Desktop publishing: An On-line distance learning course

Elizabeth Jurkowski

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Title: Desktop Publishing: An On-Line Distance Learning Course

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DEDICATION

for my mother Yvonne
for making this and everything else possible

for my sister Janine
for her love and support

for my step-father Martin
for his support and inspiration

and for Joe
for his love, friendship and support...I love you!
ACKNOWLEDGEMENTS

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Elise
for her beautiful spirit
lots of Pad Thai,
Wegmans juice shakes,
20 minute naps,
and her unending support, advice and guidance....
thank you for being there...
I couldn't imagine going through thesis with anyone else!
THESIS RESEARCH
INTRODUCTION

There are many different methods of delivery for distance learning materials such as broadcast and cable television, video cassette tapes, audio tapes and printed material. With the rapid changes in technology, previous methods used in the delivery of distance learning materials such as video cassette tapes are moving toward a more computer-based delivery. This research will explore interactive distance learning (IDL) in a university environment, distance learning applications, and why a computer supported cooperative learning environment is an effective solution to increase the learner's motivation to complete the course as well as a benefits for the university.

CHALLENGES OF DISTANCE LEARNING

As the world prepares to enter the twenty-first century, the United States' educational system faces four key challenges that extend from the corporate environment to government to primary and secondary schools to universities. IDL can help universities meet and overcome these challenges.

First, if universities continue to follow traditional approaches to education, they will continue to incur costs of maintaining existing campuses as well as building new ones, for example the cost of building new libraries, classrooms and dormitories.

The second challenge is the rising cost of a college education, which is outpacing inflation. According to Distance Learning Technology and Applications, the average tuition
reached $11,704 at four-year private colleges and $2,686 at four-year public colleges in 1994, both up 6% over 1993. When costs such as room and board, books, supplies and transportation are factored into this figure, the tuition at a four-year private college increases to $18,784 and to $8,990 at a public college. The third challenge is that universities are being forced to "formulate strategies to enable them to compete effectively with other universities to attract high school graduates,"1 because there is a decreasing interest of some high school graduates in obtaining a college education. The declining interest is forcing universities to compete with one another to attract high school graduates. One method employed is to offer lower tuition. Examples of universities that have used this method include the University of Rochester, which in 1995 offered New York State residents a $5,000 grant for students who enrolled as freshman. On the other hand, the University of Detroit Mercy "offers out-of-state students a grant program of up to $1,950 to match the amount they receive from Michigan students."2 In tuition money.

The last challenge facing universities is declining support from state and federal governments. In New York State, administrators of the State University of New York recently announced that if the cuts proposed by Governor George Pataki "were approved by the state assembly, the university would be forced to close a number of campuses throughout the state."3
THE ROLE OF DISTANCE LEARNING

The challenges previously mentioned are not restricted to universities, but also apply to corporations, government and K–12 schools. For the educational challenges facing all facets of society to be overcome, there must be a coordinated effort among these institutions to create a "technology-based, continuous, affordable, and equitable educational system."4 Supporters of interactive distance learning see it as "classrooms without walls...class size without limits...teaching that transcends space and time so that teachers with valuable specialities and invaluable experience can reach students hundreds of miles away...and their students can reach back, to share questions and answers that make distance learning truly interactive."5

Distance learning is becoming more of an option for people and universities because more people own a multimedia computer with a modem. The growing availability of higher-speed, two-way digital telecommunication facilities6 is influencing the adoption of interactive distance learning at universities. IDL can be a solution to some of the educational problems outlined above.

There are a three steps that must be taken for the United States' educational system to be truly equitable and technology rich, and IDL is one of the technological tools that can alleviate some of the educational problems that society faces. The first step is that "IDL refers to a portfolio of application and networking solutions that can be (and are being) implemented by universities, K-12 schools, corporations, and government
agencies to enable them to enhance the education and research process." The second step is that interactive distance learning establishes a telecommunications link with educational receivers and many different sources of knowledge throughout the world. The last step that needs to be addressed are the needs of the target learner because those needs are directly linked to the quality of the distance learning program.

THE BENEFITS OF DISTANCE LEARNING

As previously stated, interactive distance learning can contribute to an equitable and technology rich educational system. The three business components that IDL contributes to a university are: 1) IDL provides a link between the university and its corporate and government clients by enabling all parties to quickly share and exchange information with each other; 2) IDL can alleviate some of the financial problems a university may face by "providing them with economies of scale;" IDL can increase the number of remote classrooms, thereby providing the opportunity for greater revenues per teacher and/or decreasing the amount of tuition per student; and 3) by being on the leading edge of distance learning technology, a university can distinguish itself from other universities.

Universities have established remote classrooms to support the educational needs of satellite campuses as well as the needs of smaller universities. There are two traditional benefits associated with remote classrooms. Remote classrooms help to increase the number of teachers per student and secondly, remote classrooms reduce the costs that
are associated with maintaining and expanding current campuses. An important benefit of interactive distance learning is that it puts a university at a competitive advantage over other universities. Universities are being forced to operate as a business and that requires them to carefully balance "their social goals with their key business goal of remaining visible and profitable."\(^9\)

Not only does the university benefit from IDL, but the student does as well. Universities are beginning to target students on the basis of program interest, not geographic proximity. Distance learning technology will afford universities access to a substantial market of non-traditional students who are older, who may have family responsibilities, or who are employed, and do not want to relocate to continue their education to be more successful at work.

Although the technological features of distance learning greatly enhance the role of distance learning, there are non-technological features that should be mentioned as well. First, "a principal characteristic of these environments is, of course, that they are responsive."\(^{10}\) That is, an IDL environment is responsive to the learner's actions.

The second characteristic of an electronic learning environment is that it can present images as well as alphanumeric information. For example, a student can view and interact with computer models of complex molecules created with a 3D program.

Third, this environment is both auditory and visual. An IDL curriculum can include music, voice, still images and video, all of which can be interacted with and reviewed by
the learner at his own pace. With an IDL program, the learner has control and "learner control of the learning environment seems most important, perhaps instrumental, in improving the quality and the quantity of the learning that takes place there."\textsuperscript{11}

Fourth, and most important is that "in these environments the information is dynamic--that it changes in response of the changing needs of the user."\textsuperscript{12} Educational information presented on the World Wide Web and CD-ROM can be updated and changed quickly with minimal publishing cost, unlike a textbook or other written materials, which can incur a large publishing cost as well as the time it takes to make the changes.

ELEMENTS OF A SUCCESSFUL DISTANCE LEARNING PROGRAM

For a university to design a successful distance learning program, there are four specific student needs that should be taken into account. The first student need is interactivity, which is the principal element of a successful interactive distance learning program. The more interactive the solution is, the more successful the university will be in getting students involved, therefore prompting them to ask questions and be intellectually stimulated while taking the course.

The second student need is instructional feedback, which extends beyond the instructor's grading policy. A successful distance learning program will afford the student the opportunity to ask the teacher or other students questions after normal classroom hours.
The third component is the elimination of time constraints. A successful interactive distance learning program will enhance the interactions between students and the teacher beyond classroom hours.

The final component is motivation. Because distance learners are isolated from each other, an effective interactive distance learning program will "create a positive attitude towards the learning situation, the subject and the method." There are two factors of isolation; a physical one, which is based on distance in place, and a psychological one, which is based on distance in thought. One problem of distance learning is the lack of face-to-face communication with the teacher and classmates. Lack of human interaction and its emotional consequences has a direct effect on the motivation of the student. There are ample opportunities for distractions such as watching television or engaging in a different activity other than the coursework. "Group dynamics are missing totally and each learner is dependent on the situational mood and the stimulation the on-line program or other distance education media provides." A successful IDL program will alleviate the feelings of isolation through the use of computer technology such as electronic mail, videoconferencing and audioconferencing and therefore aid in assisting the student with student–student and student–instructor interactions as well as keeping the student excited and motivated about the class.
APPLICATION SOLUTIONS FOR DISTANCE LEARNING

There are a number of application solutions that are available to address the IDL needs of a university and a student such as the Internet and the Teacher Educator Internet Server, groupware, one-way video and videoconferencing, two way video and audiocassettes.

For the purposes of this research, the Internet and the Teacher Educator Internet Server and groupware solutions will be examined in that order.

The Internet is an international network which connected over 60,000 domains worldwide as of 1995, and those domains serve over 5 million hosts. The current estimate of the number of Internet users vary from 15 million to 20 million with half of the Internet users residing in the United States.15

Although the original intention of the Internet was to be a network to facilitate “communication and collaboration among researchers and educators in universities, government agencies, and industry,”16 that however, is no longer the case. One of the growing roles of the Internet is to support on-line commerce and providing distance learning solutions for universities and K-12 schools.

Typical uses of the Internet include access to libraries and databases, collaborative learning, distance learning and access to supercomputers.

Access to libraries and databases allows students to access libraries around the world including library catalogs and full text service delivery services. In addition to library
access, the Internet provides students with access to government agency information as well as a wide range of "public domain software and freeware documents, databases, images, and other files"\(^\text{17}\) that they can utilize to aid in their intellectual and educational development.

Another use of the Internet is collaborative learning, which is an important component in a university environment because students have the opportunity to share and analyze data, and to have discussions with their peers and work together to write papers and journal articles. Through the Internet, students can rely on services such as e-mail, file transfer, log-on and directory services and host-to-host communications that enable a student to establish a dialog with other students, businesses, researchers and scientists around the world. An example of file transfer use in relation to distance learning is that "teachers and students can download and upload materials selected from multi-media products to create their own learning-resources,"\(^\text{18}\) and within their class discussion group they can discuss their materials and the use of these materials.

In addition, students can share notes about specific course topics in real–time through electronic whiteboards. Electronic whiteboards enable students and instructors to view and modify documents relating to the course by opening windows that contain a whiteboard on the student's personal computer where that person can make real–time contributions to the class. Using applications like the electronic whiteboard, teachers "can easily edit their teaching materials and quickly spread it, students can get teaching..."
materials at any time and any place, and students can easily read through the whole
teaching materials."^{19}

The third use of the Internet is the growing capability of the Internet to link several
sites through entry level, two way videoconferencing links. This has enormous potential
for distance learning programs because it allows for face-to-face communication for
student to student and student to teacher communications.

The fourth use of the Internet is access to supercomputer centers. The ability for
both students and faculty to access supercomputers is important to professional and
technological development. "The recent upgrade of the Internet backbone to a
SONET/ATM (synchronous optical network/ asynchronous transfer mode) platform
will provide researchers with additional bandwidth facilitating the transfer of files to
supercomputers."^{20}

In addition to the students utilizing the Internet, instructors also have the oppor-
tunity to use the Internet for classroom materials via the Teacher Educator Internet
Server, which is a Gopher resource that is still in the developmental stages. The Teacher
Educator Internet Server has three specific functions for instructors. First, it provides
instructors with access to a server to disseminate various types of user resources such as a
library of electronic books and software and interactive materials. The second function is
offering access to interactive materials "such as services for telecommunications and net-
working, educational newsgroups."^{21} The last function is providing instructional
modules as well as information from research activities. The Teacher Educator Internet Server can be publicly accessed using a gopher browser with a graphical interface. At the user prompt, the first time user can create a new account for himself.

Groupware is becoming an alternative solution to the Internet for meeting the needs of universities for interactive distance learning programs. Groupware, defined as "software to support groups,"22 emphasizes the union of group activities and its supporting software. Groupware uses include collaborative learning, access to databases, remote classrooms and student/instructor and student/student interactions. The use of groupware in a distance learning environment leads to computer-supported collaborative work (CSCW), which is "the sharing of software and hardware among groups of people working together so as to optimize the shared technology for maximum benefit to all those who use or are affected by it."23

CSCW is generally divided into two categories, synchronous, or real-time, in which people work together at the same time, as in videoconferencing, and asynchronous work, in which people coordinate their efforts across longer periods of time, such as e-mail. Groupware helps to facilitate both synchronous and asynchronous work.

Groupware messaging applications allow students to submit homework to instructors via e-mail, leave comments about the course, and enables students to collaborate with each other through electronic whiteboards and Web boards.

Another groupware application is access to databases that enable students to access
public and private databases, facsimile machines, pagers and voice mail.

Groupware can also complement desktop videoconferencing by providing a forum for conducting small classes, discussions or critiques. Remote teachers are able to establish a videoconferencing session through a small window on a desktop computer.

Groupware can also enhance student/instructor and student/student interactions by helping both students and instructors to exchange messages, thereby extending cooperative learning past the normal school day.

EDUCATIONAL INFORMATION, HUMAN FACTORS AND COOPERATIVE LEARNING

<table>
<thead>
<tr>
<th>Student Demographic</th>
<th>Enrollment (by year)</th>
<th>Enrollment (by year)</th>
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<tbody>
<tr>
<td>Ages 35 and above</td>
<td>365,000 (1972)</td>
<td>716,000 (1989)</td>
</tr>
<tr>
<td>Females ages 18-24</td>
<td>2,700,000 (1972)</td>
<td>4,000,000 (1989)</td>
</tr>
<tr>
<td>Females ages 35 and above</td>
<td>418,000 (1972)</td>
<td>1,400,000 (1989)</td>
</tr>
<tr>
<td>Students from Africa</td>
<td>179,000 (1976)</td>
<td>366,000 (1989)</td>
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<tr>
<td>Students from Asia</td>
<td>97,000 (1976)</td>
<td>232,000 (1989)</td>
</tr>
</tbody>
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<tr>
<th>Student Demographic</th>
<th>Enrollment (by year)</th>
<th>Enrollment (by year)</th>
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<tbody>
<tr>
<td>African American</td>
<td>2.1% (1960)</td>
<td>11.8% (1989)</td>
</tr>
<tr>
<td>Hispanic women</td>
<td>3.2% (1970)</td>
<td>8.8% (1989)</td>
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Students in higher education are more diverse than they were ten or twenty years ago. "More people are completing a college education, and diversity in race, class, age, and gender among the college population is increasing."24

For an IDL program to be successful, it is important for an instructor to understand the students who enroll in the class. The current trend indicates more people from
culturally diverse backgrounds, more students with special needs and students with different developmental levels and learning styles. For an IDL program to be effective, the media "must address the needs of the varieties of learners found in higher education."\textsuperscript{25}

In order for IDL media to be successful, it must use new delivery models, such as distance learning, demonstrate a broad understanding, and humanistic learning, which meets the needs of a "swiftly changing society and rapidly developing technological environments,"\textsuperscript{26} and address the issues of accountability and the assessment of learning achievement in the learning environment.

One of the challenges of an educator is to understand and recognize the diversity and human factors that exist in a classroom, and in terms of distance learning. A computer supported cooperative work environment can help to break barriers that might exist in a regular classroom setting. In the digital environment, relationships with other people and group dynamics have stretched the boundaries of how and when humans interact.

Collaborative learning and communicating in an electronic environment creates some interesting alternatives for a person to express his identity. A person has the option of being himself or expressing only parts of his identity. For example, a person who may be shy and may not normally contribute in classroom may make more class contributions using a Web board or videoconferencing.

Another human factor in electronic communications is that everyone who uses the
Internet, e-mail, Web boards or electronic whiteboards, "has an equal opportunity to voice him or herself. Everyone—regardless of status, wealth, race, gender, etc.—starts off on a level playing field." There are people who believe that a computer-supported cooperative learning environment cannot duplicate the sense of community that exists in a classroom, but research has not proven if a sense of community really exists in a classroom. Also, with the rapid changes in technology, the use of audio cassettes and video cassettes is declining, and technologies such as videoconferencing and Internet phone programs are "making classroom experiences of community more likely."

There are many examples of on-lines services and newsgroups as well as Web home pages linking people with similar interests. One example is the Whole Earth 'Lectronic Link (WELL), which is an on-line service that "provides access to people and ideas, and according to its worldwide web homepage, is considered by many to be the birthplace of citizen-based virtual community." The second example is the Center for Astrophysics at Harvard University, whose homepage is titled Soc and Rec Club. The homepage defines the purpose of the club: "The Soc and Rec Club exists to help develop a sense of community at the CFA." (URL: www.harvard.edu/src/homepage.html). Esther Dyson, George Gilder; Dr. George Keyworth and Dr. Alvin Toffler of the Progress and Freedom Foundation, a not-for-profit research and educational organization state that "It is clear, however, that cyberspace will play an important role knitting together in the diverse communities of tomorrow, facilitating the creation of "electronic
neighborhoods bound together not by geography but by shared interests."\textsuperscript{31}

Furthermore, because the Internet is a vast land of knowledge, the authors conclude that it can aid people to explore that vast land of information and find their calling. "The opportunity is now before us to empower every person to pursue that calling in his or her own way."\textsuperscript{32}

Another human factor that should be considered is that with interactive distance learning geographical boundaries make little difference in who can communicate with whom. For example, a student at the Rochester Institute of Technology in Rochester, New York, can converse with a student at the University of Edinburgh in Edinburgh, Scotland. Through technologies such as e-mail, listservs and newsgroups, people can gather in dyads and groups to communicate even though they are not together in real time, which can help facilitate the learning process.

As mentioned earlier, the primary target group for distance learning is the non-traditional student, who is employed, has other obligations and whose schedule does not afford the flexibility of a full-time student. In a computer supported cooperative learning environment, the application chosen should be a "fundamental means to create a community of shared experience and recognition."\textsuperscript{33} Regardless, that sense of community is only created if the instructor helps to mediate human factors in such a way that the students have a feeling of participating in such a community.

Learning takes place not only in the classroom, but also in a real world context
where the student interacts and collaborates with others, therefore giving the person a more hands-on learning experience. Collaborative learning also optimizes learner independence and "encourages more flexible group functioning." Application technologies such as the Internet, groupware and the Teacher Educator Internet Server support a computer supported collaborative learning environment. Collaborative learning, once reserved for face to face communications, is defined as "peer group learning through talking and observing each other," which can be very beneficial to on-line distance learners because it facilitates learning by encouraging interaction between students. The advantage of collaborative on-line learning is that students are able to articulate their thoughts, ideas, questions and solutions in a non-threatening environment. More ways to solve problems can be found because the student is not relying on a book, manual or classroom routine. Furthermore, students who may have struggled with the material in a classroom setting can be highly motivated and assisted by the presence of the other students.

A computer supported collaborative learning environment will also increase the range of learning-by-doing situations, which can provide "a tremendous opportunity for students to learn about themselves and their own thinking and learning strategies."

The teacher is an important part of the implementation of computer supported collaborative distance learning because he will be the facilitator of the class. It is the teacher's responsibility to "form groups, structure the activity, support the group in its
work and, especially of ensuring that a revision of the group functioning process takes place."\textsuperscript{37}

INSTRUCTIONAL DESIGN

When distance learning courses are designed, there are several factors which should be taken into account. First, how many students will be enrolled in the course, and where are they situated geographically? These factors are important because the number of students will dictate the design of course curriculum and the level of computer interactivity. If the enrollment is under 15 students, then there can be a higher level of interactivity, a less expensive course design or something in between. As the enrollment numbers go up, the curriculum design may have to involve more faculty, more staff members, or "more complex computer support in order to keep a clear view on all communication happening in the course, or the interactivity-level of the course will have to be lowered, so that the same staff and technical setup can still work."\textsuperscript{38}

If the students are located in a centralized area, there are possibilities of face-to-face contact for materials or technical support. On the other hand, if the students are geographically located in a larger area, (state or world-wide for example), then factors such as language and culture need to be taken in account in the curriculum design.

Second, when distance learning courses are designed, both the student and the university's resources must be kept in mind. The course design should meet the educational needs of the student keeping in mind cultural and language constraints.
Furthermore, the university's technological resources should be able to support the users' needs.

After the technical aspects of the course or program are considered, there should be an assessment of the learners' needs. Generally, these methods are applied to a classroom setting, but the methodology can be applied to creating a distance learning class or program as well.

The first step in the instructional design process is to get an accurate assessment of what the target learners needs are by pretesting them with a series of questions such as: "What do learners need to know?; What do they already know?; Are they ready for the proposed content;" If the instructional planning begins before the target learners are pretested, the instructor's needs may be fulfilled, but the educational goals of the target learners may not.

The second step in the instructional design process is the "conceptualization or determination of appropriate instructional strategies..." The instructional strategy should be dependent on the combination of four things: the learner needs, course content, the instructors teaching style, and the learning environment.

The third step in the instructional design process is to determine what the goals and objectives of the class will be. Goals are defined as what the instructor wants to accomplish in the class, and the "objectives are how the goals will be accomplished." The defined objectives will give the learning experience direction and assist the instructor in
preparing class assignments, projects or examinations.

The fourth step is to determine the format, in the case of this thesis, a Web site. The choice of instructional format should be consistent with the determined goals and objectives. Considerations should be made of the availability of materials, cost of production, production time, planning and the overall design of the piece. "The successful utilization of each format depends on a clear understanding of the strengths and limitations of each medium."\(^\text{42}\)

The next step is to pretest the formatted material on a sampling of the target audience. Unbiased sources will quickly be able to find user interface problems such as navigation problems.

It is important that successes and failures of the instructional medium are tracked by date and problem so that improvements on the current version (if possible) as well as future versions can be made quickly. If the instructor is always engaging in self-evaluations and revisions, the effectiveness of the presentation and the learner's experience will be much stronger.

Finally, it may be important to revise the course content after target learner or student evaluation. To successfully revise the curriculum, the instructor should begin with the goals and objectives and review all of the class materials item by item. "Other times it may require a time adjustment, a new approach for one topic, or different sequence of presentation."\(^\text{43}\) Adjustments are the key to continued successful instruction.
PROJECT EVALUATION

When evaluating student work, it is important for the instructor to bear in mind that evaluation needs "to be directed at how well students process, structure, and retrieve information." Educators have traditionally evaluated student work by administering in class tests, quizzes, or out of class written research and projects. For the purposes of this thesis, the Desktop Publishing class that the author team teaches will be used as an example to illustrate the way in which work completed in a class from the School of Art and Design is evaluated.

For an applied design class such as Desktop Publishing, students are given an assignment based on skills taught in the classroom such as introductory design principles and skills in the page layout program QuarkXPress™. The assignment is given two weeks before it is due and the student must present a working version of the project one week before it is due for an in-class critique. The instructors and other class member provide feedback and the student is then able to complete work on the final piece based on the feedback received in class. After the project is handed in, the instructors grade that assignment based on established criteria according to the following assignment guidelines: demonstration of skill learned in QuarkXPress™, appropriate use of type and image, legibility of information, creation of a coherent layout, sensitivity to details such as letterforms and element alignment, overall consistency and unified appearance, quality of final presentation, and whether the assignment met the deadline. A letter grade of
A–F is assigned to each of the criteria, and weighted for a final grade on the project. The student also receives additional written feedback about specific parts of the project that can be improved on and ways to do so.

An important part of the Desktop Publishing class is the student-to-student and student-to-instructor interaction. If the work is submitted via the US Postal Service, the students will lose the interactive aspect of the class. It is important for the students to have the ability to interact with each other as well as the instructor for purposes of project evaluation, questions and concerns.

INTERACTIVE APPLICATION SOLUTIONS

For the purposes of this thesis, there are several interactive methods investigated for the evaluation of class projects, internet video and telephone applications.

There are two ways video is used on the Internet—one is for Internet video broadcasting and the other is for video telephone.

Internet video broadcasting is defined as a specialized form of broadcasting whereby a specific audience of people is targeted, rather than a mass audience. By offering distance learners an application solution such as video broadcasting as an interactive outlet, students and instructors can interact with each other from miles away, which as previously stated, will diminish the feelings of isolation that are generally associated with learning away from a classroom setting, and keep the learner motivated enough to finish the class.
The other way video can be used on the Internet is video telephone. Video telephone allows people to talk directly with each other in full-color just as they would if they were using a "traditional" telephone but with a visual interface.

Both application solutions would be appropriate for a distance learning class such as Desktop Publishing because students will have the opportunity to interact with each other as well as the instructor, in real time. Since this class incorporates critiques and class discussions with these two applications, they could be held just as they would in a classroom setting.

There are two specific software programs that are available for the Internet that support the application programs listed above, VDOnet and NetMeeting.

VDOnet Corporation, founded in 1995, promotes itself as a leading provider of real-time video for the Internet. The company has successfully developed both the technology and the products for video broadcasting and video telephone for public internets and private intranets over computer networks of any bandwidth. Companies such as CBS News, CBC, MTV, PBS, Preview Media, and corporate intranet users use VDOnet's products.

Their product line is a software only solution which is designed for either the Internet or regular phone lines. VDOphone™ is the first full-color video telephone and allows a person to both see and hear another person, and is offered as a stand-alone commercial product.
The other product VDOnet offers is VDOLive™, which is a video streaming product, and is used for Internet broadcasting and has the capability to transmit live video and audio all over the world.

Microsoft has published a PC based product, NetMeeting, that allows people to hold face-to-face real-time Internet phone conversations. The product works with any video capture card or camera that supports video for Windows, and because its video, audio and data conferencing are based on industry standards, the user can communicate with other people using compatible products.

Some of the key features NetMeeting offers are: a user location service directory which provides a directory of people currently running NetMeeting; Multipoint Data Conferencing that allows two or more people to communicate and collaborate as a group in real-time over the Internet; Shared Clipboard which allows people to exchange the contents of a clipboard with another user; File Transfer, which enables people to send a file to a specific person or all the members of a group conference; Whiteboard is an object oriented program that is a multi-page, multi-user drawing application that enables people to display graphic information to other members of a conference; Chat is a text based program that enables conference members to communicate with each other.

Products such as VDOPhone™, NetMeeting and RealVideo would be an appropriate application solutions for an interactive distance learning class such as Desktop Publishing. The students would have the ability to interact with each other as well as
the instructor. The benefits of a product such as this would be interactive class critiques of assignments and discussion forums.

CONCLUSION

In conclusion, universities as well as educators need to be aware of what is happening in the society around them because “they are influenced by the societal events constantly occurring around them. Recently several developments in the workplace, changes in student demographics, and the economic trends are forcing educational institutions to change.” By providing potential students with an interactive distance learning program in a computer supported collaborative learning environment, an educational institution can motivate people to “come back to school” to expand job skills or pursue a degree that once was not possible. Technology such as multimedia and the Internet provide the opportunity to make distance learning much more dynamic than audio cassette tapes and video tapes. Students can now interact and communicate with each other in ways that were not possible 10 years ago.

Although new technological advances have made learning more interactive, it will be important for multimedia and Web designers to be aware of who their audience is. It is important to keep in mind that careful research is needed to “optimize the design and utilization of multimedia worlds for training” so that the medium does not overwhelm the message.
REVIEW OF ON-LINE DISTANCE LEARNING MATERIAL
Syracuse Language Systems, a company that produces multimedia products for second language learning. This is a review of one of their products, Spanish Your Way 2.0, which provides the user with web based instruction in Spanish with supporting language materials on CD-ROM, and a user manual.

THE PRODUCT

The CD-ROM is produced for the PC platform, and the program is installed on the hard drive. After the program is launched, the user is greeted in Spanish, and enters his/her name in a field, and specifies their voice type as male, female or child. The other functions of the opening screen include the specification of an Internet browser, a check of audio playback and the opportunity to record and playback the user’s voice to check the microphone levels.

From the opening screen the user is lead to the main menu screen that contains the language topics that are offered on the CD-ROM: Social Engagements, Dining Out, Travel, Hotels and Accommodations, Around Town, Medical Needs, Grammar Activities, Introduction to Reading and Review Center. At the bottom of the screen is a menu that contains tool bar items that remain consistent on each screen throughout the program: Exit, User ID, Index, Grammar, Progress, Help and Language Connect (which is the Internet connection).
When the user clicks on one of the six topic choices, Social Engagements for example, they are taken to the corresponding screen, which contain language topics relating to Conversations or Activities. Under the Conversation topic, the user's choices are Study Conversation, (which allows the user to become familiar with the grammar and vocabulary of a conversation); Conversations Your Way (allows the user to participate in a conversation with native speakers and determine the direction the conversation will take); Conversation Generator (the user will be guided by a computer chosen conversation, and each time Conversation Generator is chosen, a new conversation will be presented) and Saved Conversations (allows the user to open saved conversations).

Under the Activities topic, the user can choose from Vocabulary (gives the opportunity to select and practice vocabulary from six topic areas); Question and Answer (gives the user practice in vocabulary and grammar taken from the Conversations game and understanding and speaking various questions forms in Spanish); Crossword Puzzle (teaches vocabulary and spelling) and Dictation (improves listening comprehension and spelling skills).

INTERACTIVITY

This product provides adequate user feedback. When the mouse passes over each of the main menu buttons, each becomes highlighted with a blue background. The tool bar items at the bottom of the screen, however, does not have the same user feedback as the main menu buttons. When the user clicks on a button it does not become highlighted
like the other buttons, but will shift down slightly.

Within the language activities, there is plenty of user feedback, that integrates a rollover (when the mouse rolls over a specific topic, the background becomes blue). This signifies to user that that specific button can be clicked on. When the user gets to a specific activity, such as Social Engagements, all other button choice are blacked out and Social Engagements remains highlighted. But, if a user were to roll the mouse over one of the other activities, it will become highlighted with a blue background.

The tool bar at the bottom of the screen could be confusing for the first time user. The choices, User ID, Index, Grammar, Progress, Help and Language Connect appear to remain constant when the user goes from topic to topic, but does not. For example, the Exit button changes to a Main Menu button in all six activity categories, but when the user clicks on Grammar and Review Center, the exit button does not change to the Main Menu button, and it actually quits the program. And, in the Introduction to Reading section, the tool bar is dropped and instead, there is just a help and close button.

DESIGN

The design solution is appropriate for the product and target audience. The overall screen size is 640 x 480 pixels, which will accommodate most computer screens. The placement of text and graphics is consistent from topic area to topic area. The screens for the Conversation and Activities are well labeled so that it is clear where the user is in
the program, and when the user is in a specific section, the menu choice will stay highlighted.

The design solution utilizes a dark blue background with exception to the opening screens, which uses a graphical interface. On the opening screen, the company information is set in a similar color blue, and in a point size that is too small to read. The menu items are set in a sans-serif typeface and are easy to read. The icons on the bottom of the each screen however are set in the same color blue that the text is on the opening screens, and the corresponding text is also difficult to read. The icons illustrated in the user manual, do not match the icons in the actual product, and that could be very confusing for the end user. The button to launch the Internet browser breaks the established design solution and is set in a sans-serif, all caps in black with a white feathered backshadow to make it stand out.

CONCLUSION

Overall, the product is consistent in the design solution. Each section is marked with conversation and activities with an accompanying picture and title. The only problem is with the choice of blue for the icons and the size and color choice of the words that go with the icons. The text is too small to be read effectively. Although it is important for the button that launches the browser to stand out, the choice of the backlight drop shadow does not fit in with the established design solution.
Language Connect University (www.syrlang.com) is Syracuse Language Systems' web site that complements the language instruction found on the CD-ROM.

The language learning part of the site has seven areas of language study to choose from: Conversation, Vocabulary, Grammar Review, Focus on Speaking, Focus on Reading and Language Enrichment. These subject areas are designed to complement the materials on the CD, and the following are descriptions of each area of study.

**SUBJECT AREAS**

**Conversation**—the user is encouraged to work with the CD-ROM and use "Study Conversations." Once they understand the context of the conversation, they then proceed to "Who Said It" on the CD and then begin the on-line activities.

**Vocabulary**—here are word or sentence examples the user clicks on to hear the language spoken by a native speaker. When the a word or phrase is clicked on, it is downloaded and saved to the hard drive by a program called Real Audio. The user can then go back and listen to the word or phrase as many times as needed. As the Vocabulary activity is continued, there are increasingly difficult exercises. For example, after the user feels comfortable with practicing the spoken word, there are exercises with pop-down menus that ask questions in Spanish. The user answers the questions and submits the answers. There is instant feedback with correct answers colored in pink and the
incorrect answers are left blank to encourage the user to try again. A percentage with the number correct is given and changes when the user gets previous incorrect answers correct.

Grammar—there are four exercises in this section: Gender and Number is presented in a lecture format on grammatical gender in nouns; Agreement of Nouns and Adjectives is also presented in a lecture format that leads to an interactive exercise with pop-down menus to match the correct form of the adjective to the noun. Greetings contains a small lecture on greetings and when they are used, and the exercises also have pop-down menus to match the greeting with the time of day. Finally, Numbers 0-10 give the numbers in numerical value with the corresponding Spanish word. The exercises are incomplete sentences using number sequences, and the user must use a pop-down menu to select the correct number to complete the sequence.

Review—is a review of material covered and special language items the user should pay attention to such as if the noun is masculine or feminine. The user is encouraged to go back to the CD-ROM to continue to expand on learned skills.

Focus on Speaking—is a listening and comprehending exercise in which a conversation in Spanish is downloaded to the hard drive. The user then listens to the conversation and goes back to the on-line course to answer focus questions. As the exercise continues, the text of the conversation is given in both Spanish and English. The user can
click on sentences to hear a specific word or the whole sentence. The user can keep going through the conversation until the English translations are no longer needed.

**Focus on Reading**—is a reading exercise that presents information about a person in Spanish with an English translation below it. Comprehension questions based on the reading are given.

**Language Enrichment**—are activities with external web site links to give the user the opportunity to read and communicate in Spanish.

**WEB SITE DESIGN**

The web site design is effective and easy to use. The design solution utilizes frames at the top and left side of the browser window for the menu items. The menu items correspond to the menu item selected. For example, if the user clicks on “Language Links,” the menu choices will contain items related to “Language Links.”

Each page of the site uses a different background to keep the user visually interested. The typography is the same from page to page and that is what unifies the site. The design also uses tables to simulate a page layout program and create a more dynamic layout for the web page.

The on-line language materials require a password for access. There are other pages related to language learning, such as a language store that presents book titles for the language learner, a language lesson, a help section, other language web links, and a
company information page.

Overall, this is a very well designed site with navigation that is easy to use. In conjunction with the CD-ROM, this product is an excellent choice for interactive language learning.
The School of Information and Library Studies program at SUNY at Buffalo offers two courses taught on-line, Intellectual Freedom: Access to Resources and Services (LIS580), and Academic and Research Libraries (LIS584). These courses are taught by Dr. John Ellison, Associate Professor of Library Studies.

The course materials can be accessed with a password from his web site: (www.sils.buffalo.edu/faculty/ellison/ellison.html). LIS580 is a seminar that is an "investigation into the ideal of freedom as it relates to human thought and communication and the effect on library and information resources and services. The effects of censorship, pressure tactics, cultural pluralism, personal bias of the professional practitioner, the ism problem, and the very utilization of the physical location for library and information are examined for the effect on equal access to materials. Professional librarian and information specialist concerns are examined and practical applications of principles are discussed in problem solving sessions."

The class web site is arranged into five sections: Course Materials, which covers required class materials; Syllabus, which outlines the dates that class discussions are held on the listserv; URL Links listing relevant and useful web sites relating to course material; Electronic Journals is a source listing of library oriented electronic journals and Required Readings which is a listing of books, articles and other
readings related to the class.

The students are required to join the class listserv to participate and share information with other class members. They are required to participate once a week and 50% of their grade is based on this type of class participation (worth 50 points). In addition to the participation in the class listserv, students are also required to write a short scholarly article on an aspect of intellectual freedom, which is approved by Dr. Ellison, and is worth 30 points. The students are also required to develop a comprehensive selection policy manual in cooperation with a librarian that is appropriate for the type of library the student would like to work in. This assignment fulfills the final 20 points of the course.

LIS584 is also a seminar that "covers academic libraries in all types of institutions: community, four-year university, public, private, liberal arts, technical, and research. Includes topics in administration, budget, organization, personnel, service, planning and objectives, networking, automation collection development, standards evaluation, and library building."48

This class web site is arranged in eight sections: Course Materials, which covers required class materials; Syllabus, which covers the seminar procedure and objectives; Schedule, which is a week by week schedule of the topics and listserv hosts; Class Guidelines covers information relating to due dates of assignments, special needs, course ethics, participation and grade distribution; Electronic Journals is a
source listing of library oriented electronic journals; Listserv Discussion covers
suggestions on how to get the most out of the discussion and ways to benefit from
postings; And Vision is Not Enough is a required reading from the Library Journal
magazine.

Course lectures and discussions are delivered on the listserv, and students are
encouraged to respond to the scheduled topic in the time period allotted in the syl-
labus so that there is a continuous flow of discussion. This aspect of the course is
worth 45 out of 100 points. Like LIS580, there are required readings both on-line
and in written form. Also, each student is required to write a scholarly paper on
one critical aspect of academic librarianship research literature, and the paper is
worth 30 out of 100 points. The other 25 points are distributed to required read-
ing, worth 10 points and a book outline assignment in which the student is
required to read any book on academic libraries published since 1990, and write a
detailed chapter by chapter outline based on the main points made by the author,
worth 15 points.

WEB SITE DESIGN

The site design of the main page utilizes frames on the left side of the browser
which serves as menu to access on the on-line materials. The other pages do not carry
the frames solution, but there are menu choices at the top of the pages. The overall
design is not consistent and lacks any unity. The pages have different textured back-
grounds and different colored text used both for headlines and body text which appear to be used randomly, without any clear meaning.

On the other hand, this site is primarily used for the dissemination of class information and the quality of the site design is not the focus. The navigation of the pages is a problem. Although the internal links to class information are clear, there is no way to get to other areas of the site or the home page, which could cause problems for students.

The on-line material for these two courses is extensively developed in content. What is expected of the students is clear and easy to understand. Dr. Ellison also makes exceptions for listserv discussion for students who are overseas and those who are working. Site design and navigation aside, the on-line materials coupled with the listserv discussions create a distance learning class that both successful and intellectually stimulating.
PURPOSE STATEMENT

The purpose of this thesis project was to demonstrate the utility of an interactive on-line educational course (URL: www.rit.edu/~eaj4107/thesis/dtp) for providing instruction on Desktop Publishing with a focus on the Basics of Design. The hypothesis which was tested was that an on-line educational course can be an effective mechanism for the delivery of course content to distance learners.

The web site served as the textbook and brought the expertise of an adjunct faculty member into the homes or offices of students who wanted to take the course, but could not come to campus when the course was offered. It was expected that an on-line course mitigated the problem of time and distance for people who have job commitments or need to upgrade their skills and are unable to travel to RIT for class.

RESEARCH

The research for this thesis explored interactive distance learning (IDL) in a university environment, distance learning applications, and why a computer supported cooperative learning environment is an effective solution to increase the learner's motivation to complete the course as well as a benefits for the university. In response to the hypothesis, it is concluded that although new technological advances have made learning more interactive, it is important for multimedia and Web designers to be aware of who their audience is. Careful research is needed to "optimize the design and utilization of multimedia worlds for training" so that the medium does not overwhelm the message.
PROJECT PROCESS

This thesis project was begun by taking "Theories of Interactive Computing" in the Winter Quarter (962) to better acquaint myself with the theories, practices and implementation of successful interactive computing mechanisms such as interface design. Throughout the quarter, there were four take-home papers all relating to an aspect of human computer interaction. The final exam was a 10 page paper examining a self chosen topic on a theory or practice of human computer interaction covered during the quarter. Based on my thesis topic, I chose to explore interactive distance learning in a university environment and why a computer supported collaborative learning environment is an effective solution to increase the learner's motivation to complete the course. This paper served as a starting point for my research and many of the points covered in that paper are found in the thesis research. After the research was completed by the end of the Winter Quarter, the visual part of the project was begun.

The initial design solution was to use frames to anchor the menu items for the site. As the user clicked on a menu choice, the menu would stylize itself to the section the user was in. The part of the site that was currently active would be signified by a change in menu color. For example, if the user was in Project 1, instead of the established color of red, for example, it would be grayed out so there would be no confusion in where in the site the user was. After a brief investigation into available web browsers, the frames idea was discarded in favor of a menu bar that would use the same idea of a color
change to signify where the user was. This choice was made because not all web browsers support frames and it was important to consider the different browsers people have available to them. One of the goals of this project was to make the web site as browser-friendly as possible.

Next, a tables solution was incorporated to simulate page layout. Using the hypertext markup language (HTML), tables give the Web designer control over the placement of text and graphics in the browser window. A two column grid was established by using a table with two columns, with two different column widths.

After a general sketch of the site design was laid out, the course content and structure was established. Professor Nancy Ciolek was consulted to verify that topics such as elements of graphic design (color, line, shape, size, space, texture and value), principles of graphic design (balance, contrast, emphasis, rhythm and unity) and typography (serif, sans-serif and parts of a letterform) would be appropriate course matter. A decision was made that each subject covered would have three corresponding visual examples to reinforce the lecture material. For each of the four assigned projects, there would be six corresponding examples that are well designed and easy enough for the student to
deconstruct to understand how the design elements were incorporated.

After these decisions were made, examples were chosen, scanned in, color corrected and resized. At this point, the lecture material needed to be created and input into an HTML document. The lecture material comes from a variety of design books (listed in Works Referenced) consulted for the project.

For each of the lectures on the components of elements of design and principles of design, not only were printed visual examples used, but animated examples were created to further illustrate the topic being discussed. Each animation is an original creation, with ideas coming from a variety of design sources.

The last visual components created were the typographic headings and subheadings. The principal typeface chosen was OCRA and the secondary typeface used is Matrix. The lecture headings for both elements of design and principles of design use Akzidenz Grotesk Black. Some of the typographic examples illustrated used StoneSans.

Color choice was a challenge because web browsers and the different operating systems handle color in very specific ways. It was important to consider that not all people...
use a single platform, and the design should reflect that and look good on all platforms. Colors were chosen based on Coloring Web Graphics by Lynda Weinman. This book specifies the 216 colors that are common between all platforms, browsers and operating systems, and provides color palettes can be loaded into Adobe Photoshop. The three primary colors chosen for the site were red, blue and grey.

The overall development of the site was coordinated with each new element added to the HTML documents as it was created, therefore making it easy to see where changes needed to be made, elements added or deleted. After the site was uploaded to the RIT server, very few changes needed to be made. For example, the only major change that needed to be made was adding "Course I: Elements of Design" to the main site page. This was added because Professor Ciolek felt that the course focused on the basics of design and does not encompass all the of the elements that can be found in a Desktop Publishing course.

The creation of this web site utilized three programs. Adobe Photoshop 4.0 was used for all image manipulation, BBEdit 4.0 was used to write all of the HTML code and
GifBuilder 1.0 was used to create all of the animated examples for the lecture materials.

TESTING

The web site was tested on both the Macintosh and PC platform using two browsers, Netscape Navigator and Microsoft Internet Explorer. The results on the Macintosh did not vary from the original creation, but the results on the PC showed the colors to be darker in both browsers, and the text did not align properly on the projects.html page using Netscape Navigator.

Ten people, ranging in age and educational background evaluated the site. Those chosen, accessed the site from a variety of connection speeds and platforms. The results from each person can be found in Appendix B. After the person evaluated the site, they used an interactive on-line form to submit their feedback. There were no reported technical problems with the site or the use of this type of feedback. Most people were happy that they did not have to submit a hand-written form, and liked the use of the on-line form.

The site was evaluated based on 16 questions relating to site design, content and
navigation, as well as questions regarding the person's educational background, age, Internet accessibility, interest level and whether or not this course would be valuable to the person's personal or professional development, and, if offered as a distance learning class, would the evaluator take this type of class.

All of the results were positive with regard to the site's overall design. There were a few people who had trouble with the navigational system, or felt that a step or two in the beginning of the site could be eliminated. There was no determining factor whether or not the tester would take the class if it was offered through distance learning.

The main concern of each tester was the perceived lack of student-to-student and student-to-instructor interaction. That issue should have been addressed in the evaluation instructions for the site. It should have been stated that there would be software and hardware available for students to use if the course were actually offered.

CONCLUSION

Based on the student testing and feedback from the thesis show, this thesis project has a lot of utility as a distance learning class. By administering a class on the web, it mitigates the problem of time and distance for many people, and there is a lot of interest in desktop publishing from students who are not graphic design majors, people who own a small businesses. Based on feedback from Professor Ciolek, this course can have follow-up courses that continue studies in Desktop Publishing. This thesis did not encompass all the material that could be found in a Desktop Publishing class, therefore
additional classes in software such as Quark XPress, Adobe Photoshop, ClarisWorks and Microsoft Word and desktop publishing issues such as scanning and output could be added as follow-up classes.

Aside from the utility of this thesis project, there are positive changes that can made. For example, the navigational system should be re-evaluated, or the structure of the beginning of the site should be re-evaluated. This is the one aspect that received the most in-depth feedback. Also, there should be an option for people to enlarge the design examples. As they are provided to help the learner with ideas, some evaluators found them ineffective because of the size. Another concern was student-to-student and student-to-instructor interaction. That is an issue would have to addressed with faculty from distance learning because of the different software packages that are available. Evaluations would have to be made as to which software package would effectively allow students and faculty to interact with each other.

In conclusion, this project was challenging both from a design and intellectual standpoint. There were issues that needed to be addressed with a Web based design solution as well as the content including the lecture material, the visual and animated examples and the assigned projects. This project has helped me to understand the changing technologies for the delivery of information on the World Wide Web and how these technologies can help people continue their education.
APPENDIX A
EXAMPLES FROM THESIS PROJECT
Example 5: Example two from the Line lecture. Each example shown is easy enough for the learner to do on their own. The source and designer are also listed for further reference.

Example 6: Example from the second part of the class lectures, More Tools, or Principles for Graphic Design. There are five components with three examples per component covered. The lecture begins with "Balance."
Example 7 Example two from the Balance lecture. Each example shown is easy enough for the learner to do on their own. The source and designer are also listed for further reference.

Example 8 The first typographic lecture. This covers the basic styles that continues to parts of a letterform. These lectures have some original examples to help illustrate the material covered.
Example 9  Example from the typography lecture. This shows the parts of a letterform as discussed in the lecture.

Example 10  Typographic example that uses simple typographic elements and color for an airline advertisement.
APPENDIX B
TESTING RESULTS
Evaluation Questions

1. Name:

2. Age:

3. E-Mail:

4. Internet Connection From:
   University
   Home
   Office

5. Do you know the speed of your connection?
   T1/T2 (University)
   33,300 or above
   14,400
   9,600
   2,400 or below

6. Which browser did you use?
   Netscape Navigator
   Microsoft Internet Explorer
   Other (please specify)

7. Which platform did you evaluate this site on?
   Macintosh
   PC

8. What is your educational background?
   University student
   Ph.D.
   Master's Degree
   Bachelor's Degree
   Vocational/Technical Training
   High School

9. After evaluating the site, what do you think of the site's overall design?

10. After evaluating the site, what do you think of the site's navigation?

11. After evaluating the site, what do you think of the examples used for the lecture material and projects?
12. Did the animated examples help to reinforce the lecture material?

13. After reading the lecture materials, what do you think? Is the material clearly presented? Is it easy to understand? Do you think you could complete the assigned projects?

14. Would you take this type of course:
   - To fulfill an elective
   - To learn about the basics of design
   - For professional development
   - For personal development
   - For personal interest
   - For a small/home business
   - For fun

15. If this type of class were offered as a distance learning class at RIT, would you take it? Please use the box below to explain why or why not?

16. Any further comments or suggestions you would like to share?
1. Name: Tim Cripps
2. Age: 20
3. E-mail Address: tac2047@rit.edu
4. Home Connection: ON
5. 2400 Connection: ON
6. Netscape Navigator: ON
7. Mac Platform: ON
8. University Student: ON
9. Site Design: Overall, I feel that your site is interesting and perfectly practical for use in today's society. There are many interesting elements that make it a strong design overall. I especially liked the way in which certain elements are mobile on screen, it adds a little extra visual interest.
10. Site Navigation: Initially I was a little confused by the home page because I didn't read it very carefully. After spending a little time I found that it is a understandable navigational system. With the page in total operation, I think that it will be even stronger. Nice Links!
11. Lecture Examples: Overall I feel that they are insightful and provide a firm basis for a person not "schooled" in graphic design. I think that you covered several important aspects of Graphic Design.
12. Yes to Animated Examples: ON
13. Lecture Materials: Yes, I feel that I could complete the assigned projects. I think that they are not so complex that I would be struggling with each assignment.
14. Design Basics: ON
15. Class Offered dl: Honestly, I'm not really sure if I would take this course learn as much in this particular manner. I am more of a "in class" learner. If I did require an extra credit or was interested in my free time, I would definitely take this course.
1. Name: Marion Bleiler

2. Age: 58

3. E-mail Address: mxb3055@rit.edu

4. Office Connection: ON

5. T1/T2 connection: ON

6. Netscape Navigator: ON

7. Mac Platform: ON

8. High School: ON

9. Site Design: I found the design very appealing and easy to follow.

10. Site Navigation: Generally easy to follow as stated above. There were some places where perhaps a step could have been eliminated.

11. Lecture Examples: The examples were very good and demonstrated the topic are a being discussed.

12. Yes to animated examples: ON

13. Lecture Materials: I thing the lecture material was very specific and well defined. I found it very understandable and yes, I could complete the assigned pr objects, how well I completed them is different question!

14. Fun: ON

15. Class Offered dl: My job responsibilities do not require this type of expertise so I would probably not take the class.
1. Name: Janine Jurkowski

2. Age: 24

3. E-mail Address: jjurkow@bu.edu

4. University Connection: ON

5. 14,400 connection: ON

6. Netscape Navigator: ON

7. PC Platform: ON

8. Master's Degree: ON

9. Site Design: Neat, but hard to get back to main page to choose other areas besides, i.e., typography. I thought that the text was clear and examples helpful. I like the overall design, very appealing!

10. Site Navigation: As stated above, either I had problems, or it was hard to get back to the main page from element examples.

11. Lecture Examples: Very appropriate for educational use.

12. Yes to animated examples: ON

13. Lecture Materials: Everything that I read was clear. I did not have time to go through the site thoroughly.

14. Professional Development: ON

14. Personal Development: ON

15. Class Offered dl: Sure!

16. Suggestions/comments: Hi LIZ!
1. Name: Dyanne Kim  

2. Age: 25  

3. E-mail Address: dmk8289  

4. University Connection: ON  

5. T1/T2 Connection: ON  

6. Netscape Navigator: ON  

7. Mac Platform: ON  

8. University Student: ON  

8. Master's Degree: ON  

9. Site Design: I was very impressed by the overall layout and design. I had no problem understand the topic and clicking onto the hypertext for more information.  


11. Lecture Examples: I thought it was very helpful and related to the topics discussed. As I was reading each category, typography for example, I could also see the course material examples and relate that to what was explained. It was nice to visually see the examples so we can grasp the information in a more clear way.  

12. Yes to animated examples: ON  

13. Lecture Materials: To be totally honest, the lecture materials could not have been explained ina better way than it was! All the information was there. After reading through, I got all the information I needed that I really didn't need further assistance.  

14. Personal Interest: ON  

15. Class Offered dl: yes, it would be nice to know that I can still take a course that I would be interested in, despite my location. There is no limit to what we can receive in our education!
16. **Suggestions/Comments:** I really enjoyed viewing this web site. All the information was clear and easy to follow. The overall layout design was beautifully done in an organized way. I could see how much time, effort and thought went into this project. I was very pleased!
1. **Name**: Adrianna Smart

2. **Age**: 21

3. **E-mail Address**: ajs9488@rit.edu

4. **University Connection**: ON

5. **T1/T2 connection**: ON

6. **Netscape Navigator**: ON

7. **PC Platform**: ON

8. **University Student**: ON

9. **Site Design**: I honestly like the design of the book--very clever and interesting! I also liked the pop-out icons. Quite neat. Overall, I give the site's design a 9 out of 10!

10. **Site Navigation**: The site's navigation was quite good. In the beginning, I had a hard time trying to find the different sites. My first impression was that site was limited. However, after inspecting and playing around with the site, I then found out that there was more information. Later on, I was frustrated with the guide to and from the pages. For example, after looking at one page and then clicking on the words to go to the examples, I realized that I wanted to go to the next topic—not the previous topic. That proved to be a bit confusing and tiring process.

11. **Lecture Examples**: I truly liked the examples for the lecture material and project. These examples gave me a better understanding of what I should look for. However, for beginners, I found these examples a bit too intimidating (feeling like I have to do on my projects like those examples). Nevertheless, the examples supported the ideas and concepts.

12. **Yes to animated examples**: ON

13. **Lecture Materials**: After reading the lecture materials, I found myself grasping a better understanding of these concepts. By providing ample pictures and examples, I was able to relate these concepts with the pictures. The material was clearly presented and was easy to follow. However, be careful of the project page—there were some words that were off the page. These words were hard to read. Perhaps it was an mistake overlooked.
Adrianna Smart con't

14. Design Basics: ON

14. Professional Development: ON

15. Class Offered dl: If this course was offered as a distance learning class at RIT, I wouldn't take the course, partly because I prefer to learn in class rather than from the computer. I would imagine that it would be hard to create these projects and place them onto the web page. Ouch! A rather time consuming process.
1. Name: Joe Hornak
2. Age: 42
3. E-mail Address: jphsch
4. University Connection: ON
5. T1/T2 connection: ON
6. Netscape Navigator: ON
7. PC Platform: ON
8. Ph.D. ON
9. Site Design: Overall, a good design. The use of graphics was well thought out.
10. Site Navigation: In general, I am sure there is some logic to the navigation, but I am still having difficulty following it. Perhaps a table of contents might help. (?) There should be a way for the reader to get past the information pages without reading them. It is ok to force the reader to read it the first time, but the some readers may wish to skip it if they are coming back in a second time. Is class assignments on page 3 a good title for the rest of the book?
11. Lecture Examples: Based on my limited knowledge of the subject, they are fine.
12. Yes to animated examples: ON
13. Lecture Materials: I did not have the time to read the entire lecture materials. That which I did, was clear and understandable. I probably could complete the assigned projects if interested in doing so. I would be willing to sit down with you and go over sections and concerns in more detail.
14. Personal Interest: ON
15. Class Offered dl: Probably not because it is outside of my area of direct interest.
16. Suggestions/Comments: Why is there a spiral binding on both sides of page 1? Can the red font be made bolder on the first page? It is difficult for my old eyes to read.
1. Name: Jude Hyzen

2. Age: 46

3. E-mail address: n/a

4. University Connection: ON

6. Netscape Navigator: ON

7. Mac Platform: ON

8. University Student: ON

9. Site Design: I enjoyed the design and felt that I wanted to see more. Although thinking back, I decided that too much would have been distracting as far as coming up with my own designs and also there were plenty of examples to satisfy the need to see more.

10. Site Navigation: I found easy to get in and out of different areas, especially when I wanted to refer back for an example.

11. Lecture Examples: Some of the examples were ineffective because of size. I wanted to enlarge them or read them and could not. The examples, I believe, are very important. Because there was a goodly number of them, I felt confident about what the discussion on a particular topic was. The choices of examples were also varied enough to be not just helpful but inspiring also. Inspiring in the sense of moving me to try my interpretation of an assignment.

12. Yes to animated examples: ON

13. Lecture Materials: I believe that this entire project was well thought out. Every facet of design consideration seems to be included and explained. I do believe that the material is clear and an assignment could be completed very satisfactorily. I would be particularly interested in the feedback.

14. Design Basics: ON

14. Professional Development: ON

14. Small Business: ON
15. **Class Offered** dl: If circumstances were such that I was limited to distance learning only, I would definitely take this course. The reasons I would chose not to are personal to me. For instances, I very much enjoy meeting people and prefer speaking to people face-to-face. I also find seeing other student's work extremely important; it's another another source of feedback.

16. **Suggestions/Comments**: Excellent job! I would recommend this course on-line or otherwise.
1. Name: Yvonne Rothenberg

2. Age: 55

3. E-mail address: ytasker@dreamscape.com

4. Home Connection: ON

5. 33,300 connection: ON

6. Netscape Navigator: ON

7. PC platform: ON

8. Master's Degree: ON

9. Site Design: The design is quite functional. The information is well organized. It is also attractive to view.

10. Site Navigation: I found it easy to navigate. I always knew where I was and was able to get to other screens easily.

11. Lecture Examples: The examples are outstanding- very useful

12. Yes to animated examples: ON

13. Lecture Materials: The material is clearly presented. I don't know how easy it is to understand because different people have different abilities. I think I would be able to learn the course material with some guidance from the instructor. I could complete the assignments given enough time and guidance.

14. Personal Interest: ON

15. Class Offered dl: Yes. I need to know more about design in order to improve my website design. I would also want a sequel to the course.
1. Name: Elise Marie Torrado
2. Age: 24
3. E-mail address: emt7585@rit.edu
4. University Connection: ON
5. T1/T2 Connection: ON
6. Netscape Navigator: ON
7. Mac Platform: ON
8. Master's Degree: ON
9. Site Design: ...bitchin!
10. Site Navigation: ...bitchin!
11. Lecture Examples: ...bitchin!
12. Yes to Animated Examples: ON
13. Lecture Materials: ...bitchin!
14. Fulfill Elective: ON
15. Design Basics: ON
16. Class Offered dl: yes...Beth it's an awesome site! Really easy to follow and use. You've done great. If you haven't guessed by now...YOUR SITE IS...BITCHIN!
17. Suggestions/Comments: ...bitchin!
1. Name: Elizabeth Costello

2. Age: 29

3. E-Mail address: eac4878

4. University Connection: ON

5. T1/T2 Connection: ON

6. Netscape Navigator: ON

7. Mac Platform: ON

8. University Student: ON

9. Site Design: I thought it was easy to read and follow. Presented with very clear objectives. Very pleasant to look at.

10. Site Navigation: As I have said, it was very easy to follow and reading was easy.

11. Lecture Examples: I think the examples used will give the student an interesting/fun way to learn the skills of Quark and aspects of design.

12. Yes to animated Examples: ON

13. Lecture Materials: Yes for all of the above.

14. Design Basics: ON

14. Professional Development: ON

14. Personal Development: ON

14. Personal Interest: ON

14. Small Business: ON

14. Fun: ON
15. **Class Offered dl:** I am not sure. Because I really enjoyed the one on one when clarifying projects, questions and input on projects.
APPENDIX C
SAMPLE HTML CODE
<HTML>
<HEAD>
<TITLE>Introduction to Desktop Publishing</TITLE>
</HEAD>
<BODY BACKGROUND="images/introtile.gif">
<TABLE BORDER="0" CELLPADDING="0" CELLSPACING="0" WIDTH="640">
<td width="100">
<br>
</td>
<td width="450">
<IMG SRC="images/black.gif" ALIGN=MIDDLE WIDTH="1" HEIGHT="1"
HSPACE="15" VSPACE="65">
<IMG SRC="images/open.gif" ALT="Introduction to Desktop Publishing"
WIDTH="452" HEIGHT="100">
<br>
<IMG SRC="images/black.gif" ALIGN=MIDDLE WIDTH="1" HEIGHT="1"
HSPACE="18" VSPACE="0">
<IMG SRC="images/open2.gif" ALT="Course I Elements of Design"
WIDTH="362" HEIGHT="26">
<br>
<IMG SRC="images/black.gif" WIDTH="1" HEIGHT="1" HSPACE="300"
VSPACE="50">
<a href="site.html"><IMG SRC="images/click.gif" ALT="click here"
ALIGN="right" border="0"></a>
</td>
</table>
</body>
</html>
Introduction to Desktop Publishing Site Information

Use the navigational bar (example shown below) to access different parts of the site such as the home page, syllabus, class projects, and lectures on: elements of graphic design, principles of graphic design, and typography. This navigational bar can be found at the top of each page, starting with the syllabus. The navigational bar examples shown on this page do not work, use the text link (named Course Information) below to access the next page in the site.

The navigational bar (example shown below), will show you what section you are in by the grayed out type. Should you wish to browse the site with images turned off, there is a text representation of the navigational bar at the bottom of each page.

The syllabus contains the appropriate links for each lecture and assignment. All pages have a linear link to corresponding lectures and examples.

For this page, and the following page, use the text links to move to the next pages.
<HTML>
<HEAD>
<TITLE>Introduction to Desktop Publishing: Request</TITLE>
</HEAD>
<BODY BACKGROUND="images/tile.gif" WIDTH="1000" HEIGHT="24"
LINK="#FF0000" VLINK="#5511CC">
FORM Action="http://www.isc.rit.edu/cgi-bin/gmail.cgi" method="POST">
<INPUT type=hidden name=mailto value="eaj4107@rit.edu">
<IMG SRC="images/black.gif" HSPACE="35">
<IMG SRC="images/request.gif" WIDTH="256" HEIGHT="53"><BR>
Use this form to request printed information on the different topics
that are covered in this class.<BR>
Include your name, full address, telephone number and e-mail
address.<BR>
You will receive the materials via US Postal Service within two weeks
of submitting<br>
<BR><BR>
Name<br><br>
Street Address<br><br>
City<br>
</FORM>
</BODY>
</HTML>
Click on the menu to see all of the choices.
<SELECT>
    <OPTION SELECTED>Stationery Design
    <OPTION>Poster Design
    <OPTION>Brochure Design
    <OPTION>Typography
    <OPTION>Graphic Design Basics
    <OPTION>Printing Information
    <OPTION>Web Site Information
</SELECT>

For special instructions, or requests, use this comment box. <BR>
It will scroll for long messages.<BR>

Click on the <B>Submit</B> button to submit your request.<BR>
Click on the <B>Reset</B> button to clear the form.<BR>

Go Back to Projects
There are seven <b>elements</b>, or tools, of graphic design that are the starting point of your design ideas: Line, Shape, Texture, Space, Size, Value and Color. Each of these elements is a building block to a good layout.

You are probably familiar with most of these elements from everyday life so there is nothing mysterious about them. Each one of these elements can be used to design different layouts depending on how you use them.

When using the elements of design, it is important to know which elements are necessary and which are not. Knowing this will keep your layouts clutterless and help strengthen your design.
We will explore each of these elements in this section. There are three examples to each element discussed. Begin this section by clicking on "Line."

<table>
<thead>
<tr>
<th>Line</th>
<th>Shape</th>
<th>Texture</th>
<th>Space</th>
<th>Size</th>
<th>Value</th>
<th>Color</th>
</tr>
</thead>
</table>

[<a href="line.html"> Line</a>] [<a href="shape.html"> Shape</a>]
[<a href="texture.html"> Texture</a>] [<a href="space.html"> Space</a>]
[<a href="size.html"> Size</a>] [<a href="value.html"> Value</a>]
[<a href="color.html"> Color</a>]
</table>

<IMG SRC="images/single.gif" VSPACE="100">

[<a href="/index.html"> Home</a>]
[<a href="../index2.html"> Syllabus Part 1</a>]
[<a href="/projects.html"> Projects</a>]
[<a href="/elements/elements.html"> Tools for Graphic Design</a>]

[<a href="../principles/principles.html"> More Tools for Graphic Design</a>]
[<a href="/type/type.html"> Typography</a>]
</BODY>
</HTML>
The first element of design is line. Lines can be used in a variety of ways in a layout: They help to organize information; They can direct your readers' eye as to the organization of the layout; They can create a mood; And, they can rhythm and movement.

For example, lines can organize information on your page. A line can define the boundaries of your page. Vertical or horizontal lines can also be used to direct your readers from one piece of information to another. To create a mood, use a wavey line to give the piece a feeling of movement.
Lines in your piece can:

- Convey a mood or an emotion.
- Organize the design.
- Establish columns of text.
- Create a texture.
- Create movement.
- Define shape.
- Call attention to a word.
- Connect pieces of information in your layout.
- Frame an image or a word.

[example 1] [example 2] [example 3] [Shape]

APPENDIX C-HTML CODE

83
Tools for Good Design: Line Example 1/3

Design: Lanny Sommese/Sommese Design

Source: Using Design Basics to Get Creative Results

[example 1] [a href="line3.html">[example 2] </a> [example 3] [a href="line.html">[Line] </a>
This section discusses principles, or more tools of design, and how they can help you determine how you will use the elements discussed in the previous section. There are five principles of design: Balance, Contrast, Emphasis, Rhythm and Unity. These principles will help you combine the different design element into a good layout. Each principle discussed in this section can be combined with, and applied to the seven elements. For example, to create unity in a layout you can use any one of the elements such as line, texture, shape, space, size, color and/or value.

The principles of graphic design affect where you place type and image, and influence every decision you make when designing a layout. The principles affect how each piece of image and body copy relate to each other, what your message is and how you communicate it. When working with the design principles, always think about how each prin-
ciple you use will enhance your layout, make it visually appealing to your audience, how it is organized and whether or not it helps to communicate your message clearly.
<br>
<p>
We will explore each of these elements in this section. There are three examples of each element discussed. Begin this section by clicking on "Balance."
<br>
<p>
<table>
<tr><td>
<br>
[<a href="balance.html"> Balance </a>] [<a href="contrast.html"> Contrast </a>]
[<a href="emphasis.html"> Emphasis </a>]
[<a href="rhythm.html"> Rhythm </a>] [<a href="unity.html"> Unity </a>]
</table>
<br>
<br>
<br>
[<a href="/index.html">Home</a>]
[<a href="/index2.html">Syllabus Part 1</a>]
[<a href="/projects.html">Projects</a>]
[<a href="/elements/elements.html">Tools for Graphic Design</a>] <br>
[<a href="/principles/principles.html">More Tools for Graphic Design</a>]
[<a href="/type/type.html">Typography</a>]
</BODY>
</HTML>
What is the driving force behind balance? Gravity. If you are caught off balance, you may fall, or you may shift your weight to maintain balance. In graphic design, if a layout is unbalanced, your readers will feel uneasy as if something is wrong with the page.

One approach to balance is symmetry, which is an equal distribution of weight. All of the elements on the page are centered and balanced. For example, you can arrange your elements so they are evenly distributed to the left and right of the center. Symmetrical design can communicate stability and strength, which appropriate for a traditional or conservative piece.
The other approach is asymmetry, which is the opposite of symmetry. The elements on the page are not uniformly placed on the page. For example, if you place a line at a 45 degree angle in the lower right hand part of a page, you have created an asymmetrical design. To balance an asymmetrical design, use design elements such as color, value, size, shape and texture. Asymmetry can bring contrast, variety, excitement, movement, surprise and informality to a communication. It would be appropriate for a piece that entertains as well as informs.

To Use Balance In Your Piece:

1. Center typographic and image elements on the page.
2. Use a shape such as a circle or triangle and repeat the shape at regular intervals.
3. To offset a large image or block of copy, place several small visuals in one area.
4. Think about using one or two odd shapes if you are using "regular" shapes.
5. To lighten up a piece with a lot of body copy, use a bright, colorful image.
6. Around large blocks of copy and dark image, use a lot of white space.
7. Use several bits of copy to offset large, dark images, leaving plenty of white space around each.
8. Use a grid with an equal number of columns or horizontal rows.

[example 1] [example 2] [example 3] [Contrast]
APPENDIX C-HTML CODE
<HTML>
<TITLE>More Tools for Good Design: Balance Example 1/3</TITLE>
</HEAD>
<BODY BGCOLOR="#FFFFFF" LINK="#FF0000" VLINK="#140FCE">
<MAP NAME="navigation">
<AREA SHAPE="RECT" COORDS="2,10,40,32" HREF="../index.html">
<AREA SHAPE="RECT" COORDS="44,12,112,33" HREF="../syllabus.html">
<AREA SHAPE="RECT" COORDS="115,12,181,33" HREF="../projects.html">
<AREA SHAPE="RECT" COORDS="186,11,252,33" HREF="../elements/elements.html">
<AREA SHAPE="RECT" COORDS="255,11,338,34" HREF="principles.html">
<AREA SHAPE="RECT" COORDS="341,11,424,32" HREF="./type/type.html">
</MAP>
<br>
<IMG SRC="images/principles2.gif" ALT="menu bar" border="0" USEMAP="#navigation ISMAP">
<br><p><br>
<IMG SRC="images/examples.gif" ALT="example tag" WIDTH="207" HEIGHT="67">
<TABLE BORDER="0" CELLPADING="0" CELLSIAPING="0" WIDTH="490">
<td width="490">
<IMG SRC="images/balance/balance1.gif" ALT="balance example" ALIGN=RIGHT WIDTH="310" HEIGHT="226">
</td>
</TABLE>
<IMG SRC="images/single.gif" WIDTH="1" HEIGHT="1" VSPACE="0">
<TT>Design: Del Terrelonge</TT>
<br>
<IMG SRC="images/single.gif" WIDTH="1" HEIGHT="1" HSPACE="88" VSPACE="0">
Source: Making a Good Layout</TT>
<br>
<br>
<a href="balance.html">[Balance]</a>
</BODY>
</HTML>
What does type mean to you? We are surrounded by type—from labels on soup cans to grocery bags to newspapers and magazines. Everything with a printed word uses typography.

How do you distinguish one typeface from another? Each typeface is a style of lettering. Compare the lettering in a magazine to a newspaper, or compare a poster with a book. You will probably notice that each of the letters are different.

Type is generally divided into four categories: serif, sans serif, display and script. Below are descriptions of each type category.

A serif typeface has little horizontal and vertical lines stemming
from the upper and lower ends of each letterstroke. Serif type has been around since ancient times and resemble the serif of an architectural column. Serif typefaces are most appropriate for body text because they are very legible.

Conversely, a sans-serif typeface does not have serifs. (Sans is French for without.) Serif typefaces were very popular in Swiss style design because of their simplicity and straightforwardness. Sans serif typefaces have more a modern look than serif typefaces. Sans-serif typefaces are very versatile and are used for many kinds of text, but are most commonly used for headline text.

Display typefaces come from the early 1900’s style of advertising when a specialized typeface was needed to promote a product. It is inappropriate in many cases to use display type in body copy because these typefaces tend to be very ornate and difficult to read in large amounts of text.

Script typefaces are derived from penned calligraphy and are most commonly used to communicate elegance and sophistication. There are many different script typefaces available, and they are most commonly used for wedding invitations. They are not recommended for body text or headlines, and should never be set in all caps.
<HTML>
<HEAD>
<TITLE>Typographic Example 1/6</TITLE>
</HEAD>
<BODY BGCOLOR="#FFFFFF" LINK="#FF0000" VLINK="#140FCE">
<MAP NAME = "navigation">
<AREA SHAPE = "RECT" COORDS = " 5,10, 41,29" HREF="../index.html">
<AREA SHAPE = "RECT" COORDS = " 45,10, 111,29" HREF="../syllabus.html">
<AREA SHAPE = "RECT" COORDS = " 115,11, 182,30" HREF="../projects.html">
<AREA SHAPE = "RECT" COORDS = " 187,10, 252,30" HREF="../elements/elements.html">
<AREA SHAPE = "RECT" COORDS = " 257,8, 339,33" HREF="../principles/principles.html">
<AREA SHAPE = "RECT" COORDS = " 343,8, 426,36" HREF="type.html">
</MAP>
<IMG SRC="images/typo5.gif" ALT="menu bar" border="0" USEMAP=#navigation ISMAP>
<br>
<p>
<IMG SRC="images/typo4.gif" ALT="typographic examples" WIDTH="110" HEIGHT="101">
<TABLE BORDER="0" CELLPADDING="0" CELLSPACING="0" WIDTH="400">
<td width="400">
<IMG SRC="images/typel.gif" ALT="typographic example" ALIGN=RIGHT WIDTH="301" HEIGHT="250">
</td>
</TABLE>
<IMG SRC="images/single.gif" WIDTH="1" HEIGHT="1" VSPACE="0">
<TT> Design: Fortunato Depro</TT>
<br>
<IMG SRC="images/single.gif" WIDTH="1" HEIGHT="1" HSPACE="48" VSPACE="0">
Source: Design Form and Chaos
</TT>
<br>
<IMG SRC="images/single.gif" WIDTH="1" HEIGHT="1" HSPACE="0" VSPACE="15">
<IMG SRC="images/single.gif" WIDTH="1" HEIGHT="1" HSPACE="48" VSPACE="0">

APPENDIX C-HTML CODE
<img src="images/single.gif" vspace="100" />
<br>
[a href="/index.html">Home</a>]
[a href="../index2.html">Syllabus Part 1</a>]
[a href="/projects.html">Projects</a>]
[a href="/elements/elements.html">Tools for Graphic Design</a>]
[a href="/principles/principles.html">More Tools for Graphic Design</a>]
[a href="/type/type.html">Typography</a>]
</BODY>
</HTML>
APPENDIX D
PROGRESS NOTES
1. Use frames on the top and bottom windows.
2. Frames on top and bottom windows will not be removed. Remain constant.
3. Frames on left side of browser windows will indicate to whom section a user is in.
4. Each project section will have six design examples and accompanying "lecture" notes that the student can refer to.
5. Lecture notes to include: basic elements (line, type, shape, texture). Each will have 1-2 examples to reinforce textual information.
6. Lecture notes to include: 4. elements of design (line, shape, texture, space, size, value, color). Each will have (3) examples to reinforce textual information.
7. Lecture notes to include: 4. principles of design (balance, rhythm, emphasis, unity) each will have (3) examples to reinforce textual information.

PROGRESS NOTES
PROGRESS NOTES

Gin test

[www.subnetwork.com/typo]
Excellent example of type on web
Digital typography search
Curve Library (Goudy section)
Special sections (Wallace)

Include credits
PROGRESS NOTES

1. What is your objective?

2. Project #1: Stationary
   - Examples
   - Related lecture: type 1 logos

3. Project #2: Poster (all type no imaging)
   - Examples
   - Related lecture:

4. Project #3: Newsletter
   - Examples
   - Related lecture

5. Project #4: Set
   - Examples
   - Related lecture

6. EXIT PAGE
   - Discuss:

   (Home)
   (Examples)
Hilbertion of all elements

[scaler]
0. Links -> site
1. Headers - ie: Project #1 or Stationary : Example or Examples
2. Links between examples < menu >
3. Menu bar - on each page
4. Working w/ type as image to introduce each section
5. Projects
   - Index.html
   - Syllabus.html
6. For elements
7. For principles
8. For type
9. Design links 5-10 really good ones
   - Comm arts
   - Amiga
   - [20 total images]
principal face = matrix

+ designer of piece + before book
Elements
Principles
Projects
Type

will have a consistent menu
running along top of window
will always link to:
 syllabus html & corresponding
 places => elements to: syllabus
 principle projects
type
other

suggested
recommended

applications

map to emulate the way
site is laid out
simple line
Need color for:

- type $\rightarrow$ (100% m = 991) $\rightarrow$ Y = 33% $\rightarrow$ K = 58%
- skills
- elements
- principles
- projects
For some time sent semi-bold

Project assignments → notebook willines
TEXT - type bold

TEXT radius blur from 10-45°

APPLIED TO TEXT BLOCK

forwards

TITLE added

Tit = 'impending' or 'implying'

Elements (tools) - hummer

Motion blur

Small angle (2°) 72 pixel distance

Appearance of motion

55 pt popl-Ludlum - Med Condensed

1 pt spacing

Filter = Ripple, 8x8 = 45°, LURR =

\( C = 4, M = 90, Y = 80, K = 0 \)

PRINCIPLES - may guess

SYLLABUS - may guess

notebook
- principles - balance - [balance] -
- rhythm -

- shape -
- size - large squares + small circles
- value - warm + cool colors
- color -

- emphasis - blue square w/ red circle (P84)
- unity - brow grid
HTML code in blue and white

consistently treat main

page in a way that incorporates $shape to
gest

make DP dominant visual image
PROGRESS NOTES

Page 115
minute extensions

until 7:35 p.m.

same hand on relay for consistency.

Minimum exposure to subject

interface

loop

quit

return to blg

blg = white
1. Establish need for design examples
2. Gather examples
3. After research, decided not to use CD-ROM—everything could be executed on web
4. Set up course structure. What would be taught (ie elements, principles & typography). Decided each module would be represented by three examples so student could see the different ways of executing what is being discussed.
5. Linear format coverage is set up in a sequence that introduces elements -> principles -> typography, each is a building block
6. Establish course projects (4) that would best reflect what type of projects a designer might work on. Just one project gives student complete control. They propose, design it, etc.
Nancy questions; update

- Need: navigation (will be done with the image)
- Finish: sub-sections will primitive examples (use shapes & colors)
- Questions: how to incorporate iconography into each sub-section - show work in Photoshop

- Counterpace
  - Rework centered different widths
  - Open space up between examples

* get student testing *
Works Cited


5. Minoli, Daniel. 8.


7. Minoli, Daniel. 8.


11. Gibbon, Sam. 4.

12. Gibbon, Sam. 4.


17. Minoli, Daniel. 132.


20. Minoli, Daniel. 132.

21. Woerts, Gerrit. 9.4.1.3.


25. Falk, Dennis R and Helen L. Carlson. 28.


29. Cook, Dale. 35.


31. Dyson, Esther, George Gilder, Dr. George Keyworth, Dr. Alvin Toffler.

32. Dyson, Esther, George Gilder, Dr. George Keyworth, Dr. Alvin Toffler.


35. Preece, Jenny, Yvonne Rogers, Helen Sharp, David Benyon, Simon Holland, and Tom Carey. 710.


37. France, Henri and Claude Ricciardi Rigualt. 47


40. Ellison, John, W.

41. Ellison, John, W.

42. Ellison, John, W.

43. Ellison, John, W.

44. Ellison, John, W.


47. Gayeski, Diane. 128.
48. Ellison, John, W.

49. Treuhaft, Jack.
Works Referenced


