

Detailed Design:

Saving and Eating Toward Success

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**Intervention one: Monthly Food and Favorites****Sponsor**

Municipality of Glenoak.

**Users**

Low-income seniors living in the municipality.

**Objectives Addressed**

- Given a weekly food budget and following Canada's food guide, plan five weekly nutritious meals for dinner, 100% of the time.
- Based on five planned meals and one possible alternative food item per meal, create a corresponding grocery list 100% of the time.
- Utilizing food purchases from the grocery store, prepare and eat nutritious meals with necessary substitutions if needed, 100% of time.
- Plan each meal with one new variety of food, 100% of the time.

**Genre**

E-newsletter.

**Communication Medium**

Online/digital issue, with print edition available in store as well.

**Time Needed for the Intervention**

Six-month timeline for performance improvement campaign. Additional newsletters will be reassessed at that point.

**Description of the Intervention**

**Background of the intervention.** The following intervention is an enewsletter, as well as a printed newsletter available in the grocery store. The purpose of the intervention is to provide the performer, with both an environmental and individual resource to help them achieve job one; where low-income seniors of Glenoak will be able to eat nutritious meals while respecting their weekly food budget. It targets both environmental knowledge by providing information which

can help improve performance, such as information on in-store tools, and seasonal produce to fit their food budgets. It also provides individual knowledge by exposing performers to new recipes which could help them stay within their budget and eat healthier.

It is selected as the best and most suitable genre to “increase awareness” (Broussard & Floress, 2007, p.1) on food-related information, to help performers achieve job one, as well as link it to other interventions in the performance improvement campaign. The enewsletter functions as a part of a comprehensive system of interventions to attain desired performance (Stolovitch & Keeps, 2004).

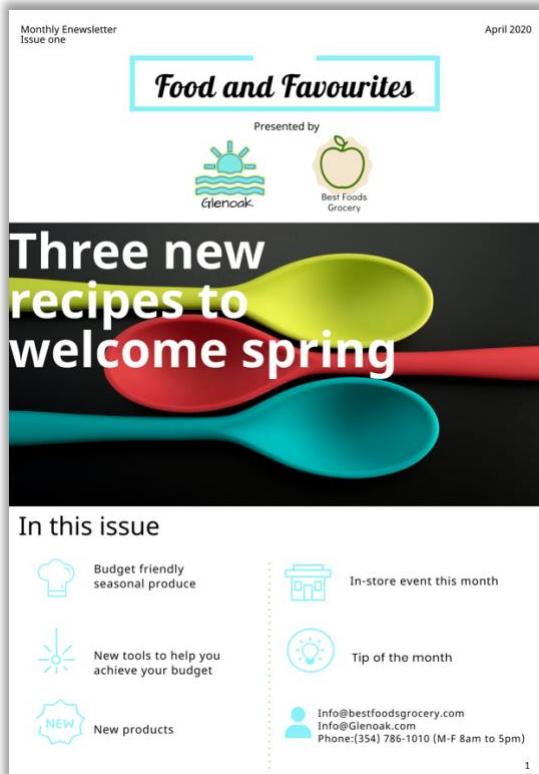
**Design of the intervention.** While some seniors prefer a hard copy version of a newsletter, seniors who belong to the cohort of the baby boomer generations tend to be more technology-driven and have a higher rate of digital knowledge and use (Kane, 2019). As such an enewsletter was selected as the main genre and digital communication was chosen as the medium for the intervention. A hard copy format was made available to accommodate performers who may be less technologically inclined, and who may prefer a hard copy, to be inclusive as possible to all performers in this particular demographic.

Performers' demographics were also taken into account, in multiple ways, to provide better usability and an enewsletter which they would be inclined to read. A focus and understanding of the audience were critical in considering specific design components, to increase its appeal and inclination be read (“Newsletters // Purdue Writing Lab,” n.d.). Further details are provided below on both the overall design thought process, and specific elements to each page of the enewsletter including formatting, visuals, fonts, and content (“Newsletters // Purdue Writing Lab,” n.d.). The sponsor's specific design requirements were taken into account, including keeping with the colours of the logo of the municipality of Glenoak (light blue and

light green), and an acknowledgement of the local grocery store, Best Foods Grocery, for their participation and collaboration in helping to implement and support the performance improvement campaign.

## Material to develop

**Overview.** The following information provides the overall framework for the enewsletter, and considerations made in its design.



### Font

- Colours were selected based on the sponsor's request to brand with municipal colours similar to its logo. Font colours of the main text were kept black for clarity, and to ensure ease of reading. Exception was to accommodate the contrast of the text and image on page one (Pernice, n.d.), where the text is white.
- Two different font types; one for the main title and another one for subtitles and text. Font selection based on ease of readability for the user ("Newsletters // Purdue Writing Lab," n.d.).
- Larger font for senior demographic for easier reading (Kane, 2019).

### Layout

- Design of the text and background were designed for seniors to ensure "high contrast between text and background" (Pernice, n.d.0:43).
- To ensure performers can get a quick scan of the newsletter content, important information was placed in bolded subtitles, where performers can read content in a "layer-cake scanning pattern" (Pernice, 2019, para.4).

### Visuals

- Visuals were used to enhance readability, and compliment written content, while keeping the performers demographic in mind ("Newsletters // Purdue Writing Lab," n.d.).
- Visuals are content focused and provide applicability for the user (Broussard & Floress, 2007).
- The colour theme was incorporated throughout the visuals to ensure consistency and branding according to sponsor guidelines.

**Details page one.** The following information provides design details on the first page of the enewsletter.

Monthly Enewsletter  
Issue one

April 2020

Text indicating type of document, number and month of issue.

## Food and Favourites

Presented by

# Three new recipes to welcome spring

## In this issue

Budget friendly seasonal produce

New tools to help you achieve your budget

New products

In-store event this month

Tip of the month

Info@bestfoodsgrocery.com  
Info@Glenoak.com  
Phone: (354) 786-1010 (M-F 8am to 5pm)

1

Subheading to help orient user to content.

Contact information for performers to get further information.

Enewsletter title is in a unique font, bold, and larger to standout and be more distinguishable from body text ("Newsletters // Purdue Writing Lab," n.d.).

As per the request of the sponsor, municipal logo and the local participating grocery store's logos are present and visible on the front page.

Bold picture incorporating thematic colours and food related image (hue12 photography, 2018).

Small icons to improve readability, and grab user's attention to situate and preview newsletter content (Nielsen, 2015).

**Details page two.** The following information provides design details on the second page of the enewsletter.

## Spring seasonal produce

These fruits and vegetables are bountiful in spring, and can provide a wonderful addition to your meals (as well as save you money!)



**Beets**      **Carrots**      **Strawberries**



Demographic visual of (CDC, 2020) user performing related task (preparing food). Visual to complement and enhance text (“Newsletters // Purdue Writing Lab,” n.d.).

## Recipes to Welcome Spring

### Whole wheat couscous, beet, and almond spring salad

#### Ingredients

- 1/2 cup whole wheat couscous
- 2 beets (boiled until fork ready)
- 1/4 cup of chopped almonds
- 2 tbsp of fresh mint
- Juice of one lemon
- 2 tbsp of olive oil
- Salt and pepper to taste

#### Directions

Follow the directions on the package of couscous to prepare, cool and set aside. Dice beets and add to the bowl of couscous, along with chopped almonds and mint. Pour lemon juice and olive oil. Season with salt and pepper. Mix well and serve.

### Breaded tilapia with cumin roasted carrots

#### Ingredients

- 2 tilapia fillets
- 3/4 cups of bread crumbs
- 1 whisked egg
- 1/2 cup of flour
- 2 carrots, peeled and cut lengthwise
- 2 tbsp of olive oil
- Salt and pepper to taste
- 1/4 tsp of ground cumin

#### Directions

Preheat oven to 375 degrees fahrenheit. In a plate add the flour, and add salt to taste. On a second shallow plate add the whisked egg, and a third plate with the bread crumbs (season with salt and pepper to taste). Dredge tilapia in flour followed by egg mixture and bread crumbs. Place on a baking tray. Place carrots on a separate baking tray. Sprinkle with salt, pepper and cumin. Drizzle olive oil over carrots. place trays in the oven, and bake for 25 minutes.

### Almond milk strawberry smoothie

#### Ingredients

- 1 cup of chopped strawberries
- 1/2 banana
- 1/4 cup of low-fat Greek yogurt
- 1 cup of unsweetened almond milk

#### Directions

Place strawberries, banana, yogurt and almond milk in a blender. Blend until smooth, and pour into a tall glass.

To enhance readability, simple brief sentences were provided focusing on relevant content and information. (Nielsen, 2015). Such as a focus on seasonal produce (“Availability guide,” 2013).

Recipes incorporating seasonal produce, mentioned above, to encourage consumption and provide meal ideas based on recommendations from Canada’s food guide (Canada, 2018). Recipes are displayed in a columns, to provide easier readability, and display text in an efficient manner (“Data Visualization // Purdue Writing Lab,” n.d.).

Page number for better orientation.

**Details page three.** The following information provides design details on the third page of the enewsletter.



Visual to complement text and provide thematic coherence with similar colours and healthy food related content (Van den Heuvel, 2017).

## New tools for a great shopping experience

In collaboration with Best Foods Grocery, new tools have been added to the store to provide a superior shopping experience. Here are some available to help you get all the items you need to create healthy and flavourful meals!

Basket attachments for walkers

Shopping assistant to help answer your questions

Benches to take a break (and chat with a friend!)

Conveniently placed calculators to help you stay on budget

Two motorized carts

Mobile wizard app to help you stay on budget



To bring you the latest and greatest food selection, Best Food Grocery aims to bring you new products to help you create the best meals. Here are some new products available to unleash your culinary imagination!



Two new varieties of Canadian cheeses

Low-fat and low-lactose varieties available



Individually air-sealed basa and haddock fillets

Buy as many as you need. Budget friendly!

Indulge without guilt!

Reduced sugar whole wheat waffles

Promoting other interventions, as part of the performance improvement campaign.

Small icon image identical to page one of the newsletter. To better orient and reduce cognitive load of the user (Whitenton, 2013). Using similar icons, help the user locate information quicker.



Join us for our monthly Time For Tea Event!

A fun exclusive event to sample new healthy foods, have a cup of tea and meet new friends! Ask for more information in store, or contact us.



Tip of the month

A great money-saving tip! When planning meals, think of food items which may be used for two meals. For example, a head of cauliflower could be used simply as a roasted side dish and as well as a part of a delicious soup.

Varying the presentation of text. Length of text is also kept to a shorter length, and provides information which could be useful and relevant to the user (“Newsletters // Purdue Writing Lab,” n.d.).

## **Intervention two: Staying in the Black**

### **Sponsor**

Municipality of Glenoak.

### **Users**

Low-income seniors living in the municipality.

### **Objectives Addressed**

- When shopping at a grocery store purchase appropriate food items, and stay within the food budget, in order to have a successful grocery shopping experience 100% of the time.

### **Genre**

Wizard.

### **Communication Medium**

Digital application on smartphone or in-store tablet.

### **Time Needed for the Intervention**

The intervention can be used throughout the performance improvement campaign.

### **Description of the Intervention**

**Background of the intervention.** The following intervention is a wizard designed as a mobile application available to download on the performer's smartphone, or on a tablet available in the grocery store (tablets will be placed in strategic locations for most efficient use). The purpose of the intervention is to provide the performer with an efficient method to tabulate the price of their food items in their basket or cart, and make a quick comparison to determine if their intended food item purchases fall within their weekly budget.

As a non-instructional intervention, the wizard addresses the performer at an individual level. It is a resource to better help them manage their weekly food budget and verify the amount of their purchases at any moment during their grocery shopping. A wizard was selected as the

most efficient intervention and is normally utilized to “..split a complex process into multiple steps” (Budiu, 2017, para.8), as it would provide performers with a quick method to break down a calculation in two steps; summation and a comparison of numbers.

Because numerous performers do not have the general habit of verifying and assessing if their purchases are within their weekly food budget, the wizard is an intervention which would help performers who are not in the habit of performing this step or are just beginning (Budiu, 2017) to make a conscious effort to verify their budget.

It also unloads the calculations required to determine if performers are within their weekly food budget, as the particular demographic of performers often includes some low-income seniors, particularly those who are isolated and vulnerable, with declining cognitive abilities to perform such actions as calculating quickly and efficiently (Gilmour, 2011).

**Design of the intervention.** The design of the intervention was built to facilitate calculations done by the performers, and takes into account the particular demographic of seniors and the usability of such an intervention. As seniors increasingly use smartphones (Mózer, 2019), the design of the wizard application took into account many aspects which would increase its usability and ultimately help increase performance. The general design of the wizard application includes keeping with similar fonts and colours as the other interventions in the campaign, as well as providing a familiar layout. It is also designed to follow what users might expect from a wizard (Davidson Ann-Louise, personal communication, February 11, 2020), and the usability aims to follow along with those expectations for ease of use by the performers.

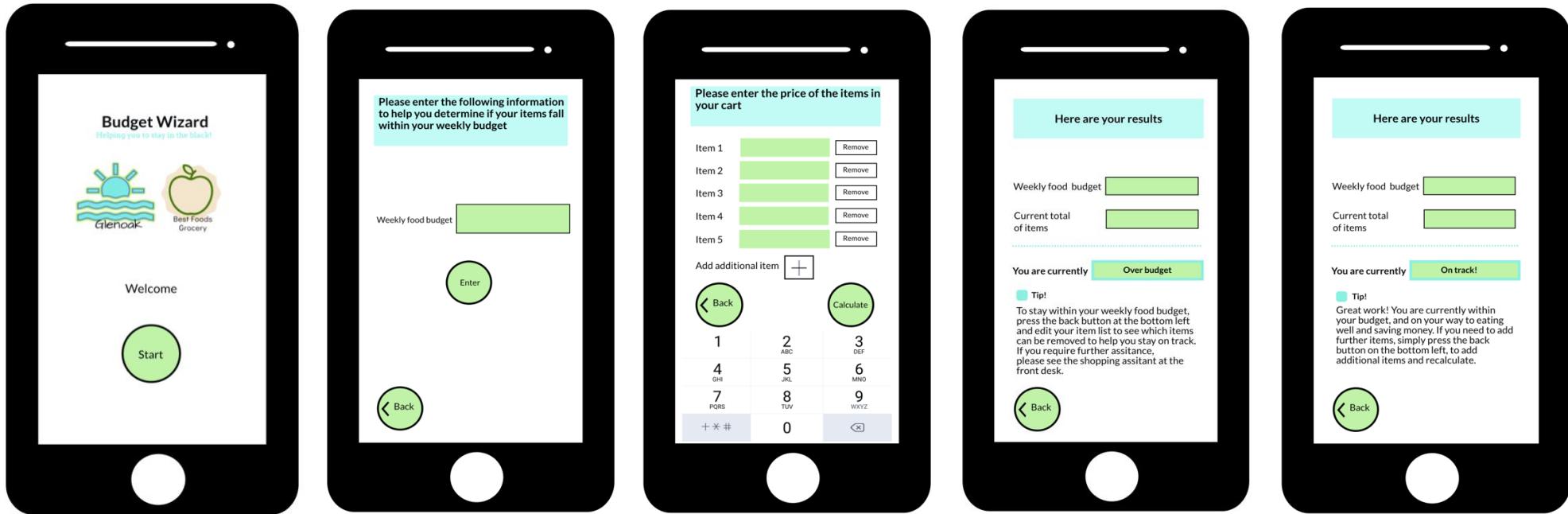
For this particular demographic, a few general design and usability guidelines were kept in consideration to make it a successful intervention with a focus on readability and interface design elements (Kane, 2019). Guidelines included an awareness of potentially affected vision of

the user (Iancu & Iancu, 2020) and designing elements which took that into account. This included careful consideration in the selection of the colour of text, font size and type, contrast and general readability (Iancu & Iancu, 2020). Easy and clear navigation between screens were important for better orientation for the user (Mózer, 2019), so that they could easily go back to previous screens and edit if necessary. Buttons were designed for a single function, and a screen was not overloaded with multiple functions (Mózer, 2019). Generally, reducing multiple inputs on a single screen was important as it can be a hindrance for a senior demographic when using mobile applications (Iancu & Iancu, 2020). However, for this design, an exception was made on a single screen with multiple inputs for food items the performer wants to purchase, which were kept together for better flow of the wizard, and for the performer to see all item inputs on a single screen. Placing a single input item per screen would have potentially frustrated the user, as it would have required them to go through several screens before being able to ultimately calculate the total.

Overall, the general design and usability principles were to keep a simple and intuitive design, and not to overwhelm the users with too many functions. While the function of the wizard is straight forward in nature, several considerations with the demographic in mind were necessary to ensure that the intervention would help to improve performance.

## Material to develop

**Overview.** The following information provides the overall framework for the prototype of the mobile application and considerations made in its design.



### Font

- Colours were selected based on the sponsor's request to brand with municipal colours similar to its logo. Font colours of the main text was kept black for clarity, and to ensure ease of reading.
- A larger font for a senior demographic was selected for easier reading (Kane, 2019). With a minimum of "at least 12-point fonts" (Nielsen, 2013, para.27) to make reading easier.
- The font used is a style called Lato, and is a clear font type to provide further legibility and easier reading (Nielsen, 2015)

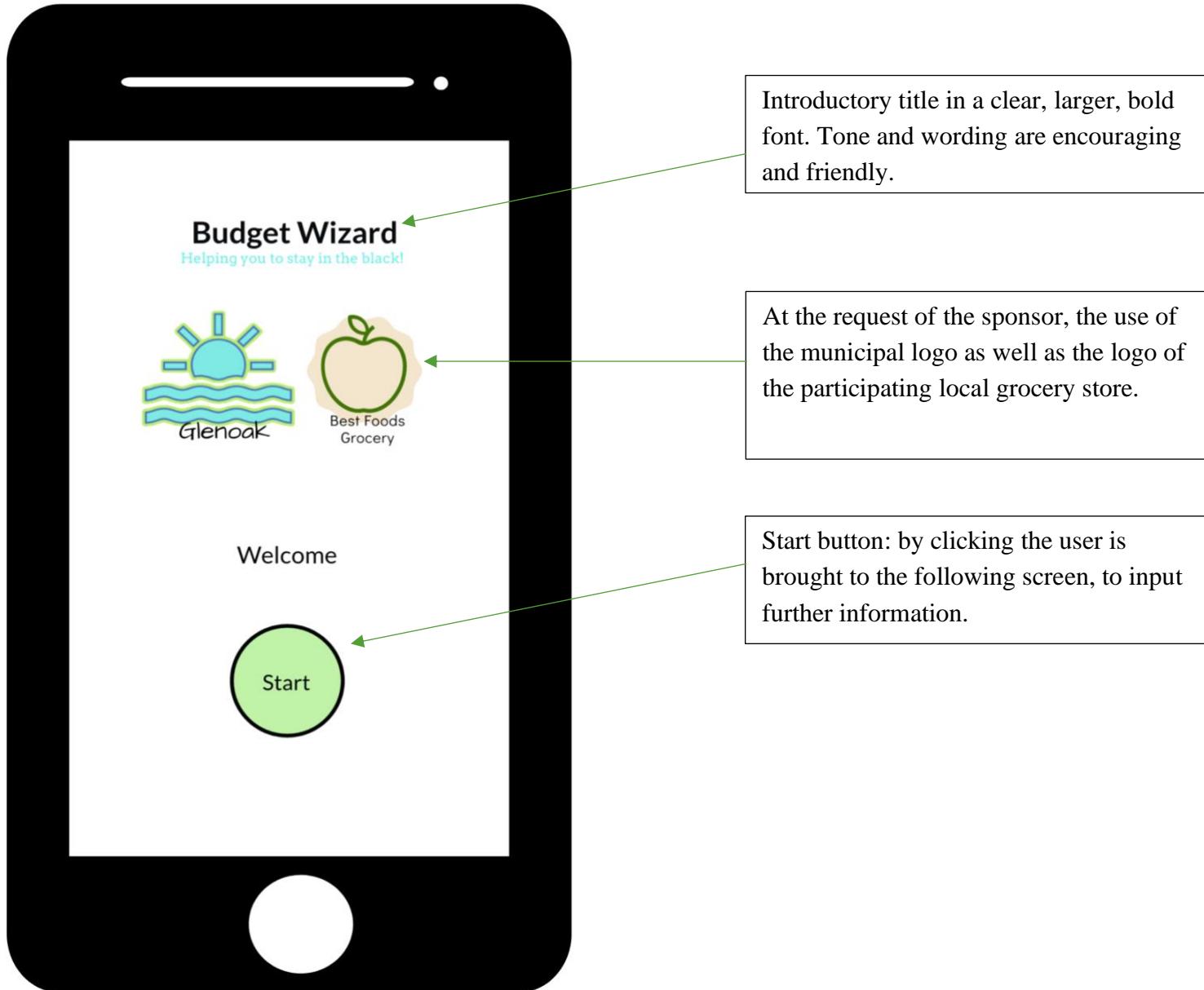
### Layout

- Design of the text and background were designed for seniors to ensure "high contrast between text and background" (Pernice, n.d.,0:43).
- The layout focused on a single task for each screen, such as entering the performers weekly food budget, to not overload to many tasks on a single screen (Budiu, 2017).

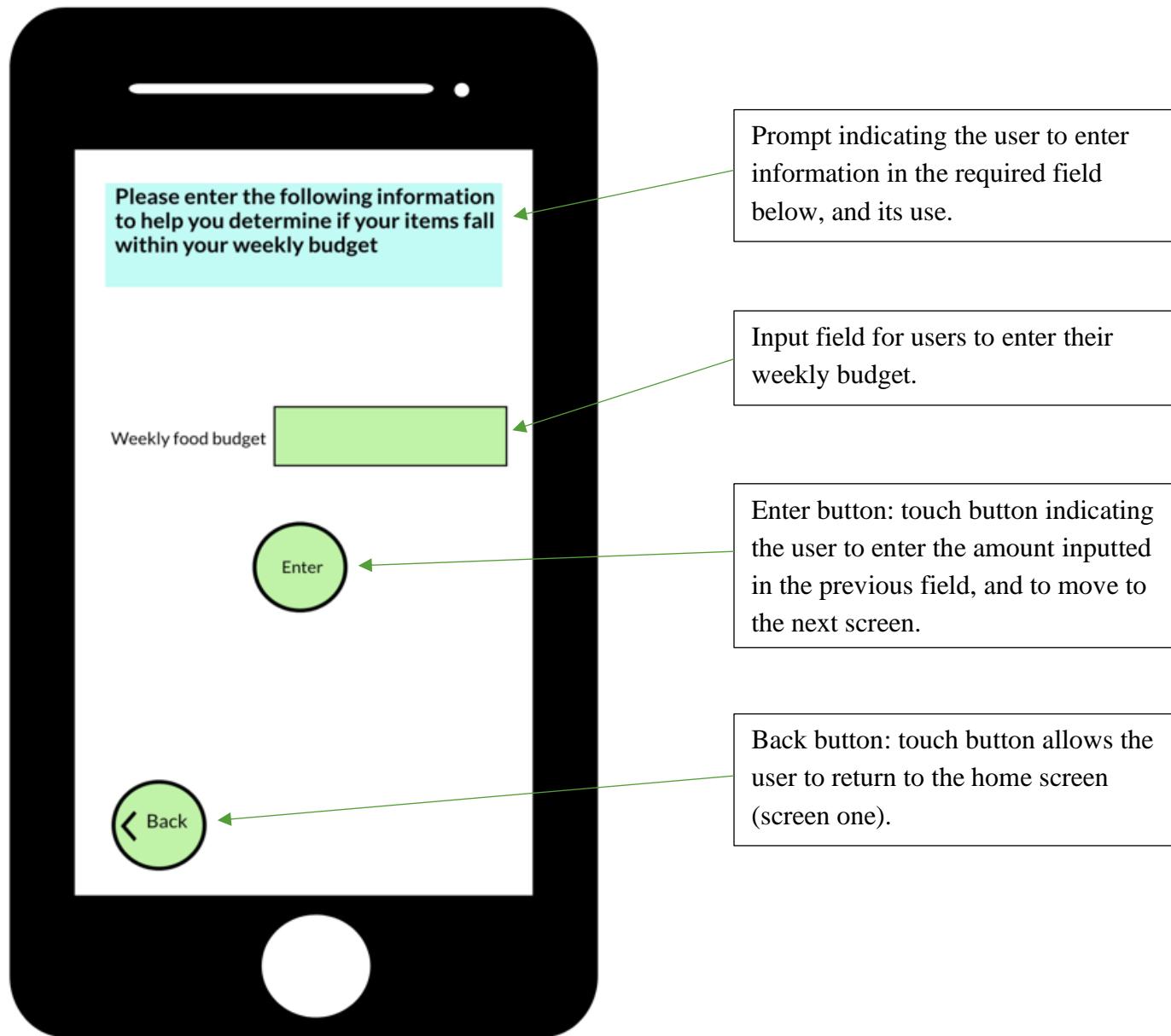
### Visuals

- The colour theme was incorporated throughout the visuals to ensure consistency and branding according to sponsor guidelines.
- Buttons are accompanied by text to ensure better clarity in their function (Mózer, 2019).
- Touch inputs were utilized to be a more natural method to enter data for the demographic of performers (Mózer, 2019).

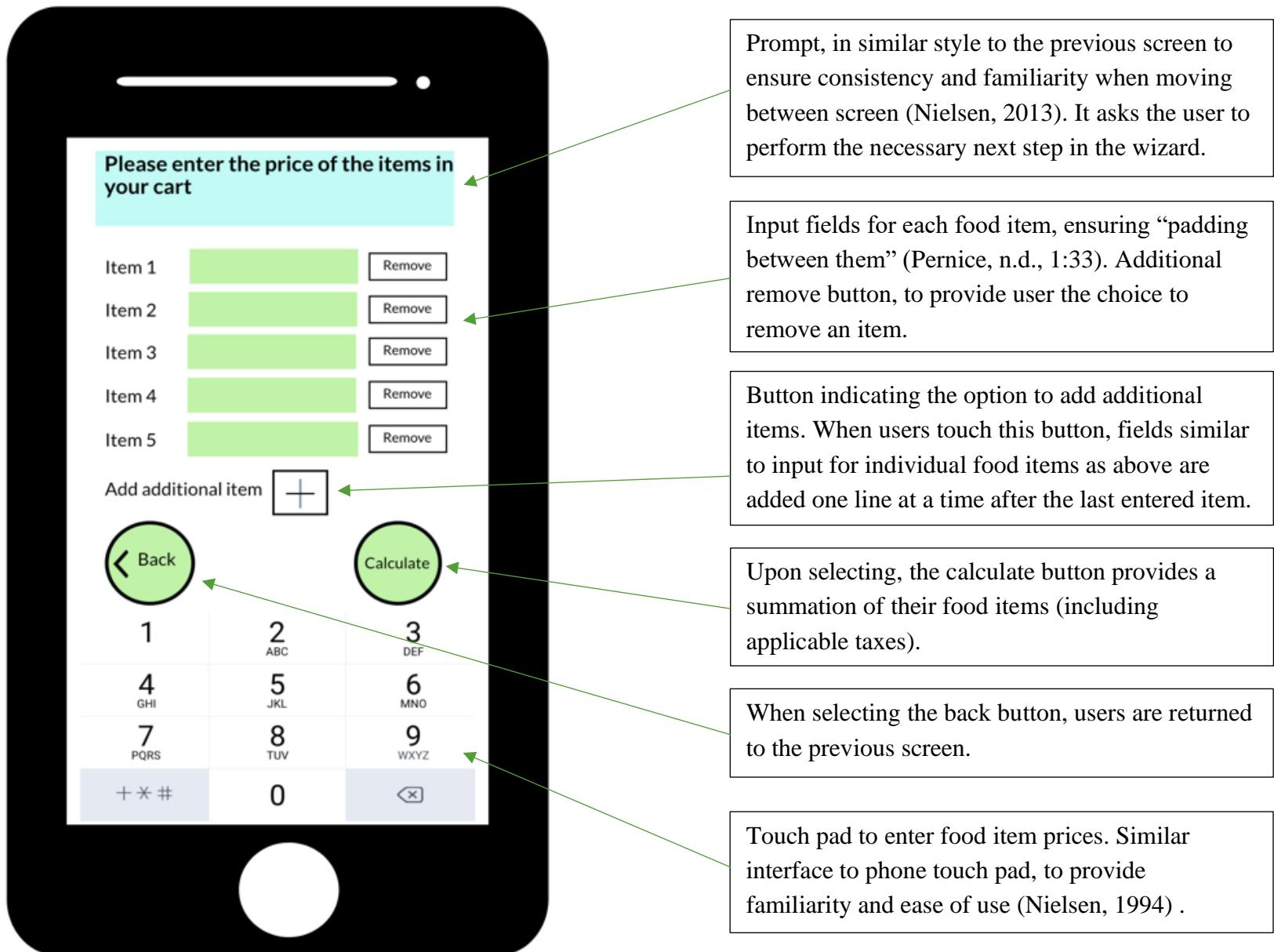
**Details screen one - Home screen.** The following information provides the design details of the first screen on the prototype of the wizard application.



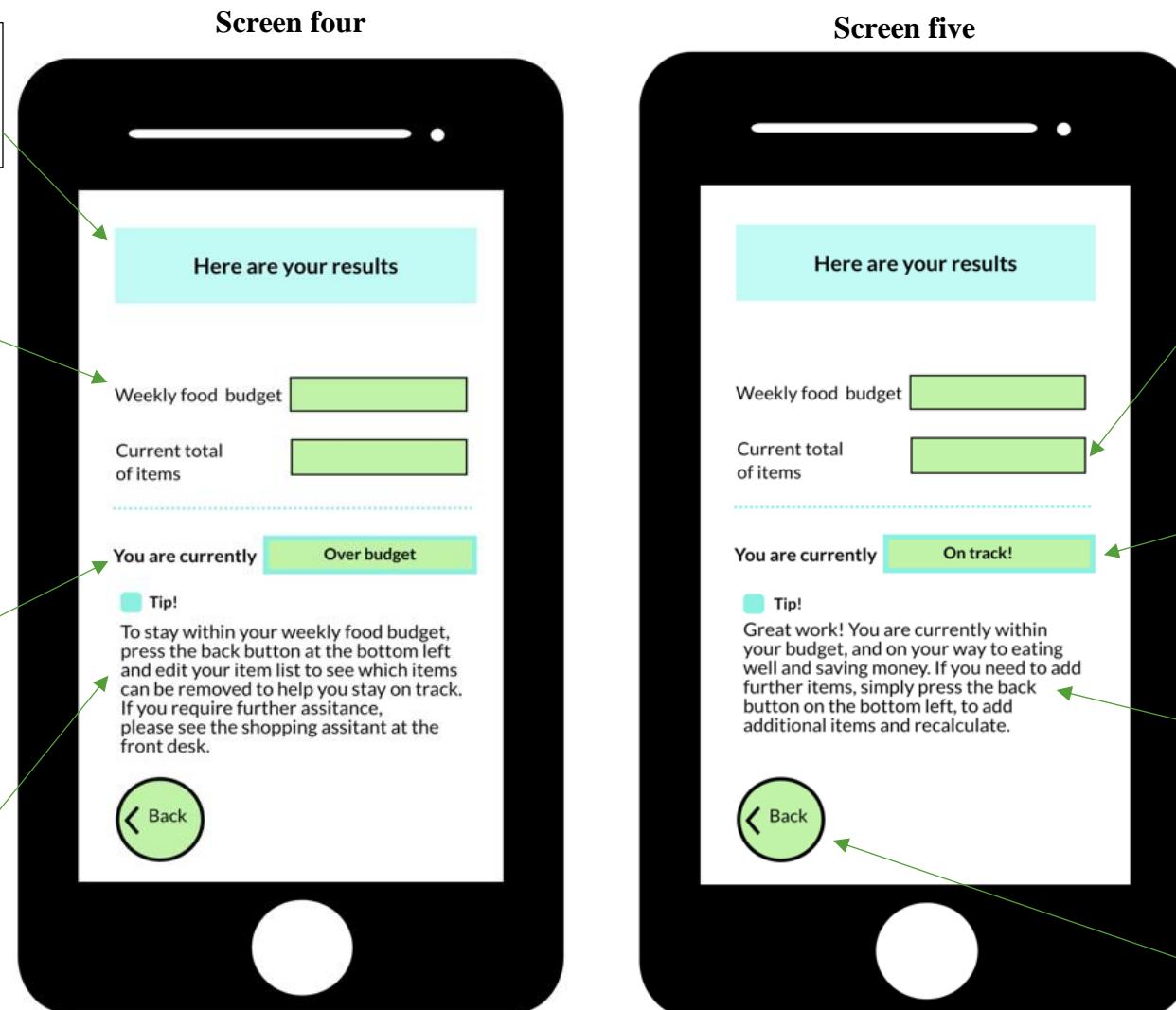
**Details screen two - Weekly budget input screen.** The following information provides the design details of the second screen on prototype of the wizard application.



**Details screen three - Food items input screen.** The following information provides the design details of the third screen on the prototype of the wizard application.



**Details screen four and five - Results.** The following information provides the design details on the fourth and fifth screens on prototype of the wizard application. A single screen is shown to the user, depending on the result of the previous screen (food item input screen), and if the total of their items is over their weekly food budget (screen four), or within their weekly budget (screen five).



### **Formative Evaluation**

The purpose of the following formative evaluation instruments are to assess “the effectiveness” (Carliner, 2015, p.176) of the performance improvement campaign, Saving and Eating Toward Success, and how well it responds to the request of the sponsor and for performers to ultimately achieve job one. The following evaluations include a technical review, an editorial review as well as pilot test (Carliner, 2015) for the first intervention, the enewsletter named Monthly Food and Favorites, and for the second intervention a mobile wizard application named Staying in the Black.

#### **Intervention one: Enewsletter - Monthly Food and Favorites**

**Technical Review.** The purpose of the technical review is to ensure the accuracy of the content in the enewsletter with appropriate subject matter experts (Carliner, 2015). The following provides information on the review and the instrument used in the technical review for this intervention.

When will the review(s) occur?	On a monthly basis (for a period of six months), as it is a monthly enewsletter where the content might change from month to month. The reviews will occur after the first and second draft. The review will occur on the 15 <sup>th</sup> of the month, with a week and half to review all drafts, before being published (they are published and sent on the 1 <sup>st</sup> of every month).
Who will participate in the review(s)? What expertise do they provide?	<ol style="list-style-type: none"> <li>1. A nutritionist and outreach coordinator from the Office of Nutrition Policy and Promotion (Canada, 2007), a Canadian Government body who's mandate is to bring awareness and knowledge of information pertaining to nutrition (Canada, 2007). The nutritionist and outreach coordinator brings valuable information and knowledge regarding accurate nutrition information, as well as which recipes to include in the enewsletter which are healthy and budget conscious.</li> <li>2. A corporate coordinator from the participating grocery store, Best Foods Grocery, who will check the accuracy of the information in</li> </ol>

	the enewsletter to verify it is reflective and reliable. The corporate coordinator provides the best expertise to verify if events and resources from the grocery store are accurate in the enewsletter.
Guidelines used to assess the accuracy of the draft, and procedures to administer the instrument.	The enewsletter should be accurate, relevant, current and presented in a clear and comprehensive manner (Carliner, 2015). It should be well adapted to a demographic of senior performers and be geared towards improving performance. The technical review instrument (see appendix A) will be in the form of a checklist, with space for additional comments. The instrument will be emailed with instructions to the necessary reviewers, with a reasonable timeline to receive feedback, in order to better capture their assessment of the enewsletter.

*Figure 1.* Technical review. Adapted from Formative Evaluation Plan (p.1), by S. Dana, 2019.

**Editorial review.** The purpose of the editorial review is to assure the complete comprehension by reviewing texts included in the enewsletter which may be unclear and improve the presentation (Carliner, 2015) of the newsletter, through a developmental review. The second part of the editorial review, the copyediting review, is to assure that the text and writing in the enewsletter are correct in terms of grammar, spelling and punctuation and any other writing issues. It also assures that the visuals in the enewsletter are consistent, appropriately selected, and conforms to the municipality of Glenoak style specifications (Carliner, 2015). The following information provides details on the editorial review and the instrument for this intervention.

When will the review(s) occur?	Both the developmental and copyediting review will occur on a monthly basis (for a period of six months), as it is a monthly enewsletter where the information might change from month to month.  The developmental review will occur simultaneously with the technical review, for the first draft (Carliner, 2015). The copyediting review will occur after the final draft (Carliner, 2015), with a week
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	and half to review all drafts before being published (they are published and sent on the first of every month).
Who will participate in the review(s)? What expertise do they provide?	Developmental review: A fellow performance consultant who works at the same organization as you. The performance consultant brings experience and expertise in performance improvement and will provide further insight to this performance improvement campaign.  Copyediting review: A communication editor for the city of Glenoak, who's role is to edit work put out by the city including city run workshops and activities. Their professional knowledge will be valuable in verifying editorial guidelines.
Guidelines used to assess the accuracy of the draft, and procedures to administer the instrument.	Developmental review: The enewsletter must be well organized and clear. The material in the enewsletter should be consistent throughout and follow a similar flow. A clear structure should support the performer to be able to achieve the objectives set out (Carliner, 2015) for performance improvement campaign.  Copyediting review: To assess the enewsletter's correct use of grammar, punctuation and spelling throughout the program content. The enewsletter content must also conform to the city of Glenoak style guide and the use of the city logo and the participating grocery store logo (Carliner, 2015).  The editorial review instrument (see appendix B) will be in the form of a checklist, with space for additional comments. The instrument will be emailed with instructions to the necessary reviewers, with a reasonable timeline to receive feedback, in order to better capture their assessment of the enewsletter.

*Figure 2. Editorial review. Adapted from Formative Evaluation Plan (p.3), by S. Dana, 2019.*

**Pilot test.** The pilot test is to assess the enewsletter as a whole, and evaluate which areas work well, and which ones may need improvement (Carliner, 2015). It is done with a comparable demographic of performers which the performance improvement campaign is geared toward.

When will the test occur?	The pilot test will occur with the second draft of the enewsletter (Carliner, 2015). The pilot test will only occur after the first issue as an initial test.
Who will participate in the test? What expertise do they provide?	Ten performers will be asked to volunteer for the pilot test, from various municipal clubs geared towards low-income seniors (knitting club, running club etc.). They are well suited to take the pilot test as they fit the profile to a similar demographic as performers in the performance improvement campaign.
Guidelines used to assess the accuracy of the draft and the procedure for conducting the pilot test.	<p>The pilot test should be a trial of one issue of the enewsletter and should allow performers to meet the specific objectives of the performance improvement campaign and assess if the response to the intervention was positive and successful (Carliner, 2015).</p> <ol style="list-style-type: none"> <li>1. Plan the pilot of one issue of the newsletter. <ul style="list-style-type: none"> <li>- Gather email addresses of volunteer performers.</li> <li>- Email the pilot edition of the enewsletter with a separate feedback form (appendix C).</li> </ul> </li> <li>2. Have performers fill out the feedback form sent, within a week timeframe.</li> <li>3. Have a follow up evaluation through email with necessary performers for further clarification (if necessary).</li> </ol>

*Figure 3.* Pilot test. Adapted from Formative Evaluation Plan (p.5), by S. Dana, 2019.

## **Intervention Two: Mobile Wizard Application – Staying in the Black**

**Technical Review.** The purpose of the technical review is to ensure the accuracy of the content of the mobile wizard application with appropriate subject matter experts (Carliner, 2015). The following provides information on the review and the instrument used in the technical review for this intervention.

When will the review(s) occur?	The reviews will occur after the first and second draft. A timeframe of four weeks is allocated to review both drafts.
Who will participate in the review(s)? What expertise do they provide?	<ol style="list-style-type: none"> <li>1. Mobile application specialist from your organization. They bring knowledge on the development of the wizard application and if the function of each prototype screen is accurate and developable.</li> <li>2. Accountant from the city of Glenoak to verify the accuracy of the necessary calculations in the wizard and provide knowledge on the appropriate sales taxes to include in the calculations.</li> </ol>
Guidelines used to assess the accuracy of the draft, and procedures to administer the instrument.	The mobile wizard applications should be accurate, relevant, current and presented in a clear and comprehensive manner (Carliner, 2015). It should be well adapted to a demographic of senior performer and be geared towards improving performance. The technical review instrument (see appendix D) will be in the form of a checklist, with space for additional comments for each reviewer. The instrument will be emailed with instructions to the necessary reviewers, with a reasonable timeline to receive feedback, in order to better capture their assessment of the enewsletter.

*Figure 4. Technical review. Adapted from Formative Evaluation Plan (p.1), by S. Dana, 2019.*

**Editorial review.** The purpose of the editorial review is to assure the complete comprehension (Carliner, 2015) of the mobile wizard application, by reviewing the text used and flow of the application through a developmental review. The second part of the editorial review, the copyediting review, is to assure that the text and writing in the mobile wizard application are correct in terms of grammar, spelling and punctuation and any other writing issues. It also assures that the visuals elements presented in the mobile wizard application are aligned with the

municipality of Glenoak style specifications (Carliner, 2015). The following information provides details on the editorial review and the instrument for this intervention.

When will the review(s) occur?	The developmental review will occur simultaneously with the technical review, for the first draft (Carliner, 2015). The copyediting review will occur after the final draft (Carliner, 2015).
Who will participate in the review(s)? What expertise do they provide?	Developmental review: A fellow performance consultant who works at the same organization as you. The performance consultant brings experience and expertise in performance improvement and will provide further insight to this performance improvement campaign  Copyediting review: A communication editor for the city of Glenoak, who's role is to edit work put out by the city, including city run workshops and activities. Their professional knowledge will be valuable in verifying editorial guidelines.
Guidelines used to assess the accuracy of the draft, and procedures to administer the instrument.	Developmental review: The mobile wizard application must be well organized and clear. The prototype screens should be consistent throughout and follow a similar flow. A clear structure should support the performer to be able to achieve the objectives set out (Carliner, 2015) in the performance improvement campaign.  Copyediting review: To assess the mobile application wizard's correct use of grammar, punctuation and spelling throughout the program content. The mobile wizard application content must also conform to the city of Glenoak style guide and the use of the city logo and the participating grocery store logo (Carliner, 2015).  The editorial review instrument (see appendix E) will be in the form of a checklist, with space for additional comments. The instrument will be emailed with instructions to the necessary reviewers, with a reasonable timeline to receive feedback, in order to better capture their assessment of the mobile wizard application.

*Figure 5. Editorial review. Adapted from Formative Evaluation Plan (p.3), by S. Dana, 2019.*

**Pilot test.** The pilot test is to assess the mobile wizard application as a whole, and evaluate which areas work well, and which ones may need improvement (Carliner, 2015). It is done with a comparable demographic of performers which the performance improvement campaign is geared toward.

When will the test occur?	The pilot test will occur with the second draft of the mobile wizard application (Carliner, 2015), during a two week period.
Who will participate in the test? What expertise do they provide?	Eight performers will be asked to volunteer for the pilot test in using the mobile application wizard. They will be selected from various municipal clubs geared towards low-income seniors (knitting club, running club etc.). They are well suited to take the pilot test as they fit the profile to a similar demographic as performers in the performance improvement campaign.
Guidelines used to assess the accuracy of the draft and the procedure for conducting the pilot test.	<p>The pilot test should be a trial to test the usability of the mobile application wizard. It should allow performers to meet the specific objectives of the performance improvement campaign and assess if the response to the intervention was positive and successful (Carliner, 2015).</p> <ol style="list-style-type: none"> <li>1. Plan the pilot use of the mobile wizard application. <ul style="list-style-type: none"> <li>- Gather email addresses of volunteer performers.</li> <li>- Email the pilot edition of the mobile wizard application to download on their smart phone or tablet. Include a separate feedback form (appendix F).</li> </ul> </li> <li>2. Have performers fill out the feedback form, sent back within a two week timeframe.</li> <li>3. Have a follow up evaluation through email with necessary performers for further clarification (if necessary).</li> </ol>

*Figure 6.* Pilot test. Adapted from Formative Evaluation Plan (p.5), by S. Dana, 2019.

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## Appendix A

### **Technical Review Instrument for Monthly Food and Favorites Enewsletter**

Please review the draft of the enewsletter and use the following appropriate checklist to assess the accuracy of the information.

#### Checklist for Nutritionist:

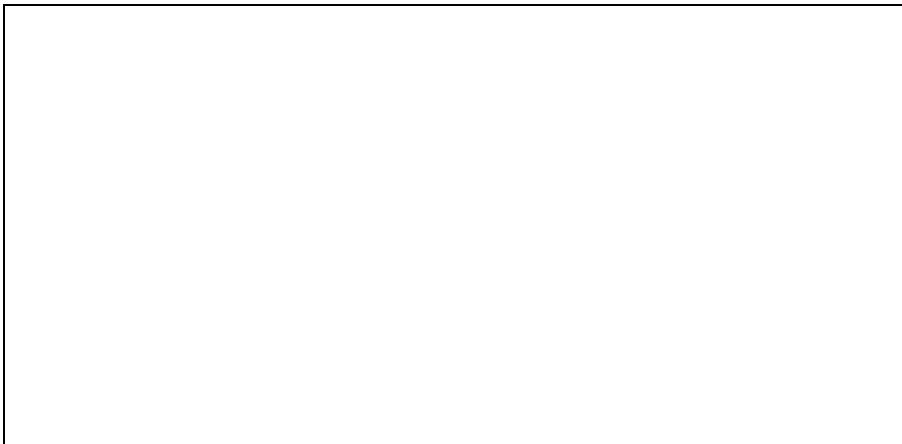
- Are the recipes healthy, contain ingredients promoting nutritious ingredients, and budget conscious?
- Do the recipes reflect the use of seasonal food items?
- Do the pictures and visuals promote healthy eating?
- Are the nutrition claims and information accurate and reliable?

Please add additional comments in the box below:

#### Checklist for corporate coordinator:

- Are the store events accurate in the descriptions?
- Are the other resources currently available and ready for use by the performers?
- Are the new food products accurate and currently in store?
- Is the contact information on the newsletter accurate and current?

Please add additional comments in the box below:

A large, empty rectangular box with a thin black border, positioned below the instruction text. It is intended for the respondent to write additional comments.

## Appendix B

### **Editorial Review Instrument for Monthly Food and Favorites Enewsletter**

#### 1- Developmental review:

Please review the draft of the enewsletter and use the following checklist to assess its organization, clarity, its sequencing, and if it overall lends itself to be a part of the larger performance campaign.

#### Checklist for peer performance consultant:

- Is the enewsletter well organized?
- Is the enewsletter clear and easy to understand?
- Is the sequencing of the enewsletter logical and flow well?
- Does the enewsletter work as part of the larger performance improvement campaign?

Please add additional comments in the box below:

## 2- Copyediting review

Checklist for communication editor for the city of Glenoak:

- Is the spelling throughout the enewsletter accurate?
- Is the grammar and punctuation correct?
- Does the enewsletter written content conform to the city of Glenoak style guide?
- Are the visual elements in accordance with the city of Glenoak style guide?
- Are the respective logos of the city of Glenoak and the participating grocery store clearly visible and accurate?

Please add additional comments in the box below:

## Appendix C

### Pilot Test Instrument for Monthly Food and Favorites Enewsletter

Feedback form for monthly enewsletter “Food and Favourites”

April 13, 2020.

Thank you for participating in reviewing this edition of our new enewsletter. Please fill out the following form and email it back to us by April 20, 2020 with your valuable feedback. If you require further information or assistance, please feel free to email us.

Question 1) Is the enewsletter visually appealing? \_\_\_\_\_

Question 2) Are the words legible and clear? \_\_\_\_\_

Question 3) Is the content of the enewsletter relevant? \_\_\_\_\_

Question 4) Are the recipes appealing and something you would cook at home? \_\_\_\_\_

Question 5) Are the grocery store events something you would be interested in, provided the information in the enewsletter? \_\_\_\_\_

Question 6) Would you be willing to purchase and try the new products mentioned in the enewsletter? \_\_\_\_\_

Question 7) Would you read a similar enewsletter on a monthly basis? \_\_\_\_\_

Please provide additional comments and feedback:

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## Appendix D

### **Technical Review Instrument for Staying in the Black Mobile Wizard Application**

Please review the prototype screens of the mobile application wizard, and use the following appropriate checklist to assess the accuracy of the information.

#### Checklist for mobile development specialist:

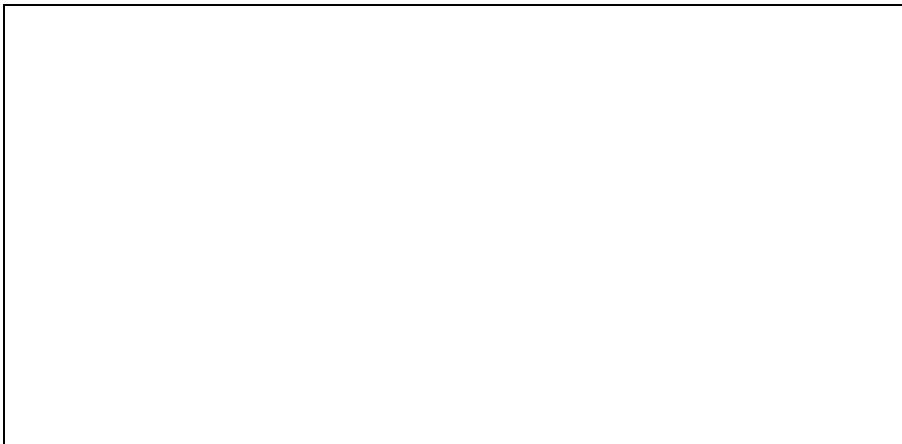
- Are the functions on each prototype screen executable?
- Are the buttons and input areas appropriately placed?
- Are the prototype screens in sequential order of action?

Please add additional comments in the box below:

#### Checklist for accountant:

- Are the amounts asked from the user appropriate?
- Are the appropriate taxes taken into account when adding the prices of the food items?
- Are the actions asked of the user, depending on the result, financially appropriate when they receive the result of the wizard?

Please add additional comments in the box below:

A large, empty rectangular box with a thin black border, positioned below the instruction text. It is intended for the respondent to write additional comments.

## Appendix E

### **Editorial Review Instrument for Staying in the Black Mobile Wizard Application**

#### 1- Developmental review:

Please review the prototype screens of the mobile application wizard. Use the following checklist to assess its organization, clarity, its sequencing, and if it overall lends itself to be a part of the larger performance campaign.

#### Checklist for peer performance consultant:

- Is the mobile wizard application well organized?
- Is the wizard clear and easy to understand?
- Is the sequencing of the wizard logical and flow well?
- Does the mobile wizard application work as part of the larger performance improvement campaign?

Please add additional comments in the box below:

#### 2- Copyediting review

#### Checklist for communication editor for the city of Glenoak:

- Is the spelling throughout the mobile wizard application accurate?
- Is the grammar and punctuation correct?

- Does the mobile application wizard's written content conform to the city of Glenoak style guide?
- Are the visual elements in accordance with the city of Glenoak style guide?
- Are the respective logos of the city of Glenoak and the participating grocery store clearly visible and accurate?

Please add additional comments in the box below:

## Appendix F

### Pilot Test Instrument for Staying in the Black Mobile Wizard Application

Feedback form for mobile wizard application “Budget Wizard”

April 20, 2020.

Thank you for participating in reviewing the mobile wizard application. Please fill out the following form and email it back to us by May 4, 2020 with your valuable feedback. If you require further information or assistance, please feel free to email us.

Question 1) Is the mobile wizard application visually appealing? \_\_\_\_\_

Question 2) Are the words on the screen legible and clear? \_\_\_\_\_

Question 3) Are the buttons functions clear to use? \_\_\_\_\_

Question 4) Is the action on each prototype screen clear? \_\_\_\_\_

Question 5) Is the result of the wizard clear? \_\_\_\_\_

Question 6) Is it fairly easy to navigate between different screens? \_\_\_\_\_

Question 7) Would you use a similar mobile application when you grocery shop?  
\_\_\_\_\_

Please provide additional comments and feedback:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_