

EXAMPLE

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.


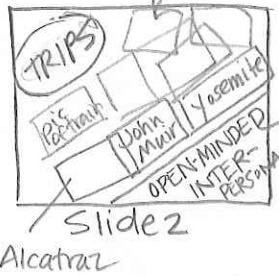
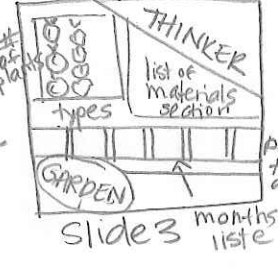

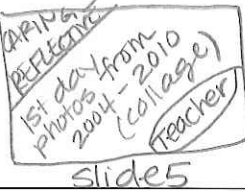
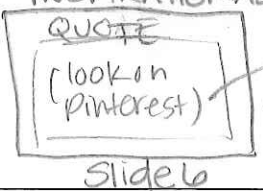
Step One: You need to design a minimum of three different ideas for your project, each of which meets the design specification above. Include the following information for each design:

- **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

* SAY *

* MAKE *

Content of Project	Visual Product(s)
<p>A. Garden</p> <ol style="list-style-type: none"> 1. Tomatoes, peppers, zucchini, cucumber, spaghetti squash, basil, and onions 2. Thinker (LP) b/c I wanted a garden but was gone most of the summer – special hose/timer <p>B. Trips</p> <ol style="list-style-type: none"> 1. Recent trip to California on 52 hr. train trip 2. Rocky Mountain National Park 3. Open-Minded (LP) & Interpersonal (MI) long, atypical, dining car w/ strangers <p>C. Art</p> <ol style="list-style-type: none"> 1. HS newspaper comics 2. art major 1st time in college 3. Handwritten typography business 4. Visual (LS) – always need to see and doodle and map out ideas for fun and clarity <p>D. Teacher</p> <ol style="list-style-type: none"> 1. 10 years – all different grades/subjects 2. Caring, Reflective (LP), & Interpersonal (MI) 3. Try new things, try to improve, love working with kids! 	<p>Power Point</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="width: 45%;">  <p>Slide 1</p> </div> <div style="width: 45%;">  <p>Slide 2</p> </div> <div style="width: 45%;">  <p>Slide 3</p> </div> <div style="width: 45%;">  <p>Slide 4</p> </div> <div style="width: 45%;">  <p>Slide 5</p> </div> <div style="width: 45%;">  <p>Slide 6</p> </div> </div> <p style="text-align: right; font-size: small;">do all titles in funky fonts</p>

Design #2

Content of Project	Visual Product(s)
<p><u>Friends & Family</u></p> <ul style="list-style-type: none"> • Caring (LP) • Interpersonal (MI) • Reflective (LP) • Parents divorced @ two • Dad, Sue, Jas, Jack & Mom, Gram, Holl, Lindz • Grandma passed away 1 ½ years ago – think @ her everyday – most influential person <p><u>World Travels</u></p> <ul style="list-style-type: none"> • Mexico two times to study abroad & once for personal reasons • Open-minded (LP) & Communicator (LP) • Cuernavaca w/ two host families & language institute • Also: Jamaica, Virgin Islands, Hawaii & Ireland <p><u>Entertainment</u></p> <ul style="list-style-type: none"> • “Modern Family” & “Parks & Rec” are favorite shows • Humor, silly side, like to relax • Books: <i>To Kill a Mockingbird</i>, <i>The Book Thief</i> <p>Balanced (LP)</p>	<p>easel.ly infographic maker</p> <p>The infographic is a vertical layout with a banner at the top that says 'Japan'. Below it are three main sections: 'FRIENDS & FAMILY' containing 'CARING', 'INTERPERSONAL', and 'REFLECTIVE'; 'WORLD TRAVELS' containing 'COMM'; and 'Entertainment' containing 'AVION'. At the bottom is a mountain range with 'town center' written below it. Handwritten notes include: 'add book titles' pointing to the bottom left; 'collage of photos' pointing to the top right; 'include logos for the 2 shows' pointing to the Entertainment section; and 'photo of mountain in Xalapa cut out' pointing to the mountain illustration.</p>

Design #3

Content of Project	Visual Product(s)
<p>Communciator (LP)</p> <ul style="list-style-type: none"> - Newspaper Adviser - Three websites - Work with students - Collaborate with colleagues - Email, fb, twitter, etc. <p>Visual/Spatial (LS/MI)</p> <ul style="list-style-type: none"> - Art, line drawing, pen & ink - Art deco style, MC Escher inspirations - Beauty in a name - In school, always have visuals, pics, use Smartboard, boards, classroom evidence everywhere! <p>Interpersonal (MI)</p> <ul style="list-style-type: none"> - HS: Swim team, newspaper, job since 13 - College: president of educational sorority at CSU and in several clubs - Career: MTL, LT, NA, etc. 	<p>prezi</p> <p>The diagram consists of four circles arranged in a square pattern, connected by arrows in a clockwise cycle. The circles are labeled '1st', '2nd', '3rd', and '4th'. The text 'prezi' is written at the top left, and 'timeline infographic' is written at the bottom right.</p>

Design #4

Content of Project	Visual Product
<p>Timeline</p> <p>Kid:</p> <ul style="list-style-type: none"> - Visual/Spatial: doodled, drew, created - IntraPersonal: read, journaled, only child <p>Teen:</p> <ul style="list-style-type: none"> - Visual/Spatial: still doodles, drew, cartoons - InterPersonal: swim team, news, new friends after freshman year <p>College:</p> <ul style="list-style-type: none"> - Visual/Spatial: still drew, painted more - Reflective: not ready for this phase <p>Jobs:</p> <ul style="list-style-type: none"> - Principled: promoted at each job to manager in short time - Caring: strong work ethic - Thinker: what do I want for my life? <p>College Take 2:</p> <ul style="list-style-type: none"> - Knowledgeable: used prior experiences to be as successful as possible, graduated Magna Cum Laude from CSU <p>Career:</p> <ul style="list-style-type: none"> - Interpersonal/Reflective: Use prior experiences to help me in my teaching career to communicate with everyone effectively - Visual/Auditory/Bodily: while I'm visual, I understand the diversity in students, so I strive to have all forms in my lessons 	<p>poster collage w/ an infographic made on piktochart</p> <p>large poster board</p> <p>info-graphic made on piktochart</p> <p>include photos of me at each stage</p>

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?

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.

So...here's where the **cyclical** part (going around and around...) of the Design Cycle comes in...

You've investigated the content since last class, but you haven't probably investigated all of the visual products available to you. One of the design specs is you must use at least one technological tool that is new to you. So during **DESIGN**, you will **INVESTIGATE** further, **EVALUATING** which products you could incorporate into your designs.

Suggestions for investigation:

- www.easel.ly.com
- www.piktochart.com
- www.prezi.com
- www.glogster.com
- www.weebly.com

*When you sign up for an account, as all of the above web-based programs require you to do, please use your SCHOOL EMAIL to register. This is your ##@student.milwaukee.k12.wi.us. You often are unable to access your personal email (yahoo, aol, etc.) at school, so this will allow you to open confirmation emails while at Reagan.

*If you are interested in another web-based program, please investigate with Ms. Berndt as to whether or not it is blocked from MPS before adding it as a possible design.

Other non-web-based programs include:

- Microsoft PowerPoint
- Adobe Illustrator (only available on laptops #1-20)
- Adobe Photoshop (only available on laptops #1-20)