

2018

## ADPR 333-001: Design and Layout--A Peer Review of Teaching Portfolio

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# Peer Review of Teaching Portfolio Development

ADPR 3333-001 DESIGN AND LAYOUT

OCTAVIO KANO-GALVAN

## Peer Review of Teaching Portfolio Development

ADPR 333-001 Design and Layout 2018

Octavio Kano-Galvan

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College of Journalism and Mass Communications

University of Nebraska-Lincoln.

### Course goals and description:

ADPR 333-001 Design and Layout class is offered to the Advertising and Public Relation (ADPR) majors at the College of Journalism and Mass Communications. The course focuses on study and practice how to generate creative visual ideas and learn how to layout and design messages in print and screen-based media projects.

On every project, students will design the different parts of a layout such as body text, heads, sub-heads, bylines, credits, pull quotes, sidebars and imagery. Students will consider their purpose, talk about how they should look, and ways to format them logically and robustly using standard industry software such as Adobe InDesign, Illustrator, Photoshop, Muse, and Spark. Students will work by explaining what a grid is and why it is such an important tool to use in layout design and advertising.

Students will study the specific nature of each media channel and how a grid can be utilized most effectively for the audience, brand, group, purpose within a budget (production time and cost).

During the critique, students will provide feedback about the merits of the ideas based on a creative brief, strategy, layout, brand, along with how your design can best communicate a message.

Students will start with an unformatted document and ideas. They will add all elements, one-by-one with a strong emphasis on setting documents with industry standards so in the future, their publications and screen-based projects can be constructed easily and efficiently.

A good layout design is about creating visual principles for any print and screen advertising media outlet.

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## Objectives of Peer Review Course Portfolio

The purpose of this portfolio is to provide an overview of student learning in my ADPR 333 Design and Layout class. Please see *Appendix* for Syllabus. This paper also serves as documentation of my efforts to define and polish the course goals, activities, assignments and assessment.

Through the examination of this portfolio, I am confident to find ways to enhance materials, projects and exercises to boost the learning experience and outcome for future students. I chose to review this course because it lays the groundwork for upcoming courses in the ADPR major and the needs of the industry of these kinds of skills.

### Context

Size of Class: 20

Level of Course: Undergraduate

Type of Course: Elective ADPR

Evidence of Student Learning in the Portfolio: Examples of Student Work

### Enrollment

- There is a prerequisite for this class – each student must have completed all Visual Communication Modules (VisComm 130, 131, 132, 133 and 134).
- The overarching goal of the course is to foster individual improvement over a foundation of broad, basic competencies in design and layout.
- Students are mostly interested in software proficiency.

## Teaching Methods/Course Materials/Course Activities

This is a project/assignment-based course. Students are required to complete four assignments during the semester. The assignments are designed to develop specific creative and technical skills. These assignments are separated into two primary groups, print and screen-based projects. During class, exercises follow portions of the text, "Advertising by Design, Generating & Designing Creative Ideas Across Media, by Robin Landa". Each assignment then builds upon the skills learned in-class activities and the previous projects.

In preparing for this year class, I changed the length and structure of the course assignments based on the feedback from previous and present offerings of the course. It seems that students needed to spend more time on each project working one-on-one due to the lack of knowledge in each piece of software. While I wanted to increase the number of opportunities to use all the software packages, I realized not all students can master all the software on each project.

I primarily used my lectures to introduce new topics, develop a creative brief strategically and learning software techniques that would be put into practice in the current and upcoming assignments.

During this semester I spent less time analyzing and building the creative brief and strategies and increase the number of hours helping students growing their software knowledge during class. There were times where I was able to combine both tasks.

## Rationale for teaching methods

The objective of this course is to learn the relationship between a creative brief and the layout and design elements along with the production pipeline of an advertising piece or a publication.

While mastering the software is essential to produce a publication, a good sense on how to structure information is crucial to produce an effective advertising design.

Another essential component of the class are the critique sessions. Students are asked to explain their process, their challenges, show a design element they are proud of, etc. then, I offer my own assessment on the work and continue to pull comments from their peers. Sometimes, is very uncomfortable for some students because they all fear failure in view of their peers, eventually as the semester progressed, they start feeling more comfortable with their skills.

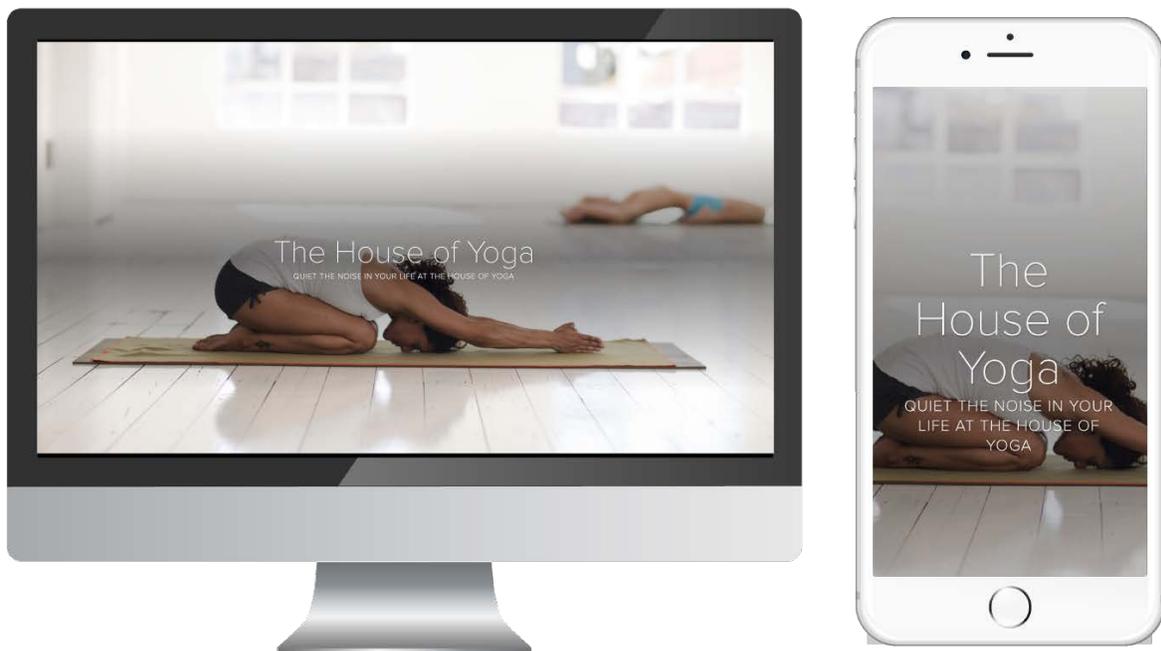
As their skill sets grow, their layouts become more sophisticated and the creative brief structure more solid and apparent. My goal is that at the end of the semester, students have all the tools and knowledge to start and complete a project and continue learning software technics in the future.

The rationale for the teaching approach this year devoted less time to analyze the creative brief and polished student's software skills at the beginning of the semester. The approach shifted back to equal time as the semester progressed when the students felt more comfortable with the software.

## Analysis of Student Learning

### Business e-flyer Project

This project was assigned after discussions about the phases of what an advertising projects generally go through, research, strategy development, idea generation, art direction and copy, production and implementation and assessment and stewardship. Business flyers are an essential part of marketing and advertising of corporation. This project provides students with the opportunity to get a message out and capture customers' attention. On this project, students work in a team environment to develop their first creative brief and publish their first work online for mobile devices and a computer screens in this class. Please click on the picture to see a working prototype.



We spend about 65 percent of the time working one-on-one during class working together with the software without forgetting about the process.

This project not only gets them to start to learn the software from a basic how-to-use-and-manipulate images, select text and distribute information in a dynamic format, but also to learn to breakdown the information. Students can take pictures, manipulate graphics in Adobe Spark, Photoshop and Illustrator or use any commercial image bank companies or free content sites. While Spark has pre-build parameters, students have to use them in a more cohesive way based on the class lectures.

They also produced a creative brief as part of the final presentation. Participation is very important to learn from each other.

[Creative Brief Sample Link](#)

The students are assessed on the following primary criteria for each project;

- Research. Quality and amount of information are evaluated. Findings must be incorporated on the creative brief;
- Strategy Development. Layout, design and creative brief findings need to complement each other. This work flow needs to be established during the creative brief;
- Idea Generation. How many suitable solutions a student or a team arrived? In this stage of the project, fonts, color and images selection are evaluated;
- Production and implementation. Software knowledge is reflected and assessed. I evaluate how the files were setup to comply with industry standards. File setup is extremely important for professionals to be able to work in a team environment;
- Assessment and stewardship. The project presentation is also meant to be assessed by students. The students have not only the opportunity to express their opinion about the final results but also find more details about the creative process. The presentation reflects how well organize was the team or individual during the project.

I use the same criteria for each project. I change media on each project. The second project is a print gate-fold brochure, the third YouTube video ad and the last is an interactive screen poster. Each one present a unique challenge and a different set of technical skills.

## Gate-fold brochure project

Create a gate-fold brochure project brief:

Create a gate-fold brochure for the Consumer Electronics Industry, CEI Industry Forum Event. The forum is organized every year in October. Industry leaders gather there to know the electronics market landscape, plan their strategies and learn to develop solid game plans to sustain and grow their business.

Brochure specs:

The size of the brochure is 8.5 h X 5.5 w, 12 panels (pages)

Full-Color CMYK, Self-mailing piece. Follow standard specs

Use Adobe InDesign as a layout workflow

Photography, illustration, typography and color theory needs to be incorporated as part of your creative exploration.



### YouTube video design and layout project

Students created a video teaser for a company to be placed on YouTube. The video advertisement challenge was to increase sales among possible skydiving professionals and enthusiasts. This project not only gets students to start learning the software from a basic how-to-use-and-manipulate images, select text and distribute information in a dynamic moving format but also solve the company demands in an organized creative approach.

Students were required a final file mp4 HD optimized for YouTube. They created at least 8 animated slides using Adobe Illustrator, Photoshop, Audition and After Effects. Video, photography, illustration, typography, and color theory needs to be incorporated as part of your creative exploration. Music must be included. A creative brief needs to be included as part of your process.

At this point of the semester, students were more confident with their software skills, so we spent more time exchanging opinions on the creative brief, layout and design.

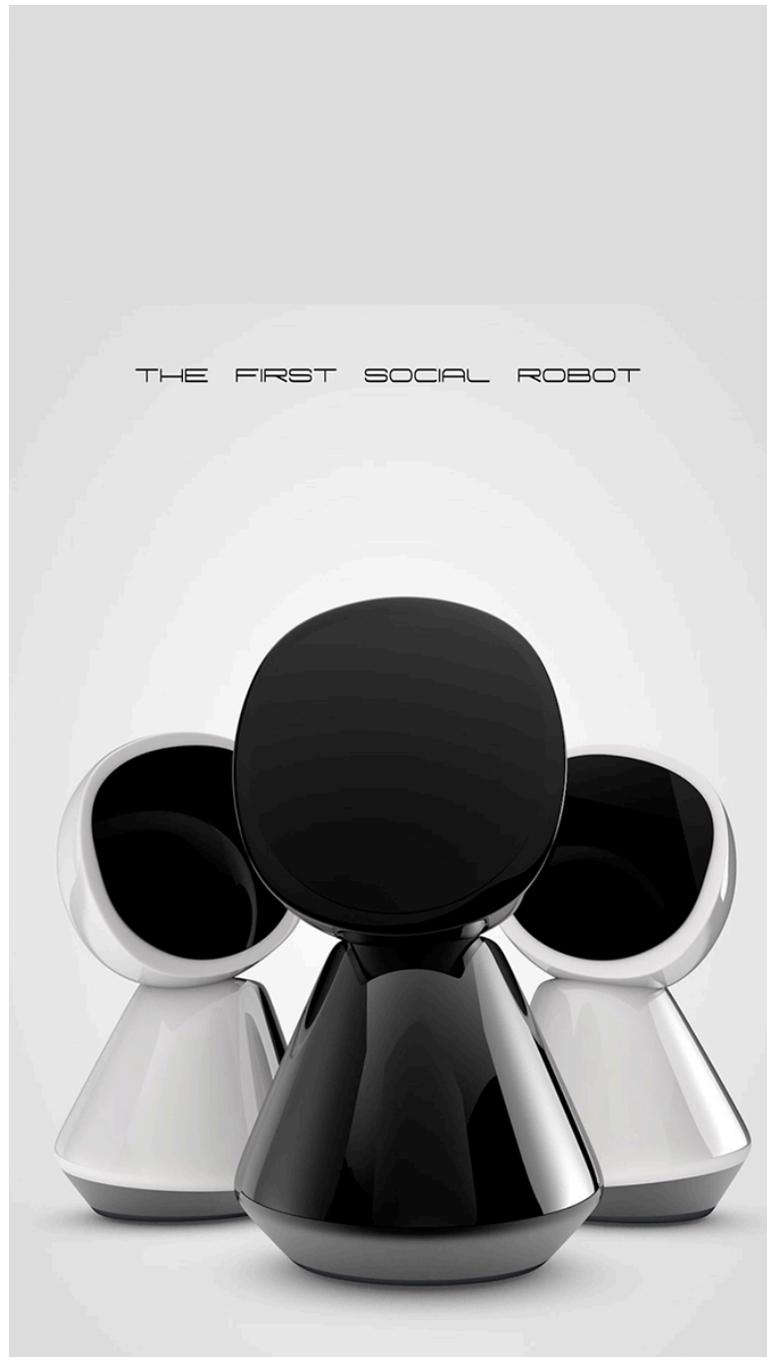


### Animated vertical TV screen poster

For this project, you will design an animated vertical screen TV poster to promote the use of [Jibo robot](#) in a hospital setting. Jibo's company wants to market their new product in the subway stations in Boston, Chicago, New York and Washington DC in the stations near to the hospital district.

A successful poster attracts the viewer from a distance, but also invites the viewer to look closer, and holds the viewer's attention for a length of time in order to reinforce the message, so it is held in the viewer's memory. In order for this to happen, there must be different levels of visual interest contained in the artwork and message.

Students spent most of their time on their research, strategic development, idea generation, art directing photo session and production and implementation. Each student presented its own solution.



## The course and the broader curriculum

ADPR 3333 Layout and Design is a part of the skill courses offered at the School of Journalism and Mass Communications. This class develops layout and designs student's skills. It is also an ADPR 433/833 Art Direction prerequisite.

### Analysis of Student Learning

I received my Layout and Design course evaluation from last year. I made changes to the course based on the evaluations and upon going through this year Peer Review of Teaching Portfolio and Development. This offering of the course was very useful. I learned quite a bit more about how to break this class and spend more time for software learning during the beginning of the semester.

Looking back, I can see that the acquiring knowledge occurred. It became even more apparent at the semester continued. Starting with the first assignment (Spark project), there was a broad range of software skills. As they progressed through the course, student's abilities increasingly became more even and we all started focusing more on layout and design.

### *Analysis of grades and grade trends*

Student performance was quite great. Approximately 10 percent of the students couldn't effectively meet the objectives set forth in the course outline on the syllabus. Both students of them were consistently 20 minutes late to class or absents. In a course that only meets once a week and for only 3 hours each session. Both of these students found it difficult to work with their peers and had trouble using the software. The rest of the students exhibited a consistent increasing trend in their skills and understanding of the subject matter.

## Summary and Overall Assessment of Portfolio Process

The Peer Review of Teaching Portfolio Development helped me to improve the outcome of student learning. This past semester, I had the opportunity to meet with other UNL faculty and share my experiences in the classroom as well as listening their reflections about how to improve the class objectives and assignments.

Students appreciated the incorporation of one-on-one time devoted to software skills at the beginning of the semester and then change the allocation of more time to the creative activities on the second half of the semester. It seems that they never noted the change from software skill time during the semester as they were more confident with their abilities.

This semester was the second time I taught this class. Based on the results in this year, I would like to inquire more feedback from students and collect more data to review it next semester one more time. I am planning to allow the students to assess themselves via a self-graded rubric and a percentage of their project grade based on what their classmate's reflection of their creative work.

A skill course such as ADPR 3333 Layout and Design requires a certain amount of theory, tutorials, reading, discussion and practice in order to build a solid foundation to learn the layout and design craft.

The Peer Review of Teaching Portfolio is an efficient and effective method to analyze and improve teaching and student learning outcomes. This review is also another opportunity to share and get feedback from faculty at UNL working on their own teaching portfolios. This experience helped me to analyze, organize, share, understand, test and implement new teaching approaches in my course. I strongly feel that this review and practice should take place every semester among all faculty.

# Appendix

## Design and Layout Syllabus

### ADPR 333, Fall

Instructor: Octavio Kano-Galvan

[okano-galvan2@unl.edu](mailto:okano-galvan2@unl.edu) | Office hours: please e-mail to schedule an appointment

### Course goals and description:

The goal of the course focuses on study how to generate creative ideas and learn how to communicate a message through a synergistic relationship between typography and visual elements such as photography, video and illustrations using a layout grid system.

We'll examine the layout principals of a print and screen project. We'll deconstruct the different parts such as body text, heads, sub-heads, bylines, credits, pull quotes and sidebars. We'll consider their purpose, talk about established conventions for how they should look, and ways to format them logically and robustly using standard industry software such as Adobe InDesign, Illustrator, Photoshop and Spark. We will work by explaining what a grid is and why it is such an important tool to use in layout design and advertising.

We'll study the specific nature of each media channel and how a grid can be utilized most effectively for the audience, brand, group, purpose within a budget.

During critique, we will provide feedback about the merits of the idea based on strategy, layout, brand, along with how your design can best communicate the idea.

You will start with an unformatted document and ideas, then you will add the elements one-by-one with a strong emphasis on investing in careful document setup, so that future issues of ads, publications and web-based projects can be constructed easily and efficiently.

A good layout design is about creating the visual principles for print and screen media. Layout and composition defines the underlying structure and central proportions of any advertising outlet.

### For All Projects

#### Step 1. Overview/Discovery and Strategy

Before idea generation:

- Research brand or group, competition, and audience.
- Identify the audience.
- Define a functional or emotional benefit to communicate.
- Find an insight into the audience.
- Find an insight into the brand or group.
- Write a creative brief.
- Determine best media channel for distribution.

#### Step 2. Creative Exploration/Conceptual Development/Ideas

Idea generation.

Use creativity exercises and tools in *Advertising by Design*, for idea generation.

#### Step 3. Design Development

Communication must be clear.

Create visual interest.

Explore visualization and composition.

Copy and design must be cooperative, enhancing communication.  
Idea must be communicated through copy and imagery and design.  
Layout involves creation or selection of imagery and selecting typeface, color palette, and design of template (if a campaign).

#### **Step 4. Production and Implementation**

Determine the best way to produce and present solutions.

#### **Critique**

Restate objectives.

Review goals of an ad: Grab attention | Keep interest | Call to action.

Discuss efficacy of idea, communication, design.

Discuss whether it works for the brand or group and target audience.

Discuss clarity of communication and visual interest.

Go over form and content.

Context: Where will the ad be seen? How will it be seen?

Discuss denotation and connotation of imagery and headline.

Benefit: The audience will think, "What's in it for me?"

#### **Class Breakdown**

##### **Readings and samples:**

Most of the readings are from the book: *Advertising by Design, Generating Creative Ideas Across Media*. We will have some Vimeo/YouTube samples, commercial stock photography, social media samples and image libraries.

##### **Projects:**

The projects and critics are the bulk of the class. You will work outside of class and use class time for review, questions time and presentations. You are expected to be prepared for your reviews—it's part of your grade.

##### **Discussions:**

Our discussions are aimed at analyzing and critiquing the projects. You will be responsible for bringing relevant information to share for participating in informal discussions.

Every week, on Tuesday, you'll be expected to bring to class some form of advertising that made you smile, made you cringe, made you BUY SOMETHING. Any reaction is welcomed – tell us why you feel it worked (or didn't work). This can be film (on a thumb drive or provide the link) a print ad, a cell phone capture... whatever caught your eye. As a group, we will back into the strategy, analyze the idea and give it an authoritative thumbs-up or down. *Perhaps, like Rotten Tomatoes, we could give scores to the ads and average them. Rotten Cornhusks? We'll discuss.* A note about critiques: We will often be discussing your work as a group. Remember, it's not about you, it's about THE WORK. But sometimes it's hard not to take criticism personally, so let's all be respectful when analyzing the efforts of our peers. Defending your work in the face of harsh criticism is another wonderful glimpse of the real world of Advertising Agencies.

I promise I'll do my best to inspire you and motivate you. I hope that you'll return the favor. There will be no tests. But you MUST PARTICIPATE. The quality of your comments, your constructive critiques, and your work will make it clear to me whether you're engaged. Or not. That's why we have grades.

Speak up! Just so you know, YOU are the most sought-after demographic that advertisers target. According to the New York Times... <http://www.nytimes.com/2015/06/21/business/media/marketers-fixation-on-the-millennial-generation.html>

...millennials are the most educated generation in American history. YOU have the most significant earning potential. YOU are the consumers who are changing the way everything is sold. EVERYBODY'S TALKING TO YOU. So, your opinion matters, and I want to hear it – positive and/or negative.

## Creative Workshops:

The workshops will be an opportunity for us to share our methods of finding good ideas. We will work together during class hours to help your ideas to come to life.

The projects will focus on layout and composition. Project will end with a formal presentation. Be prepared to defend your solutions and designs. Some will culminate in group discussions. For each project, you will be required to submit a screen and/or print presentation.

## Grading

Each project will receive a letter grade based on your research, ideas, execution, and presentation. Your final class grade will be based on the accumulation of your project grades (some projects may be altered to weigh differently) and your energy and passion for the class demonstrated through the discussions and feedback. In short, do the best you can on everything. You will be graded not only on your individual contribution, but also on how positively you affect your team's performance. Play nice!

*Projects are worth 60 percent of your final grade. Presentation, discussions and creative passion are worth 40 percent.*

## Not-so-fun facts:

- Unexcused absences will affect final grades. Regardless of total course points, **THREE unexcused classes will result in an "F" for the course grade.**
- If you must miss a class due to illness, family emergency or any reason, email me at least one hour before class time.

You must take responsibility to get class notes and writing lab assignments.

- Late assignments will be penalized.

## Attendance policy

If you miss class, it is my expectation that you let me know as far in advance as possible. You should work with a classmate to get any notes or assignments or you can communicate directly with me. **Any more than 2 absences will result in the drop of a full letter grade.**

## Course Schedule

*(Subject to change – please check Canvas for all assignments and due dates.)*

**August 21:** THEME: Introductions, Overview of Class + Industry Ad discussion

CREATIVE WORKSHOP: Layout Principals

PROJECT ASSIGNMENT #1: Spark Web/Mobile Storytelling

**August 28:** THEME: Stock Image Companies and Sources of inspiration

READING DISCUSSION: Read *Advertising by Design*, Chapter 1, Advertising is...

CREATIVE WORKSHOP: Bring pictures, ads related to your assignment, Pinterest, site links, photos are expected for class. Spark Web Story Review

**September 4:** Labor Day

**September 11:** THEME: Composition by design

READING DISCUSSION: Read *Advertising by Design*,

Chapter 2, Composition by design

PROJECT ASSIGNMENT #1 PRESENTATION Spark Web Story

**September 18:** THEME: Type and Image by Design

READING DISCUSSION: Read *Advertising by Design*,

Chapter 3—Type and Image by Design

CREATIVE WORKSHOP: Bring pictures, ads related to your assignment, Pinterest, site links, photos are expected for class. Font Selection, Foundries, Adobe Typekit + InDesign  
PROJECT ASSIGNMENT #2 (Brochure) Print based project

**September 25:** THEME: Composition, Type and Image by Design, Implementation  
CREATIVE WORKSHOP: Print based project InDesign  
PROJECT ASSIGNMENT #2 (Brochure) Print Project Review and Feedback

**October 2:** THEME: Composition, Type and Image by Design, Implementation  
PROJECT ASSIGNMENT PRESENTATION #2 (Brochure)

**October 9:** THEME: Idea Generation  
DISCUSSION: Read *Advertising by Design*, Chapter 5—The Ad Idea and Chapter 9 — Thinking Creatively  
CREATIVE WORKSHOP: Bring pictures, ads related to your assignment, Pinterest, site links, photos are expected for class.  
PROJECT ASSIGNMENT #3: Screen/Website based project

**October 16:** Fall Break

**October 23:** THEME: Composition, Type and Image, and Idea Generation  
DISCUSSION: Idea Generation Discussion Recapitulation  
CREATIVE WORKSHOP: Screen/Website based project. Bring pictures, ads related to your assignment, Pinterest, site links, photos are expected for class.  
PROJECT ASSIGNMENT #3: Review and feedback

**October 30:** THEME: Composition, Type and Image, and Idea Generation  
CREATIVE WORKSHOP: Screen/Website based project. Bring pictures, ads related to your assignment, Pinterest, site links, photos are expected for class.  
PROJECT ASSIGNMENT #3: Review and feedback

**November 6:** THEME: Composition, Type and Image, and Idea Generation  
PROJECT ASSIGNMENT PRESENTATION #3: Screen/Website based project

**November 13:** THEME: Motion Graphics  
DISCUSSION: Read *Advertising by Design*, Chapter 10—Animation and Motion  
CREATIVE WORKSHOP: Motion Graphics Project. Bring pictures, ads related to your assignment, Pinterest, site links, photos are expected for class.  
PROJECT ASSIGNMENT #4: Personal Final Project (Campaign)

**November 20:** THEME: Individual Final Project discussion  
CREATIVE WORKSHOP: Project review and group feedback

**November 27:** THEME: Individual Final Project discussion  
CREATIVE WORKSHOP: Project review and group feedback

**December 4:** Individual Final Project Presentation

**December 11:** Individual Final Project Presentation

## Contacting me

I encourage everyone to come speak to me to discuss any questions, problems or concerns you might have.

*"The secret of getting ahead is getting started" -Mark Twain*

## Academic Integrity

Every student must adhere to the policy on academic integrity set forth in the UNL Student Code of Conduct as outlined in the UNL Bulletin. Students who plagiarize may receive a failing grade on an assignment or for an entire course and may be reported to the Student Judicial Review Board. The work a student submits in a class must be the student's own work and must be work completed for that particular class and assignment. Students wishing to build on an old project or work on a similar project in two classes must discuss this with both professors. Academic dishonesty includes:

- Handing in another's work or part of another's work as your own
- Turning in one of your old papers/projects (including something you wrote in high school) for a current class
- Turning in the same or similar paper/projects for two different classes
- Using notes or other study aids or otherwise obtaining another's answers for a quiz or an examination.

Anything and everything you include in your papers that comes from another source must be attributed with proper citation. That includes ideas and opinions.

Plagiarism consists of using phrases, sentences or paragraphs from any source and republishing them without alteration or attribution. The sources include, but are not limited to, books, magazines, newspapers, television or radio reports, Web sites and other students' papers.

## Students with Disabilities

Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

## Diversity

The College of Journalism and Mass Communications values diversity, in the broadest sense of the word – gender, age, race, ethnicity, nationality, income, religion, education, geographic, physical and mental ability or disability, sexual orientation. We recognize that understanding and incorporating diversity in the curriculum enables us to prepare our students for careers as professional communicators in a global society. As communicators, we understand that journalism, advertising and other forms of strategic communication must reflect society in order to be effective and reliable. We fail as journalists if we are not accurate in our written, spoken and visual reports; including diverse voices and perspectives improves our accuracy and truthfulness. In advertising, we cannot succeed if we do not understand the value of or know how to create advertising that reflects a diverse society and, thus, appeals to broader audiences.