe who they were and what they were interested in didn't make sense
2. **4 out of 8 participants** found that the content after the experience was relevant to what they inputted

People on death row are not so different from you

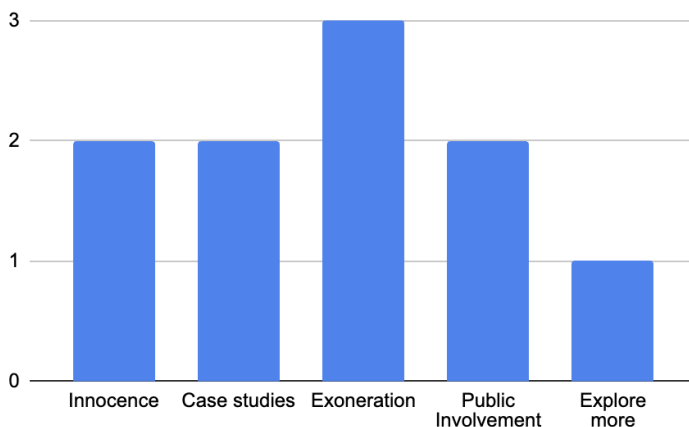


1. The topics people were **most interested** in learning after this experience were “**case studies**” and “**socioeconomic factors**”

Common Themes from Qualitative Data

1. **5 out of 8 participants** felt personally connected to the death penalty issue after the experience
2. **5 out of 8 participants** were shocked by a fact during the experience

How many connections away are you to someone involved in the death penalty?



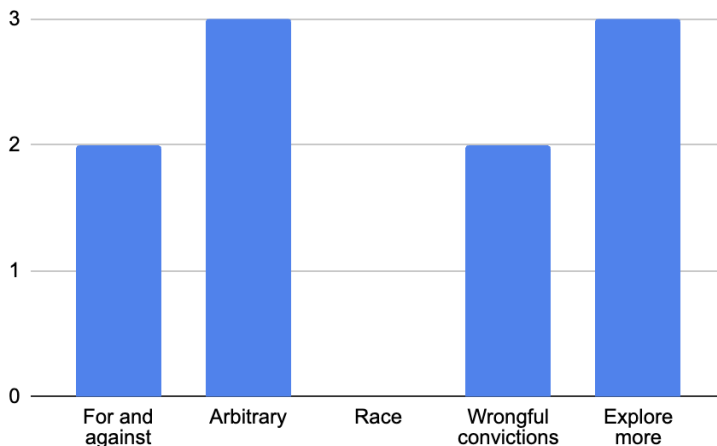
1. People had **similar interest across topics** after this experience, with “**exoneration process**” being the **most popular**, and “innocence”, “case studies” and “public involvement” being close seconds

Common Themes from Qualitative Data

1. **7 out of 8 participants** did not want to reach out to their connection in the death penalty space
2. **5 out of 8 participants** did not want to connect social media accounts

3. **5 out of 8 participants** wanted to find a campaign after the experience.
4. **4 out of 8** participants thought experience would show them how connected they are to a person on death row

What does the DP mean do us as community



1. The topics people were **most interested** in learning after this experience were “**arbitrary applications**” and **exploring more interactive experiences**, with “for and against” and “wrongful convictions as close seconds

Common Themes from Qualitative Data

1. **5 out of 8 participants** didn’t understand the connection between values and facts
2. **4 out of 8 participants** said they would not type in a value reflection

Most Compelling Experience to Learn

*Rankings were based on a scale of 1-4, with 1 being most compelling and 4 being least compelling

1. People on death row are not so different from you
 - a. (Average ranking 1.188)
2. How many connections away are you to someone involved in the death penalty?
 - a. (Average ranking 2.875)
3. What Brings you to DPIC
 - a. (Average ranking 2.938)
4. What does the DP mean do us as community:
 - a. (Average ranking 3.00)

Key takeaways

1. The **Guided Experiences prompt is currently not enticing** for people, showing a need to find better ways to make people **aware of its existence** and more clearly **communicate the value added**
2. At first glance, **experiences that directly appeal to people's connection to the topic** like "See how connected you are to someone involved in the death penalty space" and "People on death row are not so different from you" are more attractive. This shows an opportunity to **engage people by explicitly making the information related to themselves**.
3. Participants found the most compelling experience that made them want to learn more was "People on death row are not so different from you" because they felt personally connected to the topic. This shows that **relating the death penalty to people is very effective in getting them invested**.
4. Majority of participants ignored the sidebar and also wouldn't on their own click into the guided experiences, which shows that **we need to rethink how we will display persuasive experiences such as these to learners**.
5. In a couple of the experiences there was confusion on purpose of the experience, wording and options provided which shows that we **need to iterate on wording to ensure experiences are clear to learners**.
6. Majority of participants didn't want to make an account or connect social media accounts which **shows that if we need learners to do that we need to persuade them of the value**.

Next steps

1. Test the placement on website and messaging for the Guided Experiences section to increase awareness and attraction
2. Further develop and test different ways in which informational experiences can be more personally customized and tied to the user's own experience
3. Iterate on words and phrases used in all our prototypes to ensure it is clear to learners
4. Deciding which persuasive experiences will be used and at what points of the user journey