

Human Origins Infographic Assignment Due May 6, 2020 On Canvas

Goal: Display your understanding of evolutionary forces and how they have shaped human origins using an infographic format.

Assignment: With COVID-19 sweeping the nation, developing thoughtful material for Middle School and/or High School science programs is of utmost importance. You have been tasked by the National Science Foundation to develop an infographic focusing on a topic in human origins. The goal is to make human evolution more accessible and interesting to this age group.

Format: Infographic! You are welcome to be creative in your design. There are several free programs and templates online, I have included some links below. For examples and thoughts on design please see <https://blog.hubspot.com/marketing/best-infographics-2016>. *In addition to your infographic, you will be submitting a self-reflection.*

Assessment: *In total you will submit* 1.) Your Infographic, 2.) Your self-reflection (3 pages minimum) and 3.) Your citations page (as well as including your citations at the bottom of infographic). I will be assessing you on your ability to address the list below “Designing Your Content”, your completion of all components of the assignment, and the accuracy of your information.

How To Complete this Assignment

- 1.) Choose a topic (Example: *Homo habilis*, Stable Isotope Analysis, Bipedalism, skin color)
- 2.) Choose your references
 - You must thoughtfully include at least four references from your assigned materials. At least *two* of these must be assigned readings, of which *one* must be something other than your textbook. You have flexibility in what you are choosing, but you will lose points if you are not using clearly applicable material.
 - Your materials for your “Want to Learn More?” Section (details below)
- 3.) Read Pobiner: Teaching Human Evolution. Also review the feedback on evolution posters (On Canvas: Graphic Design and ANT 320 Reflection Role Between Art and Science)
- 4.) Outline your material using the “Designing Your Content” section below
- 5.) Choose a (free) software:
 - a. **Piktochart** <https://piktochart.com/blog/how-to-create-an-infographic-and-other-visual-projects-in-5-minutes/>
 - b. **Canva** (<https://www.canva.com/create/infographics/>)
 - c. **Vennage** <https://venngage.com/>
 - d. **Visme** (<https://www.visme.co/>)
 - e. **Displayr** <https://www.displayr.com/> (this one takes a bit more work but could be really interesting)
 - f. **Google slides** <https://www.google.com/slides/>
 - g. **Adobe Illustrator** (<https://uncw.edu/itsd/working/adobe.html>)

- 6.) Include a “Want to Learn More?” Section
 - Your infographic should have a section towards the end that shares links to age appropriate sites and include:
 - At least one video link
 - At least one website link
 - At least one museum link
 - Each of these links should be from a reputable source (see below)
- 7.) Include your references cited section at the bottom of your infographic (as well as a separate references cited page to follow your self-reflection). Use superscript numbers in the body of your infographic to cite material.
- 8.) Write your self-reflection (details below)
- 9.) After editing, receiving feedback, and *including your name and class*, submit both sections (Infographic and Self-Reflection & Citations) to their appropriate Canvas portals).

Guidance on Content

Style: You have complete creative license on this, but again, be sure to cite things so you are not plagiarizing (including images)!

Designing Your Content:

1. Who is your audience for this infographic? High School or Middle School students? Any particular demographic (private school students? Public school students? Rural? Urban?)
2. What do you want this audience to learn? What are the big takeaways? Think about your audience, and tailor your infographic for them.
3. Infographics usually take two forms: data driven or story driven. You are creating a data-driven infographic for this assignment, please consider the following:
 - a. **Topic** - what does your audience need to know
 - b. **Data** - start early collecting information on your topic, making sure it is accurate (and you are citing your sources)
 - c. **Descriptions** - write short summaries of your information, complemented by pictures, tables, and graphs if applicable
 - d. **Templates** - find the right template that fits your topic and the info you have
 - e. **Create** - customize your template by adding in your own information and images
 - f. **Edit** - take a break from your project to edit it with fresh eyes. Is it understandable and visually appealing? Have you communicated with your audience clearly? Are there gaps in the information? Is there good organization and flow? Will readers remember the information? Share it with others for feedback, modify accordingly.
 - g. **Consider** - the evolution posters developed by the Digital Arts class we worked with. What worked? What didn't? What can you use from this information to improve your infographic? (This feedback is available on Canvas)

Self-Reflection

3-pages minimum. Please include the questions and numbers below. Please only add a space between answers (no need to double space within answers)

1. Who is your infographic's target audience? What did you have to keep in mind while planning for this group (background knowledge? Reading comprehension?)
2. Why does excellent science communication matter?
3. Why is it important for middle and high school students to be exposed to evolution and human origins at this stage in their career? (please utilize Dr. Pobiner's assigned article in your answer)
4. According to the Association of College and Research Libraries (2015), "Information may be perceived differently based on the format in which it is packaged." How might an infographic convey information differently than a textbook or other medium? What are the benefits of using an infographic to share information?
5. How and why did you choose the references that you chose?
6. What was your goal in this project and what did you learn?
7. What challenges did you face while completing this assignment?
8. How did you overcome these challenges?
9. How successful do you think you were with your final product?
10. What do you think you could have done better?
11. How many points out of 100 do you think you earned? Why?
12. Would you be willing to have this infographic shared?
13. If you worked as a team, what did each person contribute?
14. If you worked in a group, was it a successful group experience? What were the advantages and disadvantages of working as a team on this assignment?

References Cited Page

- Include a References Cited page following your self-reflection.
- You may use the reference style of your choice (MLA, APA etc) as long as it is consistent
- Be sure to *also* include your references cited section at the bottom of your infographic
 - Use superscript numbers in the body of your infographic to cite material

Team Work Statement

You may work together on this project (groups are limited to two students). Teams can turn in one product. If you are in a team each student must add a section to your self-reflection that describes each person's role in making it and contributions. *Please let me know if you are working in a group before you begin.*

Choosing a Reputable Source

Assessing sources for reputability is complicated, particularly in fields that can be as fraught as human origins (consider, for example, that the [Creation Museum](#) is, technically, a museum, and yet would almost definitely not be a link you'd want to include here).

When choosing whether to include a source, consider doing the following.

- First, reflect on your own preconceptions. Do you have strong feelings on the topic that will make you more or less likely to trust that source? As you assess the source, reflecting on your own biases will help you think through whether the source is accurate or whether you just really want it to be.
- Then, google your source and scan through a page or two of results to see what other websites (such as Wikipedia) say about that source. Many times, such resources will indicate whether a source comes with an agenda beyond simply providing information to its audience (for instance, a particular political agenda).
- Finally, triangulate all of this information based on your own common sense. For example, political leanings don't necessarily mean that information is inaccurate; it's just one factor to take into consideration. Likewise, even if you realize you have specific preconceived notions on a topic that happen to be supported by a source, that's not necessarily a bad thing! It's just something to be aware of.

Assignment Adapted and With Support From:

Dr. Cara Ocobock (Assistant Professor, Notre Dame)

<http://sites.nd.edu/cara-ocobock/evolutionary-forces-infographic/>

Dr. Marc Kissel (Assistant Professor, Appalachian State University)

Dr. Gwen Schug (Professor, Appalachian State University)

Stephanie Crowe (Coordinator of Liaison Librarian Services and Social Sciences Librarian, University of North Carolina Wilmington)

The University of North Carolina Wilmington Randall Library 2020 Information Literacy Faculty Fellows Program