Radomski, Kyle
* A6

Design Specification

Design Specification: Students must design several ideas for projects that meet the following requirements:

Design Specifications (i.e. project requirements):

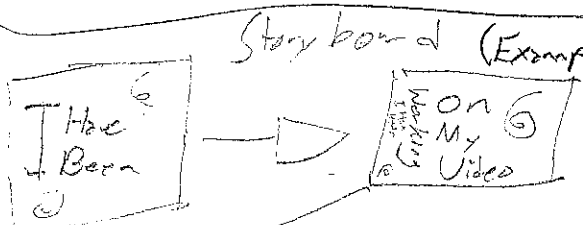
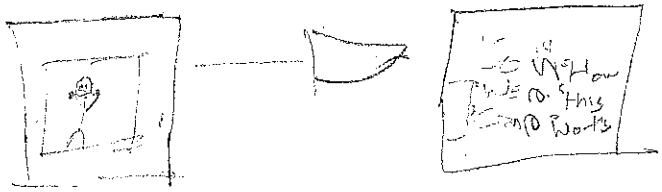
1. Evaluate the appropriate content to include in the visual(s) and the presentation.
2. Create visual representation(s) of who you are to be used in the presentation, including at least one infographic.
3. Use at least one technological tool that is new to you.
4. Create a 3 to 4 minute oral presentation.
5. Present to your audience, which is your peers and Ms. Berndt.

Step One: You need to design *a minimum of three* **different** ideas for your project, each of which meets the design specification above. Include the following information for each design:

- Content of project: Describe the type of information you'd like to "showcase" about your holistic self. Be very specific! Include different details for each design, and remember, you're trying to express who you are in AND OUT of the school environment, while making connections to the MI, LS, and IB LP.

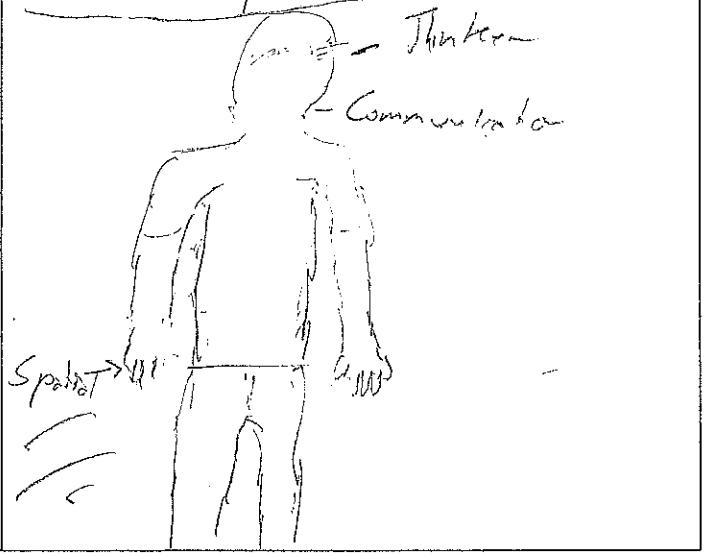
- Visual product: Sketch the actual designs of the products for the infographics and if you're making a Prezi or PowerPoint, indicate what slides you would include, thinking about both graphics and text. If you're making a poster, think about the possible visual layouts, including both graphics and text.

Design #1

Content of Project	Visual Product(s)
• MI - Logical/Mathematical - Mentor FLL Team - Thinker • Visual - LS - Creates Videos in freetime - • Visual - photography • Kinetic - Acting and biking	- Kinetic typography - Adobe After - Photos - Voice over - Short videos Storyboard (Example)  (Hard to illustrate whole video) 

Zooming out expands it → Essentially making text in creative ways

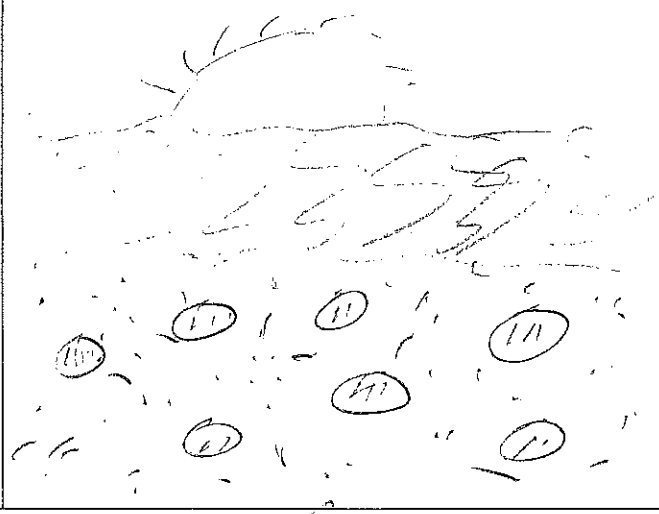
Design #2

Content of Project	Visual Product(s)
MI - Spatial - Creating and building things, like Lego elite Thinker - FLL robotics State member / Mentor for robotics programming Commentator - Love to write stories and to share my work	• Easel.ly - Infographic creator. - A person silhouette with points linked with part it connects to 

Bulled points

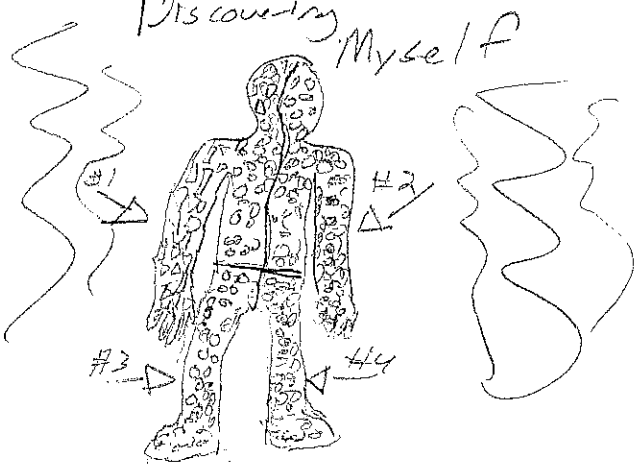
Zoom in and out in each tree - Pictures included

Design #3

Content of Project	Visual Product(s)
• Rob taken - VGC Pokemon Nationals player - 45th best in NA • Bodily Kinesthetic - Love for Acting • Caring - FLL team listening and taking into consideration all ideas	Pikto chart - Colorful visuals Pictures - Bullet points 

Zoom into seashells for each point at hand - Bullet points for each

Design #4

Content of Project	Visual Product
- Combination of the last 3	Poster - Physical visual collage of person with photos of who I am Discovering Myself 

Step Two: You will then evaluate which project is the best option for you to solve your problem. Use the tables below to create your plans.

Which one of the designs do you plan on moving forward with to the planning and creating phases? Why do you feel it's the best one for meeting the design specification, and most importantly, to address the problem?

I want to use design #1 It really fits who I am. I also want to learn how to use the program to its fullest because I am trying to improve and learn with it. The program is only accessable on my laptop though. The infographic will be moving and alive, displaying uniqueness. It would be both very visual and oral with a voiceover. Can be presented over youtube for class/teacher and will meet time slots. Use the content that is on that slide. -Visual learner

Evaluation of Criterion B: Design

Achievement level	Level descriptor
0	The student does not design even one product before creating one.
Minimal	The student does not reach a standard described by any of the descriptors given below.
Basic	The student generates one design, and makes some attempt to justify this against the design specification.
Proficient	The student generates a few designs, justifying the choice of one design and fully evaluating this against the design specification.
Advanced	The student generates a range of feasible designs, each evaluated against the design specification. The student justifies the chosen design and evaluates it fully and critically against the design specification.

Feedback on Design Specifications – MYP Technology Criteria B

Content	Visual Product	Presentation Type
• Bravo! You've included a lot of subcategories expressing who you are and listed detailed information with each one. • ~~Good job identifying~~ subcategories of information. Could you list specific details you'd like to include within each one? • Many of your designs' content looks the same or is very similar. Could you think about different content for each? • There's no mention of any of the ideas we've investigated (multiple intelligences, learning styles, and/or IB learner profile traits). How could you connect your content to some of these you've identified describe you?	• Nice work creating four visual plans that contain detailed sketches and labels. Like blueprints are for architects, these designs are very thorough and probably made evaluating which one was best easier in the end. • These sketches are a good start because there's some indication of a basic layout. By adding more detailed sketches and labels, they'd be more thorough and helpful in the end. • Some designs seem to be more planned out than others. Try to pay equal attention to each design in the phase. You might find that a project that wasn't your first idea and/or is one a bit out of your comfort zone would provide both a good challenge and better meet the design specifications. • For Power Points, it's helpful to actually map out the sequence of slides and to brainstorm the content (graphics and text) layout for each.	• You've thought of several different and creative ways to express who you are. • You've told me the product type (Prezi, PP, etc.) but could you also think about the tone/style (funny, serious, etc)? • There seems to be a lack of variety in these styles. Could you think of additional ways to express yourself even if they maybe out of your comfort zone?

Evaluative Paragraph

- Your evaluation is super effective because it:
  - clearly picks one choice;
  - refers back to the problem and how the chosen design specifically meets each of the design specifications;
  - is written in clear, coherent, complete sentences.

  To make it even better, think about exploring and explaining how the other designs didn't meet one or more of the specifications.

- Parts of your evaluation are effective, for example you have done some of the following:
  - clearly picked one choice;
  - referred back to the problem;
  - explained how the chosen design specifically meets at least one of the design specifications;
  - written in clear, coherent, complete sentences.

  To make it even better, push yourself to do those tasks above that haven't been circled, and think about exploring and explaining how the other designs didn't meet one or more of the specifications.