EDUC 620_critique_Unit 2_Graphic_ Elements_ of_Design

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The *Layered Book Foldable Direction Sheet,* I chose appears to have clear visual communication techniques included using graphic elements of design. **CARP** is used in **repetition** of a Step by Step design, the **proximity** and **alignment** is easily evident in the column of text displayed on the left and the column of diagrams on the right. The **contras**t is used in shading in the 'Tip' given. But the **contrast** between text and diagrams are clear without trapping white space in the use of figures set in columns without the need for outlining the cells or borders.

There is nothing that takes over the directions in the form of edu-junk. The eye-candy is captivating and actually is clearer in communication of initial appearance of clarity in support of making the foldable. The organization of step by step process is easy to follow method repetition. Having the actual steps numbered with the written directions located next to the step number with the picture organized in a column fashion (without visual outlines) are located at the end of the text. This has a learner-friendly, easy to follow, organized simplistic form. The visual clip art is basic and doesn't distract the learner with unnecessary lines or distortion.

There is no word art to distract the reader, nor multi-media that isn't compulsory in this application. A video model would be a fantastic link for on-line access. The design focuses the learner to the right side of the page to make the instruction appealing. The 'Tip' label at the bottom of the page draws the reader's attention away from the steps, but is a useful tip for creation of additional sheets and allows the reader to make their own decision on the spacing to be used within the ideal that the more pages used the smaller the tabs will be. It guides and

doesn't direct a limitation which supports higher order problem solving consensus of the learner to adjust this project to meet their needs.

If you look at Steps Three and Four, the word form of directions (text) does not match the pictures. In fact, the gluing step is written in Step Four but the diagram of gluing is in Step Three. The diagram does not show the option of stapling the foldable but states it in the Fourth written Step. The third written direction should be included with the Second Diagram. The repetition of this concept is not really another step. It could state in Step 3: 'Now crease the pages keeping the tabs evenly spaced'. Then the figure for Step Three could show a hand or tool creasing the fold flat. The row of lines dividing the sections of written directions also divides the figures in row form to connect to them to the text. In attempt to keep this four easy steps, Dinah Zyke, misaligned graphics and directions, in my opinion. Mistakes in clarity and lack of figures are detrimental and confusing. Thus a demonstration by an instructor is necessary rather than the instructional text being independently understandable by third grade students in which this was designed for. Although, many third grade students rely on the figures more than the word forms of directions, but if they make the attempt to read the Steps they would likely question why their performance is not creating matching products depicted in the diagrams.

Background knowledge of 'mountain folds' should be prerequisites in using this form and could have been reviewed, like the 'valley' fold was. There foldable figure in Step Four is also left upside down. This should have been rotated and the stapled diagram should have been added. As the mountain fold can be done by stapling on the outside of the foldable or it can be stapled in the valley depending on the length of stapler available for use. All of this can be modeled with a long stapler or short.

Because of these options and possible additions to the directions, it would increase the amount of text needed to ensure clarity in presenting this process and it could make the steps appear to be too long and hard to follow. In creating instructional text, it becomes difficult to decipher whether to omit possible steps or include them which may conflict in maintaining minimal memory load. The Step Four diagram is not separated from the tip and could have been pushed down beside the tip but showing three or four sheets used.

Demonstration in the making of this foldable to students can be done by using different colored sheets of paper. Then each tab is easy to see. Colored masters are not beneficial because colored printers are not feasible for schools to use when making class sets of informational text. Thus making computer based supplemental instructional text to be used on a projector would save paper then making these directions in color contrast would be an ideal support. I also think labeling the key words with corresponding arrows in the diagrams would be helpful to the visual learner. Such as a little arrow pointing to the center of the 'mountain' to fold the papers so that they remain in alignment while creasing the paper. The graphic arts were used to achieve simplistic instructions. I think that alignment next to a one inch tool would have been helpful in diagram one. The changes I suggest could be done so that scale contrast would still support the clarity of the concept.

In keeping the instructional message design aesthetically pleasing with the use of simplistic and clear sequencing was attempted but in limiting text and diagrams, key ideas and steps were eliminated. The proportions of the graphics compared to text were appealing. I believe shrinking the fonts and diagrams just a little then adding step five could have been done by also shrinking the 'Tip' box and include a model of a six tab foldable shown. Therefore, integrating the

instructional text enlightens the user of the selected key concepts stated and organization to

support the learner in obtaining a successful outcome.