

EME 6215 Web Design | Dr. Hatten | Fall 2021

Final Project: Visual Design Analysis

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1. Learning Topic/Content

The Fall Armyworm (FAW), and how to deal with it.

Content types:

Facts – To inform the customer about a serious issue. The FAW is highly damaging to lawns and crops, can spread really fast, and is moving into new areas and countries.

Principles – There are steps that can be taken to deal with the FAW.

2. Instructional Goals

The designer will educate the customer on the FAW and will communicate solutions for dealing with an FAW infestation, resulting in the customer being prepared to identify the best ways to deal with an FAW infestation.

3. Learning Context

Learner Profile:

The designer has identified customers of a home improvement/hardware store in the USA. Learners may be male or female but will likely lean more on the male side.

- Homeowners whose yards are affected by the FAW.
- Farmers whose crops are affected by the FAW (or in danger of it).

Learning Environment:

In the hardware store; at home; on the hardware store's website.

Delivery Platform:

The designer determined a suitable platform will be a print brochure available in-store, and an electronic version accessible on the store's website. The electronic version must be responsive, for viewing on mobile devices. The brochure will be created with InDesign (with some photo editing in Photoshop and/or Illustrator) and output as an interactive PDF for the web and a print quality PDF for paper.

Pragmatic Issues:

Timeline – 2021 was a bad year for FAW infestations. With the colder weather now in many states, infestations have died down. (Thoms & Lewis, 2021) The designer consulted with the store

manager who agreed there is time to create a decent quality brochure to prepare customers for the next go-round.

Budget – This is a retail store providing a helpful information resource to customers (ROI in customer satisfaction), also selling products that can be used to treat the issue. The designer has been promised a sufficient budget for this project, which will include paid tools to complete it.

4. Visual Approach Plan

Determine the Images:

An infographic providing factual information on the FAW.

A checklist of suggested solutions/guidelines that the learner will apply as and when appropriate for their unique situation – principle-based tasks a.k.a. *far-transfer tasks*. (Clark & Lyons, 2011)

The designer will work with the organization's overall design guidelines and color scheme(s), if any. Being a retail organization, the solutions checklist will include images of products they sell.

Preliminary assessment of the graphic requirements of the content:

The designer feels there will not be room for a large number of graphics in this simple brochure, or for complex ones. However, further considerations for expanding this learning tool on the organization's website include a branched diagnosis scenario. The customer would be able to choose from a couple of options indicating their current situation, what they already know and what their need is, and be branched off to web pages or sections relevant to them.

Both the problem being addressed, and the solutions, are concrete, calling for representational graphics.

Design Treatment:

The design will be Visual dominant, to attract customers who know they have an issue – they will see the header and pick up the brochure – or those whose eye will be caught by a picture of the pest or indicators of infestation. The checklist will contain more text than the infographic.

The layout will be a simple brochure with cover page, left and right inside spread, and back page.

5. Communication function to match content types

Facts

The designer will use representational visuals to attract the customer's attention and communicate initially that these facts are relevant to them. A relational visual may be used to communicate the seriousness of the problem: A line graph is an appropriate method for displaying the sharp upward trend in FAW infestations around the world.

Principles

The designer has considered using problem-centered learning (PCL) for this project. The learner in this case is either already living the problem (has an FAW infestation) or is being presented, via the brochure, with a scenario where they may face the problem. The designer opted to create a

checklist that provides solutions to the problem. It includes guidance that helps them identify the existence or extent of the real-life problem in their situation.

To manage mental load, a simple two-branch scenario will be used: One side for the customer who already has lawn or crop damage; the other side for the person who wants to know how to prevent FAW infestation and damage.

6. Apply principles of psychological instructional events

Directing Attention:

The factual infographic will draw attention via a series of statistics starting at a low number and working up to a high number. These will be signaled through the numbers 1 through 7 and through a contiguous progression from the lowest # statistic to the highest. The principles checklist will position visuals close to related text. Both graphics will use contrast to focus attention via large headings.

Activating Prior Knowledge:

The factual piece will reference recent US news on the FAW as a structure on which to hang the new statistical information. The checklist will have a brown lawn as a starter visual that is relevant to the topic.

Minimizing mental load:

Some information in the checklist is self-explanatory, so will use words alone. The designer will be careful to avoid littering the graphics with extraneous visuals. For example, the product recommendations in the checklist will contain relevant representational graphics but these will be contiguous with their text and gathered in one location.

Helping learners build mental models:

The factual graphic will contain a simple relational visual (line graph) to display quantitative information.

Supporting the transfer of learning:

The solutions checklist calls for far-transfer learning, as the principles will need to be applied in unique situations. The designer plans to create a website version that will include additional learning aids via hyperlinking visuals to additional relevant information.

Motivation and learning:

Both graphics will use trigger visuals to capture initial interest. The factual piece will include a picture of the FAW; the checklist will have a picture of a brown lawn.

Leveraging individual difference:

The checklist will encourage learner engagement by asking, "Does your lawn look like this?"

7. List of sources

Software used in the project:

Adobe Suite: InDesign, Photoshop, Acrobat

Microsoft Paint 3D for quick background removal of non-complex images.

Image (and other) sources:

1001 Fonts. (n.d.). Black Ops One Font. Retrieved from <https://www.1001fonts.com/black-ops-one-font.html>

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- Robinson, A. F. (n.d.). The Fall Armyworm: Seven Stunning Stats [Digital image].
- Russell, A. (2021, July 22). Fall Armyworms On The March Across Texas. Retrieved from <https://today.tamu.edu/2021/07/22/fall-armyworms-on-the-march-across-texas/>
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