

MODULE: DESIGN FUNDAMENTALS

TERMINAL OBJECTIVE: Using Adobe Creative Suite, create designs that adhere to ten principles of design (*Emphasis, Hierarchy, Balance, Alignment, Contrast, Proportion, Movement, White Space, and Unity*).

ENABLING OBJECTIVES

Define and differentiate ten principles of design in your own words.

Given Adobe Creative Suite applications, differentiate programs and their intended uses according to key features and functions.

Use Adobe Creative Suite application tools and design principles in tandem to develop a digital design.

Test and troubleshoot design by analyzing a rubric based on design principles and outside feedback.

Revise, improve, and polish design according to troubleshooting results.

ASSESSMENT IDEA

Short response with summative feedback: in their own words, learners must detail how each principle is applied in a performance simulation.

Blended matching-list/pick-one scenario-based test of key applications, features, and intended functions with automated feedback and score.

Performance simulation with summative feedback and scored rubric on principles of design: learners will create and upload a digital design based on a given on-the-job scenario.

Performance simulation continued: see corresponding connect activity.

Performance simulation with summative feedback and scored rubric: learners will submit a revised, final design.

ABSORB ACTIVITY

Presentation: overview of the ten principles of design with visual representations and examples.

Screencast videos/animations: Adobe Creative Suite applications and key features (Photoshop, InDesign, Illustrator).

Presentation/tutorials of Adobe tips and tricks.

Presentation of how to receive and implement outside feedback.

Presentation of rubric with faulty design example.

DO ACTIVITY

Guided analysis: learners will analyze principles by breaking down a sample design.

Personal response simulations with automated feedback: learners will identify which applications and features to use when based on given scenarios.

Case study: learners will revise a faulty digital design with an Adobe application and receive formative feedback on uploaded submission.

Case study continued: see corresponding connect activity.

Case study continued: learners will revise their design based on feedback and participate in a peer-review discussion.

CONNECT ACTIVITY

Cite-example: learners will share how principles were or were not used correctly in a past design/

Cite-example: learners will share their favorite application in pairs. Rhetorical questions on decision-making process following personal simulation questions.

Rhetorical questions on design principles, applications, and process: learners will look for visual cues and reflect on their choices in case study and performance simulation.

Self-assessment with rubric: learners will review their work in a performance simulation and create a revision action plan.

End-of-module reflection: learners will list what they've learned, what they need to practice, and future goals.

MODULE: INTRODUCTION TO ACCESSIBLE DESIGN

TERMINAL OBJECTIVE: Using Adobe Creative Suite, create designs that adhere to the World Accessibility Initiative's (WAI)'s perceivable Web Content Accessibility Guidelines (WCAG).

ENABLING OBJECTIVES

Identify and define the WAI's perceivable WCAG and corresponding success criteria.

Use these guidelines to develop WCAG-compliant color palettes, text, and audio options in digital and print design.

Given a web accessibility checker, such as Adobe's Color Contrast tool, pass at the WCAG level.

ASSESSMENT IDEA

Blended matching-list/pick-one scenario-based test: definitions, key principles, and real-world applications.

Peer-review performance simulation: learners must create and present WCAG-compliant designs to their classmates and give/receive feedback.

Performance simulation continued with automated feedback: learners must upload their color palette to the Adobe Color Contrast tool and pass.

ABSORB ACTIVITY

Presentation of a successful WCAG-compliant design.

Presentation of application and examples of WCAG.

Screencast Adobe Color video demonstration.

DO ACTIVITY

Guided analysis: learners will identify how to pass an accessibility checker by breaking down a sample design.

Independent research, analysis, and presentation: learners must find a website that follows WCAG guidelines. See corresponding connect activity as well.

Case study with automated feedback: learners must revise a non-compliant design to pass an accessibility checker.

CONNECT ACTIVITY

Cite-example: learners will share how guidelines were or were not met in a past design they've created.

Cite-example/reflection: learners will support their researched example and rationale with a short reflection.

Rhetorical questions on decision-making process following case study.
Job aid to help learners during performance simulation and post-training projects.

MODULE: FILE TYPES

TERMINAL OBJECTIVE: Using Adobe Creative Suite, create, alter, and save files according to designated web and print specifications.

ENABLING OBJECTIVES

Differentiate between print and web file specifications, including color modes, image resolutions, units of measurements, and file formats.

Create, alter, and save files correctly using these specifications.

Test, correct, and/or improve files by previewing designs through web applications and print proofs.

ASSESSMENT IDEA

Blended matching-list/pick-one scenario-based test on definitions, standards, and real-world applications.

Performance simulation: learners must save a self-created design file correctly and assess whether their final design meets specified guidelines according to rubric.

Performance simulation continued with summative feedback and scored rubric: learners will submit a final design based on their revision plan.

ABSORB ACTIVITY

Interactive presentation of web and print file specifications with examples.

Presentations with screencast video software demonstrations.

Presentation of different file types previewed on print proofs and the web.

DO ACTIVITY

Guided analyses on image resolution, color profiles, units of measurements and file types: learners will walk through how to create, save, alter files.

Case study: learners must alter and save a set of given files according to rubric. Learners will upload files and receive formative feedback based on whether they uploaded the correct file type.

Case study continued: learners will revise their design based on feedback and participate in a peer-review discussion.

CONNECT ACTIVITY

Cite-example activity of a past challenge.

Rhetorical questions on process: learners will reflect on their choices in case study.

Checklist job aid to help learners self-assess their design (as detailed in the assessment column) and succeed in post-training projects.