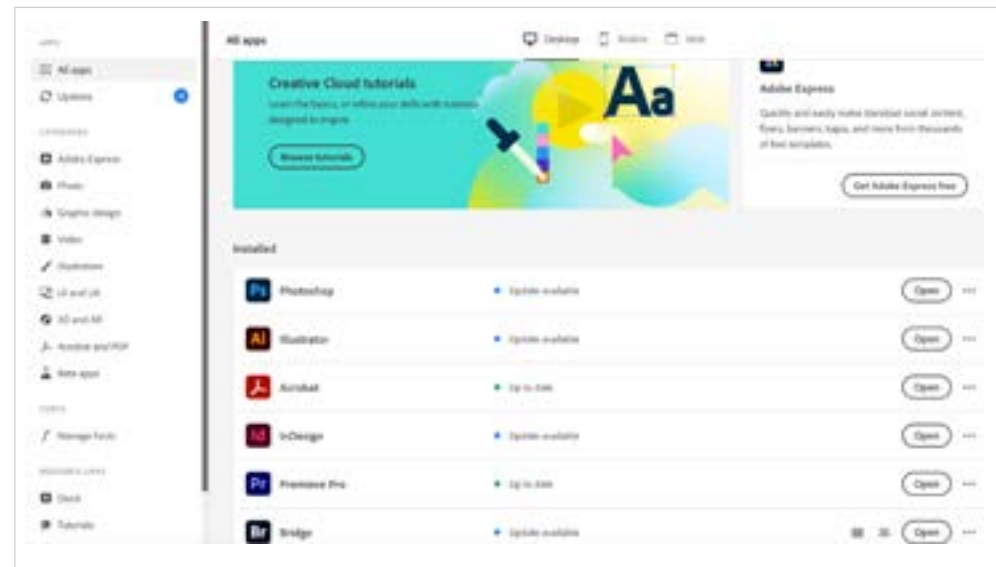
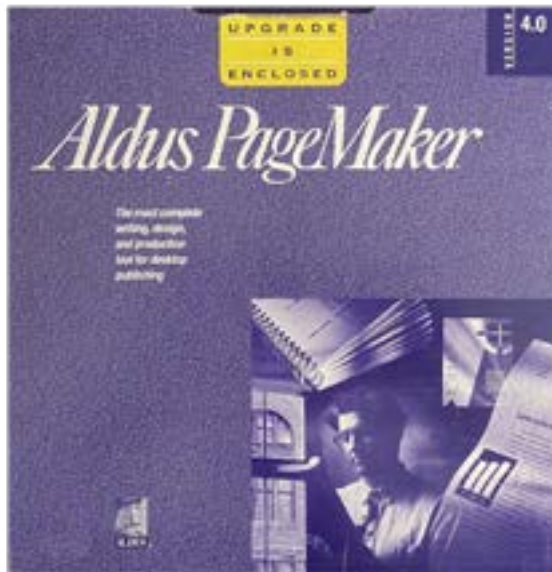


# How **Design Skills** and a **Design Mindset** **Improves Learning** with **Less Cost**

**Chris Ingersoll** Professor of Advertising and Design  
Marshall University

**Monisha Gupta** Director, Truist Center for Leadership and Assistant Professor of Marketing  
Marshall University

# A world full of **templates** ...



**Original content**

**Market differentiation**

**Valued brand**

# **Enhanced learning and lower material cost with digital.**

“In the past, technology has enhanced inequalities in education, but now we have the power to reverse that trend. In this regards, digital innovation is a game changer. OER needs to be accessible online and offline through apps, small screens and platforms, in national and local languages.”

**Frank Van Capelle**  
Senior Advisor, UNICEF

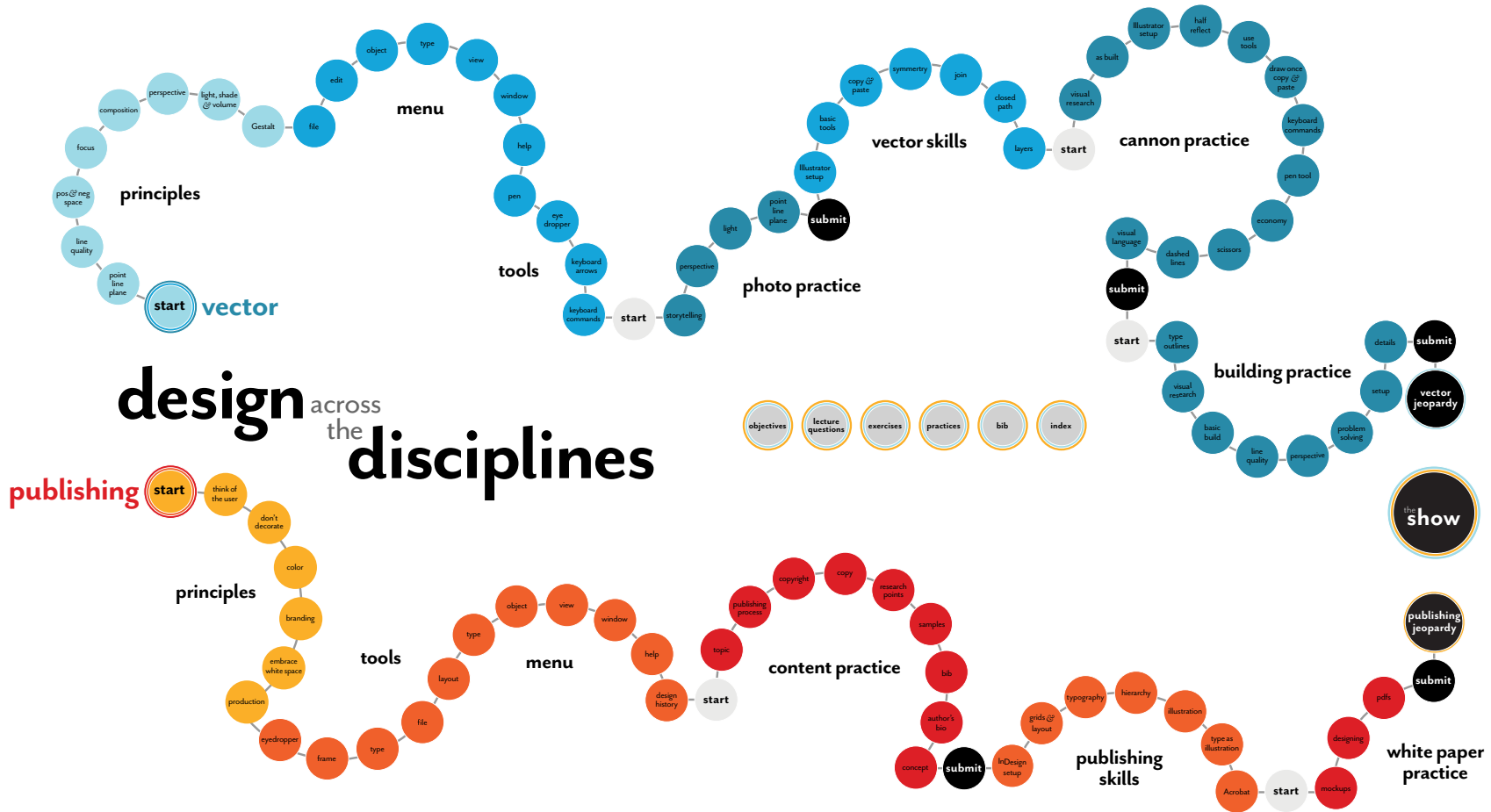
**Functional design is as necessary  
as being able to communicate through  
the written and spoken word.**

“The best kind of design isn’t  
necessarily an object, a space,  
or a structure: it’s a process-  
dynamic and adaptable.”

**Donald Norman**

Product designer, researcher, professor, and author

# Move from accepted structures to **innovative** advancements.



**Design = interdisciplinary  
user-needs + experience design  
objectives, plans + organization**

“The hardest part of design...  
is keeping features out.”

**Donald Norman**

Product designer, researcher, professor, and author

# Create and test products **with users** and stakeholders to build marketable brands and **improve learning.**

| unit              | week   | learning   | start practice                          | practice + LQ due (by 11:59pm)   |
|-------------------|--|--|---|--|
| <b>1</b>          | Jan 9  | <b>M</b> software + digital asset management<br><b>W</b> design principles         | <b>syllabus test</b> (start)            |  |
| <b>2</b>          | Jan 16   | <b>M</b> no class MLK holiday<br><b>W</b> design principles + photo practice setup | <b>building photos practice</b> (start) | THU <b>Jan 19</b> <b>syllabus test</b> (due)<br>end of day <b>LQ 1</b> design principles (due) |
| <b>3</b>          | Jan 23   | <b>M</b> vector skills<br><b>W</b> vector skills                                   |   | THU <b>Jan 26</b> <b>LQ 2</b> photos (due)<br>end of day                                       |
| <b>4</b>          | Jan 30   | <b>M</b> vector skills<br><b>W</b> cannon practice (start)                         | <b>cannon practice</b> (start)          | THU <b>Feb 2</b> <b>photo practice</b> (due)<br>end of day <b>LQ 3</b> pen tool (due)          |
| <b>5</b>          | Feb 6  | <b>M</b> cannon practice<br><b>W</b> cannon practice                               |   |  |
| <b>6</b>          | Feb 13   | <b>M</b> photo crit<br><b>W</b> building practice                                  | <b>building practice</b> (start)        | THU <b>Feb 16</b> <b>cannon</b> (due)<br>end of day <b>LQ 4</b> layers (due)                   |
| <b>7</b>          | Feb 20   | <b>M</b> building practice<br><b>W</b> building practice                           |   | THU <b>Feb 23</b> <b>LQ 5</b> line quality (due)<br>end of day                                 |
| <b>8</b>          | Feb 27   | <b>M</b> building practice<br><b>W</b> building practice                           |   |  |
| <b>9</b>          | Mar 6  | <b>M</b> building practice<br><b>W</b> building practice                           |   | THU <b>Mar 9</b> <b>building practice</b> (due)<br>end of day                                  |
| <b>break</b>      |  |  |   |  |
| <b>10</b>         | Mar 20   | <b>M</b> content practice + whitepaper practice<br><b>W</b> publishing skills      | <b>content practice</b> (start)         |  |
| <b>11</b>         | Mar 27   | <b>M</b> publishing skills<br><b>W</b> publishing skills                           | <b>white paper practice</b> (start)     | THU <b>Mar 30</b> <b>content practice</b> (due)<br>end of day <b>LQ 6</b> typography (due)     |
| <b>12</b>         | Apr 3  | <b>M</b> publishing skills<br><b>W</b> whitepaper practice                         |   | THU <b>Apr 6</b> <b>LQ 7</b> legibility... (due)<br>end of day <b>LQ 8</b> hierarchy (due)     |
| <b>13</b>         | Apr 10   | <b>M</b> whitepaper practice<br><b>W</b> whitepaper practice                       |   | THU <b>Apr 13</b> <b>white paper file</b> (due)<br>end of day                                  |
| <b>14</b>         | Apr 17   | <b>M</b> whitepaper practice<br><b>W</b> whitepaper practice                       |   | THU <b>Apr 20</b> <b>white paper practice</b> (due)<br>end of day                              |
| <b>final exam</b> | Sec 201: MON, APR 24, 10:15am -12:15pm<br>Sec 202: FRI, APR 28, 10:15am -12:15pm |  |   |  |

Work submitted after the 72-hour deadline will not be graded and earns a zero. Only a University Excused Absence within a week of returning to class can remove a zero. Problems? Come see me during office hours BEFORE the work is due. I MIGHT be able to help.

JMC 241 Media Design **Schedule**  
fall 22



**You are capable.**

**The basics:**

**Type, grid, hierarchy, consistency + images**

**Adobe products**

**PDFs**

**“A good designer will actually  
design the company.”**

**Donald Norman**

Product designer, researcher, professor, and author

**Research** proves that using design to organize and present data has deeper learning and **retention** results.

**Design promotes learning.**

**advances visual communication**

**increases engagement**

**inspires creativity**

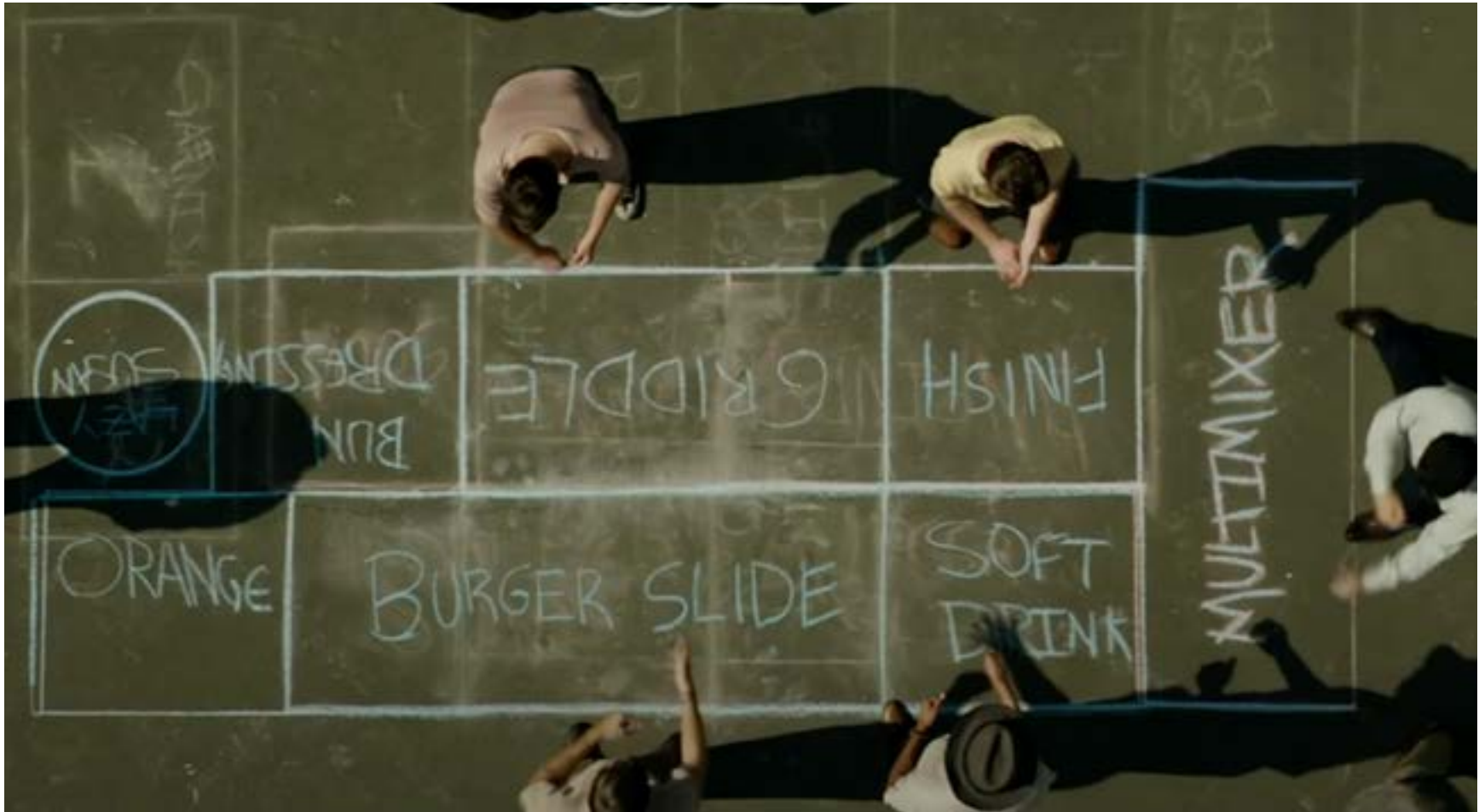
**provides clarity**

**develops confidence**

**encourages teamwork**

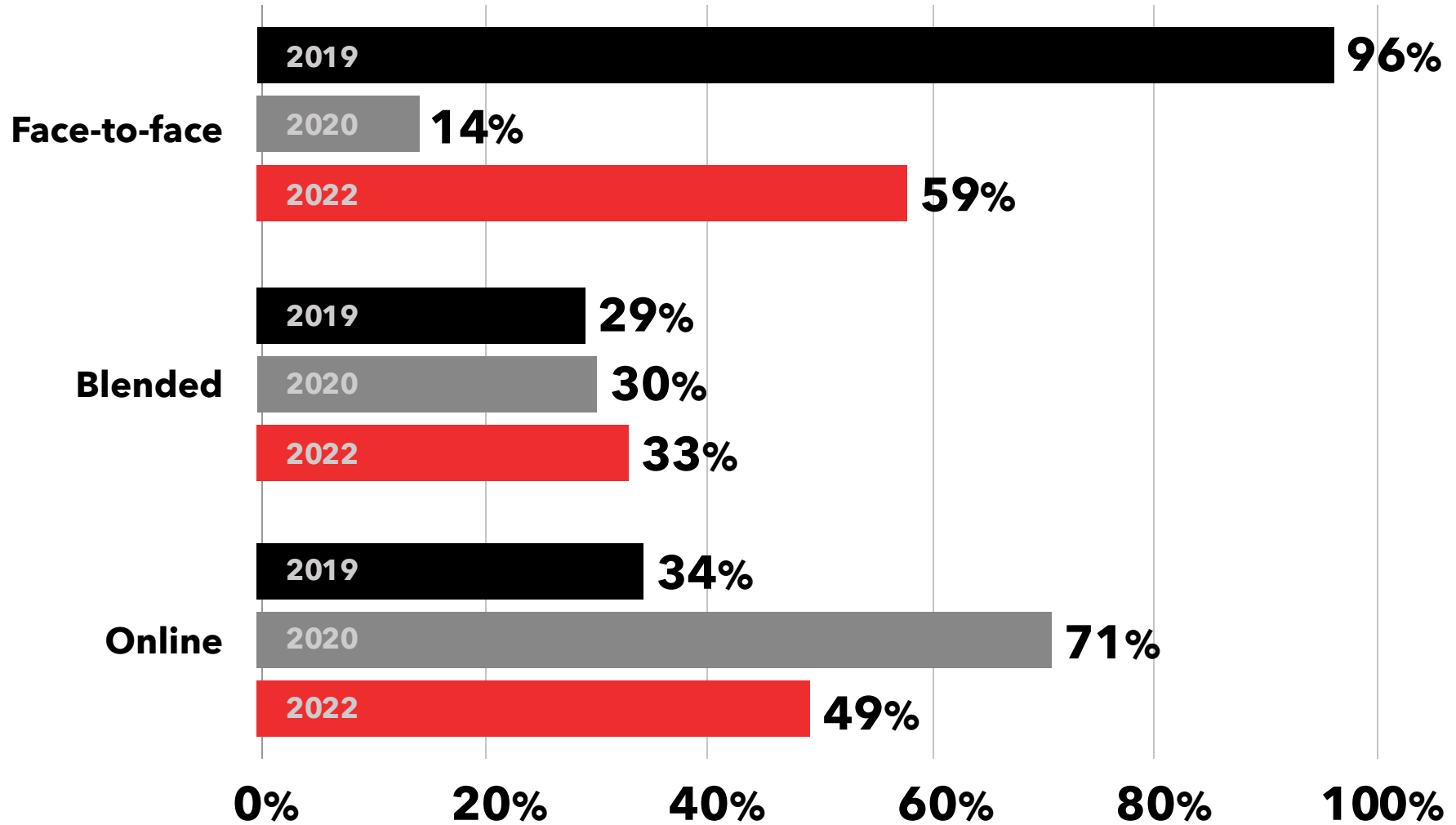
**enhances retention**

The future of learning is in the ability to **learn** and **unlearn**.

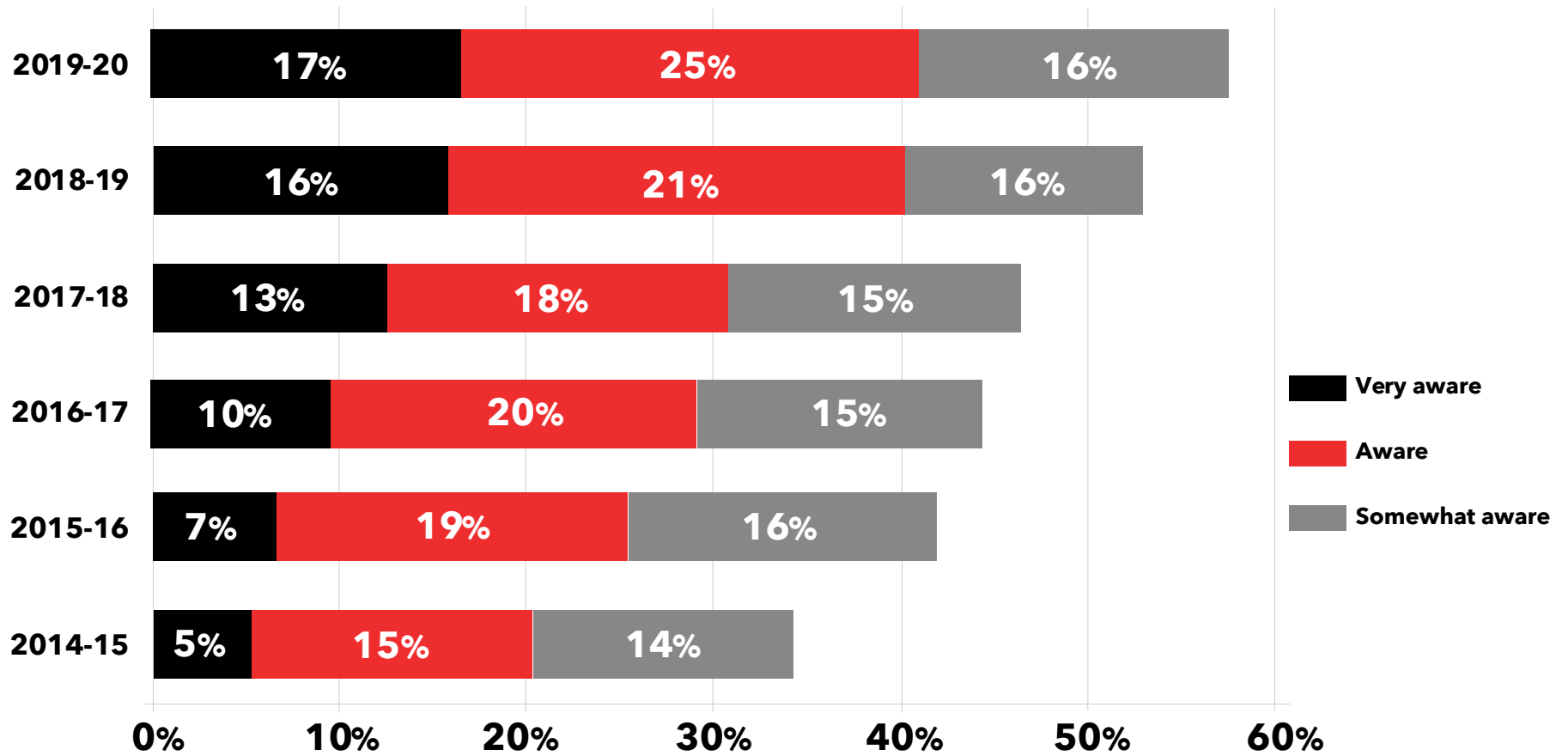


"The Founder"

# Course teaching modality by year.



# Faculty awareness of OER has increased but not adoption.



**NEW**

demands

learning platforms

instruction methodology

## **normal mindset**

knowledge or skills  
traditional methods

## **design mindset**

user-centered  
iterative  
creative  
problem solving



## Research the Problem

Each team member is responsible for finding **THEIR OWN** sources. As a team, decide what area each team member will research so you have more depth and less overlap. The more research your team comes to the table with, the greater your chances of finding the right problem. Keep in mind, each article is graded on its own merit. You may be working as a team, but the work in this workbook must be your own on the pages not marked as **TEAM**, and the grade for this workbook seems to yours alone. Do not copy from each other. Information on what is needed for each section is below. Where you enter your research is page for each source starts on the next page. Fill out the forms with an honest consideration for creating good work. The forms will serve you well at the end of the course in writing the abstract.

**Citation:** Use **KnightCite** or a similar program and paste the source's citation in the box provided. This will make writing your abstract **MUCH** easier.

Use MLA or APA style guides according to your discipline.

**URL:** Include the URL in your citation where applicable. This will make it easier to find the information again.

**Type of Source:** Indicate what type of source - book, article, film, website, pamphlet, podcast, etc.

**Where Found:** Indicate online, library database, Drive, library stacks, special collections, headquarters office, etc. Think about what you information you would need to find it again or if you needed to send someone else to locate it.

**Credible Source and Why?** Write, in a few sentences, why this source is reliable.

**Notes:** It is **VERY IMPORTANT** to make notes in this area of the information you found in the source that will help you in solving your team's problem. Notes should be details that can be used in writing an abstract. **DO NOT** write general information about the source. This content will be key to writing your abstract later in the course and save you a great deal of work. Trust me on this one.

### Complete a Minimum of 5 Sources

If you would like to complete more than the 5 required sources use the additional individual pages.

## IF I APPLY

### SOURCE EVALUATION TOOL

This is an adaptation from KnightCite, a source evaluation tool that is a great tool for students. Adapted from KnightCite, a source evaluation tool that is a great tool for students. Adapted from KnightCite, a source evaluation tool that is a great tool for students.

Help by being an excellent student and providing information to your peers. This tool will help you become a better student and provide better quality work.

#### PERSONAL STEPS

1. I am interested in the topic.

2. I am looking for information on the topic.

3. I am looking for information on the topic.

#### SOURCE STEPS

A. I am looking for information on the topic.

B. I am looking for information on the topic.

C. I am looking for information on the topic.

D. I am looking for information on the topic.

E. I am looking for information on the topic.

F. I am looking for information on the topic.

G. I am looking for information on the topic.

H. I am looking for information on the topic.

I. I am looking for information on the topic.

### Problem source 1 Sample

**Citation:**

Smith, John. "The Impact of Climate Change on the Environment." *Environmental Science*. 2018. Web. 15 Oct. 2018.

**Type of Source:**

Printed book (PDF) under open access license (Creative Commons Attribution-NonCommercial-ShareAlike license).

**Where Found:**

Open Access (PDF) under open access license (Creative Commons Attribution-NonCommercial-ShareAlike license).

**Credible Source and Why?**

The author is a well-known expert in the field of climate change. The source is a peer-reviewed journal article. The source is a well-known expert in the field of climate change. The source is a peer-reviewed journal article. The source is a well-known expert in the field of climate change. The source is a peer-reviewed journal article.

**Notes:**

The author is a well-known expert in the field of climate change. The source is a peer-reviewed journal article. The source is a well-known expert in the field of climate change. The source is a peer-reviewed journal article. The source is a well-known expert in the field of climate change. The source is a peer-reviewed journal article.

## Problem Source 1

**Citation**

**Type of Source**

**Where Found**

**Credible Source and Why?**

**Notes**

# Create OER textbooks and more...

# Design will **benefit** your courses.

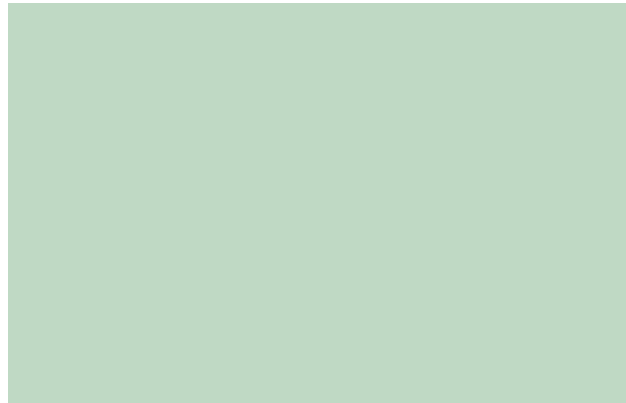
## Rubric **Pitch**

### Requirements

- Greeting + team introductions + roles clearly given (up to 25 pts)
- Tag line clearly explained (up to 25 pts)
- Problem clearly explained and strong evidence presented (story + issue) (up to 25 pts)
- Solution clearly explained and strong evidence presented (how it works) (up to 25 pts)
- Unique value proposition (innovative) clearly explained (up to 25 pts)
- Business model clearly explained (up to 25 pts)
- How idea is scalable clearly explained (up to 25 pts)
- Wrap-up with key selling points provided (up to 25 pts)
- Memorable call to action given (up to 25pts)
- Sincere thank you and acknowledgements provided (up to 25 pts)
- Direct language use + no notes used (up to 25 pts)
- Quality of the pitch deck (expresses idea, minimum text, images of value) (up to 25 pts)

**Total** (300 pts)

### Feedback



**Questions?**

# Thank you!

## **Contact Information**

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[ingersoll@marshall.edu](mailto:ingersoll@marshall.edu)

Monisha Gupta, Director, Truist Center for Leadership and Assistant Professor, Marshall University  
[guptam@marshall.edu](mailto:guptam@marshall.edu)