



Nuffield Design and Technology teaches students to design what they can make and then make what they have designed.

This booklet is part of the **Starting Nuffield Design & Technology Pack.**

It can be used in conjunction with the main course materials or as a teaching resource in its own right. You can find out about these in the Resources section of the website.

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Evaluating

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Evaluating products

When you have made your product you must evaluate it. You can do this in a number of ways.

User trips

- Imagine what someone else would think about your product.
 - ◆ What would your mum or dad think about it?
 - ◆ Or your brothers and sisters?
- Imagine what your friends would think.
- Write it down.
- Ask them and then check if you were right.



You can learn a lot by watching people use products.

Look at the expression on their faces.

You might see:

- ◆ anger
- ◆ frustration
- ◆ boredom
- ◆ pleasure
- ◆ happiness
- ◆ interest.

Look at body language.

You might see ...

- ◆ tension
- ◆ aggression
- ◆ calmness
- ◆ relaxation.



Key words

evaluating

deciding how good a product is

user trip

a form of evaluation in which you use the product and ask simple questions about it

target chart

a chart used for deciding who is a winner and who is a loser

appropriate

suitable

environment

our surroundings

Capability Task

a task in which you have to design and make a real product that works

- Fill it in at the end of a Capability Task.
- Use notes, drawings or stickers.
- Use it when you talk to your teacher about getting better at D&T.



Using the specification



It is always important to test against the specification.





Do simple tests to find out if your product does what it is supposed to do.

- If a brooch should fit in a matchbox, try it and see.
- If a jigsaw should appeal to young children, show them to find out.
- If the kite should be easy to fly, fly it to find out.

Evaluating yourself!

Understand what keeps you back!

| | |
|---|---|
| <p>STOP! What held me up?</p>  | <p>GO! How did I overcome it?</p>  |
| <p>HELP! When did I need it?</p>  | <p>YES! How did I get it?</p>  |
| <p>BORING! When did I lose interest?</p>  | <p>ENJOY! How did I get it back?</p>  |

You can use a chart like this to work out what keeps you back.

Appropriate technology means suitable technology.

Use these questions.

- ◆ Is it made with local materials?
- ◆ Do local people make it near where they live?
- ◆ Can the people afford to buy, run and maintain it?
- ◆ Are jobs created or people made redundant?
- ◆ Does it fit in with the way people live?
- ◆ Does it need outside experts?
- ◆ Does it damage or improve the environment?

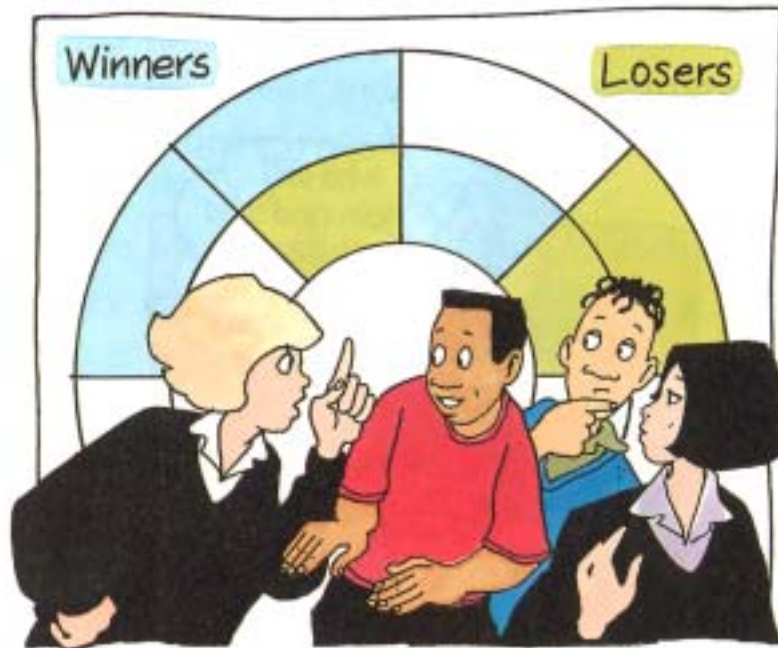
Winners and losers

- Use the target chart to find out who is affected by the product.
- Decide who is a winner and who is a loser.
- Colour the losers in one colour and the winners in another.
- Use the chart to decide whether the product is a good idea.

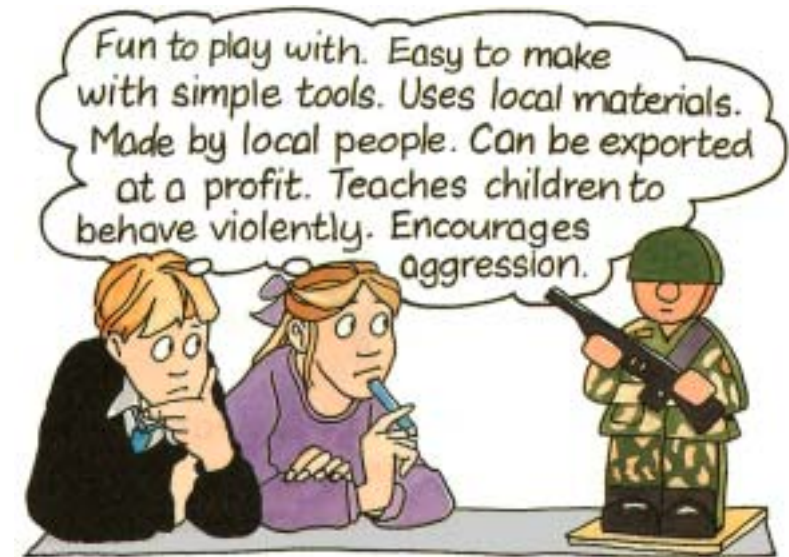


When you are discussing winners and losers, feelings can run high.

- Make sure everyone gets a say.
- Imagine you are a loser — try to explain why this is wrong.
- Imagine you are a winner — try to explain why this is right.



Is it appropriate?



It is not always easy to decide.

- ◆ How could the toy be changed to make it more appropriate?
- ◆ Would it still be as exciting to play with?

Appropriate means 'suitable'.