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A Visual Communications Web Based Workbook for CDAE 15

Description:
This is a request for support to develop and print a teaching instrument for CDAE 15 Design Strategies, which has grown into a middle sized (109) CORE class serving the department majors, as well as students from across the university. Coursework encompasses visual communications case study, design analysis and design construction. Currently assignments are posted on the course website, along with examples. This workbook is intended to help students utilize the web more effectively in each assignment. The workbook will have two parts - online and in print. The printed part will contain information that will not need to be updated. The online part will evolve as needed - new links, new websites, etc.

Objectives:
This workbook would tie into course components by acting as a stimulus and repository for investigation, research and problem solving process, using the internet to search, gather, compare and evaluate information.

Method:
These assignments are intended to be 'web quests' leading to further understanding of a topic area within the course. An example might be evaluating the color, semiotics, typography and composition of visual identity as presented on websites of various organizations, and then doing a comparison of approaches and audiences - particularly as this relates to cultural communication.

Project Evaluation:
There will be two ways to determine the success of this instrument. One will be in the work produced by the 'web quests' - the quality of the completed response to each assignment. The other will be evident in the quality of other work impacted by these 'preparatory' assignments. For example, if a student evaluates a series of information graphics carefully, they will learn how to design one effectively. I anticipate altering assignments over time to address effectiveness.

The intention of this grant was to develop a reusable workbook of web based assignments for a large lecture class.

Over the past year weekly assignments were posted via WebCT as a way to ‘test’ them before putting them into workbook print form. Class responses were submitted in a range of formats: posted via WebCT, emailed, or printed and then handed in. It was unexpectedly difficult to get a timely graded response for the volume and range of submitted work. I realized assignments should remain posted in an easily accessible electronic format via Blackboard, but that responses would need to be submitted only in print form for better organization and control.

The students completed weekly problems, along with one term-long and two-part social advocacy campaign involving online research as well as a creative component. I have included a sample listing of the assignments here, as well as one response, to illustrate the type of work assigned. I have also included a PDF of the web research component of one students campaign project. Overall, I found that there were too many complex weekly assignments, and that some should be revised or dropped. However, students felt applied work made the course content more meaningful. For this fall I will select, revise and use the problems that seemed most effective. I have included an enthusiastic email about the applied work at the end of this report.

This grant was a great impetus and opportunity to rethink use of available technology, the web as a resource, and class activities. I feel I now have a more relevant and engaging CDAE CORE class. I had thought more of the grant budget would go toward paying for assistance to help create the printed workbook. This ended up not being the case. While some of the funds certainly went toward that part of the process, the purchase of disks with relevant tutorials was deemed a logical use of the remaining amount. The disks reside at the reserve area in Bailey Howe for easy access to all. The disk contains interactive visual exercises (color, semiotics, typography and composition) that will prepare the students for some of the weekly online assignments.

I would like to thank the committee for this instructional development support. I am in the process of transferring material to Blackboard, and can provide the committee with online access when this is completed.
Sample Assignments

Persuasion and Propaganda

A familiar quote by now: “In a world where the rich and powerful can hire more and better persuaders, who has the last word?” Bill Moyers, 1934. Chapter Six defines persuasion and propaganda, but the line between persuasion and propaganda is a blurry one. Most PSAs (Public Service Ad) exist somewhere on a gradient between the two.

1. For this week’s assignment please find one example of a PSA from the Internet, copy this into an attached file and answer the following questions about it:

   1. Is this shock advertising?
   2. On a scale of 1-5, 1 being persuasion and 5 being propaganda, where does this ad rate?
   3. Can you identify any of these cognitive influences in the ad? Check the box in front of each utilized. Memory Projection Expectation Selectivity Habituation Salience Dissonance Culture
   4. Can you identify whether corporate interests are involved? How?

Stereotypes and cultural communication

CDAE 15 Sp08 Assignment 7 Stereotypes and Cultural Communication

1. Find an ad online (corporate commercial or non-profit) that is meant to target a particular cultural group as the audience. Choose a file with as high resolution as possible to avoid poor visual quality. A screen clip from a TV ad is acceptable. 2. Identify the target cultural group specifically – describe it clearly. Refer to the Wednesday powerpoint for aspects to consider. 3. Identify any stereotypes, if they are used.

Web CT Assignment response 3/5/08

I decided to use an advertisement that fights against the unjust stereotypes that a lot of the white people in America still harbor. This advertisement is directed towards white people that either consciously or subconsciously stereotype African Americans and other people of color. They have a short paragraph that explains what the goal of the advertisement is and they also give a very disturbing statistic about Florida police racially profiling people. The objective of this advertisement is to help people be more mindful of equality. Even though some people don’t consider themselves to be racist, they still attach negative connotations with people of different races. For instance, a story from my personal life will provide a great example. A few years ago my mom and I were at the grocery store wheeling our cart back to our car. As we were doing so, there were about 3 young African American males that were behind us, also going to their car. However my mother was obviously distressed and started almost running back to the car. When we got into the car and I asked her what was wrong she replied, “Eric! Did you not see those gang members that were behind us?” I was so shocked at how quickly my mother jump to the illogical conclusion that they must be gang members. I feel like this example exemplifies how a lot of people in my parent’s generation are subconsciously. I am very glad to see that my generation seems to be more mindful of racial matters.

Graphic Design
The Gutenberg bible was printed using textur type, seeking to mimic the writing of scribes. Through the last few centuries, as graphic design has evolved, the use of handwriting has experienced occasional resurgences. It seems that we are once again at this place in history: a cultural/ market resurgence of things deemed authentic or crafted. How did the printing press affect the marketing of products and thoughts? What was gained or lost that we, as a culture, might be searching for again? Please write a few concise and thoughtful (3) paragraphs expanding on this idea (and answering these questions).

CDAE 15 Sp08 Term Project: Community Advocacy ad campaign
Part 1: WEB RESEARCH - CASE STUDIES
Pick a community topic to research online. Choose two existing organizations/case studies to assess /compare what each has done to present the same topic to the public in a visual way (posters, website, etc...), and who they are attempting to reach (audience). Write up your notes comprehensively (spelling counts as does good grammar), locate image samples of each campaign and place everything into several well organized pages in a Powerpoint or Word document. Get a quality print out of each page. Label each page and hand it all in, carefully placed in a manila envelope.

Part 2: AD Campaign: THREE ADS
Develop your own ad series (8x10) concept for the same audience and topic/issue. Explain your strategy and how it will meet the goals of the campaign in a one page printout, and produce the three 8x10 ads as a set of quality prints. Make sure you consider how to make the ads work as a visually unified series. Label each print and hand it all in - in a labeled manila envelope.

Sites to review for information about public advocacy and social marketing, and to pick a topic:
http://www.toolsofchange.com/English/firstsplit.asp
http://www.gse.harvard.edu/hfrp/pubs/onlinepubs/pcce/pcc.html
http://www.iscvt.org/what_we_do/
http://www.npgoodpractice.org/Topics/Default.aspx
http://www.npgoodpractice.org/Topics/Advocacy/Default.aspx
http://www.adcouncil.org/
http://ctb.ku.edu/tools/en/sub_section_main_1324.htm

Social Marketing Campaign examples:
http://www.social-marketing.org/success/cs-floridatruth.html
http://www.wvu.edu/chw/preventionandwellness/grantpages/socialmarketing.htm
http://www.cullbridge.com/Services/Case.htm
http://www.toolsofchange.com/English/firstsplit.asp

From: To: "Jane E. Petrillo" <jpetrill@uvm.edu>
Subject: Greetings
Headers: Show All Headers
Greetings Prof. Petrillo,
I hope you are enjoying the warm, vibrant summer months. I was just reflecting on our CDAE 15 Ad Campaign Projects and thinking "what a cool assignment that was." It was a chance for us to channel our imagination into realizing something completely our own. I have always enjoyed those types of open-ended assignments. In retrospect, I would have loved the opportunity to see some of my fellow classmates work before parting for the semester. While it was interesting seeing examples from previous classes to get some initial ideas going, I think it would be a great culmination of the semester to finish up with some sort of presentation of the class' work. This way the class as a whole could see and appreciate one another's work and provide a stage for the synergy of ideas. Maybe people could submit a note "yes" or "no" with their project, depending on whether they wish to have it viewed or not, and then those that are ok with it could be added to some sort of class powerpoint? Just a thought, but wanted to pass it along as it came to mind.

Again, thank you for a very informative, interesting, and enlightening semester! May the rest of your summer be fun, relaxing, and restful.