TROY Graphic Design in Multimedia

Start Here

Welcome to EDU 6617

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- Download audio file: welcome-to-6617.mp3

Welcome Text Transcript

Announcements/News

Access the latest course news and/or announcements from this link, or click the link in the left menu titled *Latest News*.

Individual Design Challenge Week 1

Mini-Portfolio Project:

PART 1: Using the Preface and Chapter 1 (Lohr) and any additional resources you wish, select a graphics tool of your choice and create a visual that uses the concepts of Universal Design to present the same message in a **performance** setting vs an **educational** setting.

PART 2: Write an explanation/defense of your design (see Lohr, p. 68 Justification for an example). Explain the tool(s) you chose, explain your concept, and tell how the elements you chose fulfill the requirements of the assignment. Include as text in your *Personal Portfolio* and as a Comment on the *Assignments* page.

1. Create your design
2. Upload your work to My Content
3. Embed it in your Personal Portfolio (Not the Master Project Portfolio)
4. Upload it to Assignment 1 Week 1

Week 1 Lesson | Preface & Chapter 1 — Universal Design

What is your Learning Style?

Click the image below to launch the Learning Styles Inventory. Once you have taken the short 20 question quiz and received your results, please post the results on the Interviews, Bios, Photos and Learning Styles Wiki page.

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Career Planning
Preparing for School
Paying for School
Self-Assessments
What Kind of Student Are You?
► What's Your Learning Style?
Which Study Habits Can You Improve?

What's Your Learning Style?

Have you ever wondered why you do better in some classes than others? It may depend on your individual learning style. Your learning style influences the way you understand information and solve problems.

There are three primary learning styles:

- Visual
- Auditory
- Tactile

Many people use a combination of learning styles, whereas others learn best by using just one. Want to know your learning style? You're just 20 questions away from finding out!

▶ Answer the 20 Questions   Just Show Me the Results

Universal Design for Learning (UDL)

Universal Design is the art and science of "making information and learning accessible in the broader sphere of life for all people" (Lohr, p. 8).

This folder contains the instructional tools you will need to master the topic of Universal Design.

Start by watching the video to the left by Maryland Learning LInks. Then, click the heading above to open the folder to find the rest of the materials.

Citation

Retrieved from https://www.youtube.com/watch?v=aaSZqgr2eUM

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transciptMarylandLearningLinkUDL.txt

Week 1 Lessons, Activities, and Resources

WEEK ONE – UNIVERSAL DESIGN, VISUAL LITERACY, AND ACRONYMS

Readings, external resources, directions for how to take your first step toward becoming visually literate.

Visual literacy is defined as the ability to understand and use images, including the ability to think, learn, and express oneself in terms of images.

–Roberts Braden

Week 1 Learning Objectives

OBJECTIVE 1: Universal Design | After reading the Preface and Chapter 1 of the textbook, and reviewing the week's resources; students will be able to create an appealing visual that effectively and efficiently conveys the concept of Universal Design as it varies by setting (Performance vs Education).

Sub-Objective 1.1 | Students will be able to use basic design principles, concepts and tools to create visuals according to the principles of universal design.

Sub-Objective 1.2 | Students will be able to accurately review a fellow student's work using basic definitions and principles related to visual literacy, graphic design, and instructional message design based on Lorh's criteria of efficiency, effectiveness, and appeal.

OBJECTIVE 2: Visual Literacy | After reading the Preface and Chapter 1 of the textbook, and reviewing the week's resources; students will be able to create an appealing visual and critique multimedia visuals to effectively and efficiently demonstrate their visual literacy by their ability to understand, use and create with graphics (Visual Literacy, Braeden, 1996).

Sub-Objective 2.1 | Students will be able to collaborate with fellow students to produce a visual asset according to required specifications.

OBJECTIVE 3: ACE/PAT/SOI/CSSDT/CARP/DROIT | After reading Chapters 1 and 4 of the textbook students will be able to demonstrate by appropriate use, an understanding of the design concepts represented by PAT (SOI, CARP, CSSDT), the methodology represented by ACE, and Levin's five functions of graphical elements (DROIT).

Sub-Objective 3.1 | Students will be able to incorporate basic understanding of educational multimedia into their plan and proposal for their final group project.

Visual Literacy To Do List

Attached Files: Wk1_ToDoList.doc (24.5 KB)
Wk1_ToDoList.docx (15.083 KB)
Wk1_ToDoList.pdf (77.687 KB)
Week1CompleteToDoList.doc (31.5 KB)
Week1CompleteToDoList.docx (18.394 KB)
Week1CompleteToDoList.pdf (91.972 KB)

Welcome Student Designers! This is going to be a fast-paced week, but, one in which you will find yourself quickly gaining a working knowledge of some of the basic graphic design concepts. This week we will study visual literacy and what it means to understand, be able to use and create with graphics. We will also look at the importance of creating designs that are universally effective. Finally, we will look at our author's approach to graphic design using multimedia for performance and educational purposes, and analyze the tools she offers to help us remember the principles, concepts and tools and to make them our own. Whether you intend to design or to spec design, this week's materials will get you started on your way to visual literacy!

WEEKLY ACTIVITIES (You will find the items you need for this Week's activities in the folders below)

1. **Readings:** Lohr, Preface, Chapters 1 and 4

2. **Supplemental Learning Activities:** Watch videos for each topic. There are three topics for the week, so we have broken them into individual Lessons folders to help you begin to organize the principles. Located below and in sometimes in the sub-folders, you will find helpful videos and slideshows that are chosen and/or designed to help integrate the key design concepts into your existing background of knowledge and experience (schema). Most are fairly short, but are highly effective and efficient.

   Topics for this Week:
   Lesson 1 — Universal Design
   Lesson 2 — Visual Literacy
   Lesson 3 — ACRONYMS of Design

Week 1 Visual Literacy and Universal Design

WEEK 1 TOPICS / READINGS / ACTIVITIES / ASSIGNMENTS

	Reading	Topic
Topic 1:	Preface Chapter	Universal Design for Performance & Education
Topic 2:	Chapter 1	Principles of Visual Literacy—Use
Topic 3:	Chapter 4	The ACRONYMS of Design