Destination 2017: Education for Sustainability Lesson Plan

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Discipline: Digital Media

Week 1

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   1.   Course Prefix and Name (select a course you wish to incorporate sustainability, ex: *ENC 1101*):
DIG 2000C Intro to Digital Media and Design

   2.   Needs Assessment

        a.   What is the CIM course outcome that you plan on teaching during your sustainability-focused lesson?

   Create an individual visual communication project to include planning, production, and oral presentation.

        b.   What is a particular lesson, activity, or unit you already use that you wish to incorporate sustainability? Or, if you will be creating a new lesson, which concepts might align with sustainability?

   Design an animated info graphic using Adobe illustrator, Adobe After Effects, and Adobe Audition

        c.   What sustainability topic might it cover?

    Choose 1 topic to research: Water, Food, Energy, Waste

   For more resources see,
      ●   Sample Valencia lesson plans (English, New Student Experience, Mathematics),
      ●   Tips on integrating sustainability into existing courses
      ●   Arizona State University's archive of sustainability lesson plans

Week 2

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   3.   Student Learning Outcomes

   What is your end learning goal with the lesson? What should the students be able to do/understand/care about?

        a.   Students will demonstrate their fundamental understanding digital media design tools (Adobe Photoshop, illustrator, After Effects) by building an animated infographic about issues regarding waste (air, energy, food, water).

b. Students will choose a specific topic about waste, research the problems and possible solutions, and then design, illustrate, and animate a short animation that they will publish to their YouTube channel. They will learn substantially concepts in conjunction with practicing their digital design skills.

Week 3

4. Lesson Title: Societal Waste

5. Lesson Summary: Select 1 type of societal waste (air, food, water, energy, etc) to design and animate an infographic that will define the issue and promote possible remedies.

6. Lesson Overview/Background:

    a. How will your lesson connect to the 3 pillars of sustainability: environmental, social, and economic issues?

After students choose a specific aspect of societal waste, they will research the topic so that they fully understand the environmental, social, and economic implications. They will then research possible actions/solutions to help address the issue.

    b. How will your lesson address at least one of the 5 key concepts?

By understanding the causes of wasteful behavior, and the possible solutions, students will be more equipped to define the behavioral TRADEOFFS required to minimize waste.

7. Assessment

    a. Identify the type(s) of assessment (*experiential, inquiry-based, project-based, place-based*) strategies you will use to assess content mastery (summative) and write out the instructions that will be given to students.

After thoroughly researching their chosen topic on waste, students will then create a 1-2 minute animated infographic that will highlight their findings. First, they will write a brief script and create a storyboard. Then, using Adobe Illustrator, students will design graphics that they will import into Adobe After Effects to animate. Finally, the students will record a voice-over (using Adobe Audition) to complement the animation.

    b.   Identify the strategy or strategies you will use to assess student learning and provide ongoing feedback (formative) and write out the instructions that will be given to students.

Once the student completes the animated inforgraphic, they will be required to upload it to their YouTube Channel. The final uploaded video will be graded. This will allow the student to more easily show their animation to friends and family, but the animation will be available to the YouTube universe to hopefully educate others on the aspects of waste.

8. Lesson Activities

    a. What will students need to know or do prior to the lesson activity or activities (readings, items to be prepared, prior knowledge)?

Students will have to research online their chosen waste topic to understand the issues and solutions. They will learn the software as they are building their animations.

    b. Describe the activity or activities students will be doing.

        i. Write out the instructions that will be given to students.

1) Choose a topic about societal waste (air, food, energy, water, etc.) and research the issues and possible solutions.
2) Write a 1-2 page script (= 1-2 minute animation) and sketch at least 12 storyboards for your animation that will clearly define the problem and offer possible solutions.
3) Using Adobe Illustrator, design the graphics (shapes & type) that you will use in your animation. Spend time to carefully consider your color scheme (limit 4-5 colors) and typography (limit 2-3 fonts).
4) Using Adobe Audition, record a voice-over and select a music bed that will support the animation.
5) Import your Illustrator graphics into Adobe After Effects. Using only the 5 transform controls demonstrated in class (Anchor Point, Opacity, Position, Rotation, and Scale), animate the graphics according to your script/storyboard.
6) Export the finalize animation (with audio) and upload it to your YouTube channel.
7) Post the YouTube link to Blackboard. Only videos with a YouTube link will be graded.

        ii. How will you keep students engaged throughout this activity.

Since the students will be using multiple programs to complete this assignment, they will learn and practice using the software for in-class exercises while continually building upon this larger project. They will learn the software in the same order that is established in the class syllabus (Illustrator > Audition > After Effects).

9. Materials and Resources

    For the questions below, include links to resources you plan to use with a summary of how you plan to use the resource.

    a. What content do you already have?
    I will show examples of animated infographics so the students will understand my expectations for their final submission. Here is one example:
        https://youtu.be/yYbR62oMF0g

    b. What new materials will you need to create?
    I will need to write the assignment and explain the stages since this is a large project that they will work on over several weeks of the semester. By breaking up the assignment into stages, the students will understand what aspect they need to focus on for each week and not feel overwhelmed by the larger picture?
    I will also need to create a detailed rubric that will assess the student for each stage of the production process. They will be graded on each individual element of the project (script/storyboard, graphics/type, audio, animation) as well as delivery of the final animation (uploaded to YouTube) by the deadline.

Week 4

10. Reflection

a. Explain how your outcome(s), learning activities, and assessments are aligned and connected.

Outcome: Create an individual visual communication project to include planning, production, and oral presentation.

The visual communication project the students will design is an animated infographic.

PLANNING: The students will choose a topic about waste (air, food, water, energy, etc.) and research the problems associated with their topic and the potential solutions. They will then write a script and sketch accompanying storyboards that will illustrate their topic.

PRODUCTION: The students will create graphics and text in Adobe Illustrator, record audio and mix in music using Adobe Audition, and animate the graphics/text in Adobe After Effects.

ORAL PRESENTATION: Students will present their projects in class as well as upload them to YouTube where they can more easily share their projects via social media.

b. How will you [evaluate the effectiveness of your lesson](#)?

Students will assessed and graded during the entire process at various stages to ensure they are on track to complete their project in a timely manner. Their final grade for the project will hinge on their successful upload of their project to YouTube. The students will learn about sustainability problems/solutions from their own project and their classmates' projects. They will then share their projects with family/friends to further educate people about these issues. Throughout the entire process the students will apply their knowledge of Adobe Creative Cloud software and practice their digital design skill set.