

## Stage 1- Desired Results

### Established Goals/Transfer Goal:

- Students will learn and initiate research on an existing design business to create a design needs assessment and the best way to meet those needs.
- Students will understand the importance of networking, branding, fundraising, and a marketing strategy for the digital online environment as well as community marketing.

### Enduring Understanding:

*Students will understand that...*

- There are multiple ways to build out an ePortfolio.
- A positive digital persona is crucial as it serves as a representation to a wide and varied audience.
- Too many colors, designs, fonts, and graphics can potentially distract and take away from the message you'd like to communicate.
- Sharing reflections, challenges, and projects showcases the dimensions of your character to a targeted audience.
- Professional business communication skills, such as constructing an email in a professional manner, including a subject line, a salutation, the email body, closing, and signature, are all essential aspects of successful communication.

### Essential Questions:

- How are ePortfolios (EP) and their ongoing use a beneficial component in future design endeavors?
- What are the benefits and limitations to different hosting sites for EPs?
- What types of formats and options exist for those looking to build out an ePortfolio?
- In what ways does having a positive digital footprint benefit someone personally and professionally?
- What features and aspects does the design and layout of a webpage that is both user-friendly and easy to follow?
- How does one's webpage represent their voice?
- What are some ways you can communicate with an audience through your ePortfolio?

*Students will know...*

- How to fulfill and develop print/digital design needs based on the design process, design skills, and communication.
- Evaluate the challenges involved with the growth and daily tasks of a design business, and appraise the tools to facilitate the growth of a design business.
- Which elements do they want to include in their ePortfolios.
- How their ePortfolio serves as a representation of their voice and their authentic learning journey.
- How cultivating a growth mindset can help align their focus and their goals within their learning journey, with their ePortfolio serving as a reflective piece to show their growth.
- How to give and receive positive and constructive feedback to and from peers, and understand how to cite others' work to give proper credit.

***Students will be able to...***

- Define printing/digital product problems and solutions, by analyzing and identifying problems in the design process and communication, and evaluating need assessment research to synthesize possible solutions.
- Analyze and explain the different types of design needs to meet the printing vs. digital product.
- Create/structure the ePortfolios in order to digitally share their ideas fully and develop a digital identity.
- Give specific positive, constructive, and helpful feedback to peers.
- Explain and reflect upon using a growth mindset to help reveal the process of learning.

## Stage 2- Assessment Evidence

**Formative Assessments:**

- Reflection (learner's choice): This can be done as either a video, infographic, blog post or other options proposed by the learner.
- Build out ePortfolios that share the learner's thoughts, authentic projects, and personal voice.
- Establish and showcase their knowledge of digital citizenship by creating content that reveals that understanding.
- Create a blog post that outlines and exhibits the learner's thought process and how they plan to practice them through the use of their ePortfolio.
- Create a portfolio of all projects created, showing the entire design process, research, and presentation material.

**Summative:**

**Goal** - To create an effective EP that communicates who you are, your goals, digital footprint, experiences personally and professionally, and build an encompassing portfolio that showcases design process, designs, and end product examples.

**Role** - The student will be an active participant in researching, creating, evaluating peer designs, and curating their EP.

**Audience** - Potential employers, or anyone who need to see designs or experiences.

**Situation** - Students individually create their own EP, but some projects will be in groups to simulate "design teams" in actual design-related jobs. Student will also participate in group evaluations and reflections of how to improve, promoting a growth mindset.

**Performance** - Students will become adept at utilizing the design process to approach and solve design challenges while being able to communicate effectively with clients.

**Standards** - To assess the projects, and related documents, I will use a combination of peer evaluation, instructor evaluation of EP in all related design steps, reflection, and presentation documentation to communicate to a potential client.

## Stage 3- Learning Plan

### Learning Activities:

What learning experiences and instruction will enable students to achieve the desired results? How will the design... the acronym **WHERE TO** is out of order due to my thoughts on the sequence of ideas to best motivate the learners.

1. **H**ook students in preparation of creating and using an EP by asking an entry question and allowing time to share out with a partner or as a journal reflection via Canvas.
  - a. Question: In what ways can having an online presence and digital footprint impact your career?
2. Introduce the essential question and discuss tasks and activities.

Active participation in authentic learning activities that reveal student attitudes and understandings of Fixed and Growth mindsets. **W**

3. Learners research and discuss different EP sites and hosting sites to consider limitations and benefits for their personal use. As students review, create a class checklist that details areas that students find essential and necessary for having a successful EP. *Showcase examples on different platforms for visual reference.* **E**
4. Learners will evaluate and examine current research and scholarly articles on the benefits of ePortfolios.

In groups/small cohorts, students will participate in an activity where they examine the findings of different groups within the class to cross-reference to their own research. **E**

5. Through the perusal of different sites and platforms, learners will discuss with their cohort groups, how different authors share work, create/share reflections, offer collaborative opportunities, and link/share related information and findings to their target audience. **E**
6. Have learners create Growth mindset goals that they would like to reach during and post the course. **R**
7. Practice and teach specific, positive, constructive, and beneficial feedback. Have students practice with peers, provide sentence stems & acceptable words for facilitation and support. Provide examples and practice scenarios where students witness instructors giving and receiving feedback. **R**
8. Using the class-generated list of essential 'must-haves' for successful EP usage, have students compare/cross-reference their own ePortfolio with the class-generated checklist. Students will use findings as the basis for a reflection (either written, or recorded) that describes the areas they want to improve. **E**
9. Students will work independently to build their EPs with artifacts and content that will promote both themselves and their business model. **T**
10. As students work independently, each will create original blog posts, and align their EP layouts in an easy to navigate manner that integrates their unique style and personality into their digital persona. **T**
11. Organize authentic learning opportunities and activities in a balanced manner that yields individual, group/peer discussion and work that is engaging and beneficial to learning. **O**