Creating an Infographic

Assignment Guide for Instructors

The toolkit is intended to give students the tools and support they need to plan, design and create an Infographic. If the research, data or other information has already been collected and evaluated, you will need to adjust the lesson outline.

# LEARNING OUTCOMES

Connect the purpose of the presentation with your course level learning outcomes. Possible student learning outcomes for the project include:

* Create and present an infographic for a specific purpose and audience.
* Find and analyze reliable statistical data.
* Develop an argument supported by information and evidence.
* Combine data and information to tell a story, make an argument, or persuade their readers.
* Use design principles to choose fonts, colors, and layout to create a cohesive infographic.
* Visualize complex ideas using a combination of text, imagery, and graphics.
* Ethically reuse data and media, based on knowledge of intellectual property and copyright.

# LESSON OUTLINE

As with any project, it is important to give students enough time to learn techniques, practice new skills, and receive feedback on the content before finalizing their presentation. This general outline can be adapted to your own class and content.

## Week 1

* Introduce the assignment, detail your expectations, and include a discussion of team expectations if appropriate.
* Introduce the toolkit and Planning Worksheet.
* Share your grading rubric with the students. See the rubrics for infographics in the toolkit.
* Discuss the elements of an infographic. See “[How to create an Infographic – Part 1: What Makes a Good Infographic](https://youtu.be/nLxQAa5Sras) in the toolkit.
* Provide students with examples/models from prior semesters and discuss the strengths of each. The toolkit has some example exemplary infographics.
* If a team project, teams assign roles, tasks and due dates.
* Students define infographic’s topic, purpose and target audience.

# Week 2

**DUE: 1) Students submit Steps 1 and 2 of Student Design guide. 2) Students submit ream roles, tasks and due dates if appropriate.**

* Familiarize students with where to locate appropriate supporting reference materials. Your librarian can help with this.
* Discuss ethical re-use of media. [Refer to the *Statement on the Fair Use of Images for Teaching, Research and Study* by the Center for Media and Social Impact](http://cmsimpact.org/code/statement-on-the-fair-use-of-images-for-teaching-research-and-study/) in the toolkit. Your librarian can also help with this.
* Students gather data, and identify trends/takeaways.
* Students collect any existing charts, graphs or other visuals along with citation information.

# Week 3

**DUE: 1) Students submit Step 3 of Student Design guide.**

* Instruction on selecting appropriate type of chart, graph or table for visualizing different types of data.
* Students determine relationships between data and develop a theme/thesis/argument of their infographic.
* Students organize their story – beginning, middle and end and create an outline or storyboard.
* Students sketch out their visuals.
* Select their infographic tool and view the tutorials.
* Select the type of infographic that best tells their story. See YouTube video : 7 Common types of Infographics.

# Week 4

**DUE: 1) Students submit Steps 4, 5 and 6.**

* Students process their data into visuals.
* Students write the copy for their infographic, following their argument and story arc.
* Select the fonts and color scheme for their Infographic and make edits to the template.
* Students sketch out organization of the Infographic and once satisfied, add content to the template.

# Week 5

**Due: Draft of Infographic**

* Instructor gives feedback on data and informational content and flow of infographic.
* Optional – Peer feedback on draft.

**Week 6**

**Due: Final Printed Infographic**

* Students incorporate instructor feedback into final draft.
* Print infographic or share link.

One way for students to share their infographics and receive feedback is through a modified [Gallery Walk](https://serc.carleton.edu/sp/library/gallerywalk/index.html) activity. In this modification, students or teams print their infographics and post them on the wall around the classroom. The instructor provides a set of guiding questions and criteria to focus their feedback. Students move from poster to poster and leave feedback on post-it notes, or in a shared document designated for each Infographic. If students are reviewing individually, they work silently, to allow for quiet reflection time. After a set time limit, they move to the next infographic. After the Gallery Walk, participants look over the comments on their posters and reflect on the feedback.

**Need additional Support with this project or toolkit? Contact us at** **IDS@csusm.edu**



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