Learning Beyond the Classroom: Photography as a major design element in graphic design layouts for print and web

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Photography as a major design element in graphic design layouts for print and web

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A Thesis submitted in partial fulfillment of the requirements for the degree of:
Master of Fine Arts in Visual Communication Design
School of Design | College of Imaging Arts and Sciences
Rochester Institute of Technology

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Abstract

Learning Beyond the Classroom: Photography as a major design element in Graphic Design Layouts for print and web, is a thesis which explores alternative methods for learning and the teaching of the design process through the use of shared experiences and expert testimony.

The final thesis will provide a resource for designers and students to be able to discuss the effective and ineffective application of design principles and provide some basic lessons in the use of photography in graphic design.

Elements of design that are to be discussed include, but are not limited to: typography, hierarchy, color, scale and placement. While discussions may go into additional topics the main categories will be effective design examples, ineffective design examples and lessons.

The “Examples” sections will discuss what is effective and ineffective with re-designed advertisements and/or web pages. In addition to discussing what is ineffective, alternative designs for the advertisement will be provided.

The “Lessons” section will contain written and/or video demonstrations on how to create a successful advertisement using photography as a primary element of the design. They will also provide some basic tools for choosing and manipulating photographs for your design needs.

In addition to on-line resources, this thesis will include a course outline and syllabus for a potential undergraduate course named “The Use of Photography in Design.” A course focused on dealing with all aspects of photography for designers, including designing with photography, working with photographers, the use of stock photography and manipulating photos for use in designs.

Overall this thesis is designed to help designers and instructors continue to learn and discuss the basic design principles in an open environment, outside of the traditional classroom.

Keywords:
Photography, Graphic Design, Advertisement, Web, Lessons, Examples, Syllabus, Classroom, Pedagogy

Project Website:
http://www.johnedyer.info/photoblog/
Introduction
Photography has become a predominate part of design. The use of photography in design should receive as much consideration as the other elements of design such as typography and illustration. While layout and typography are wildly taught in schools, the integration of photography in design is not a major focus of education in the undergrad or graduate level of many graphic design programs. It should not only be taught but should remain a major part of graphic design education. Today’s use of photography in advertising and web design require more than a casual attention to teaching these skills. A more in-depth approach to integrating photography in design is needed while still embracing the basic principles of design.

Learning Beyond the Classroom:
Since the process of learning continues long after graduation, resources are needed to address modern design problems. A blog that addresses current problems and remarks on successful design solutions will provide a resource that students and young designers can not only learn from but also contribute. My proposal is to establish such a resource and to populate the blog with posts that will forward the use of photography in design and promote conversation as to the future of such design. It will evaluate poor designs and offer suggestions for improving the design using basic design elements. It will offer suggestions for working with photography including the use of stock photography, manipulating the photograph to meet your design needs and understanding what to look for when purchasing photography.

Thesis Statement
Photography in design is not a major focus of education in many programs and it needs to be included. A resource for sharing thoughts and ideas on the use of photography in design is necessary for learning beyond the classroom.
Survey of Literature

Fotografiks: An equilibrium between photography and design through graphic expression that evolves from content.
David Carson and Philip Meggs
1999
Gingko Press

An introductory essay explores the synergy between graphic design and photography, and the dynamic relationship that exists between words and pictures. Anecdotal captions provide philosophic comments on the nature of the photographs, aspects of the page design and observations on the process of assembling parts to form a whole.

Graphic Design and Photography, San Francisco.
J. Crager
1996
Graphis
Volume 52, Issue 302: 94-95

Issue 52 of Graphis magazine presents the following articles: Picasso: War and Peace, written by Claude Roy; Canada: Advertising and Editorial Art, by P. Arthur; 50 Advertisements of the Year, by Charles T. Coiner; The Human Figure in the Art of Ancient Sardinia, by Christian Zervos; Newspaper and Magazine Promotion, by C.F.O. Clarke; Carnival Art at Basle, by Maria Netter; Aztec Picture Writing, by C.A. Burland; Mexican Design Motifs, by Paul Arthur; and Japanese Text-Books, by Jean Benonie.

The ‘other’ pictures: Stock photography in graphic design libraries.
Cathy Donaldson
2004
Art Libraries Journal

Student graphic designers want fast, easy and cheap access to high-resolution images. As well as using the image-rich art books in their libraries, these students can now use stock photography: those images of cute children, attractive couples, active seniors, funky pets and preternaturally fresh fruit, plants and flowers that are used to communicate, influence, and sell something, somewhere, to someone.

How to use photography in web design.
Ezwquiel Bruni
20 August 2013

Bruni talks about the importance of the right image or video. He discusses the use of contrast, quality, relevance, big images sell and drawing attention. A lot of topics are superficially covered in a very short article.

Photo/Graphic design: The interaction of design and photography.
Hurlburt, Allen
1983
Watson-Guptill Publications.

Traces the development of the photographic process, shows examples of creative approaches to graphics, and discusses the use of color and special photographic techniques.
Survey of Literature

Importance of Photography in Graphic Design.
Sonnie
2 December 2013

Sonnie discusses the historical aspect and the emotional aspect of using photography in design. He uses quotes from Ansel Adams and others like "A picture is worth a thousand words" to make his point. He does talk about the difficulty of picking the right image and that too many images can confuse the viewer.

Color graphics: The use of photography to produce graphic designs in color
Pär Lundqvist
1980.
Focal Press.

Photograms, Photography, Artistic, Technique, Prints, Photomechanical processes.

Type & image: the language of graphic design.
Philip B. Meggs
1989
Van Nostrand Reinhold

The extraordinary flowering of graphic design in our time, as a potent means for communication and a major component of our visual culture, increases the need for designers, clients, and students to comprehend its nature. In this lively and lavishly illustrated book, the author reveals the very essence of graphic design.

Photography in design.
Multiple
5 April 2012
Creative Blog

This is a collection of very brief statements from leading designers on the use of photography in design. It is a do and don’t statement from each. While useful it does not take any individual idea further than a sentence or two in length.

Type, image, message: merging pictures and ideas: a graphic design layout workshop.
Nancy Skolos and Thomas Wedell
2006
Rockport Publishers

This book gives designers the practical know-how to combine type and image for dynamic effect as well as to use them in contrast to create tension and meaning in design. Creating strong layouts is the most important as well as the most challenging of any project. This book inspires through excellence by exhibiting great design work then deconstructing the processes in simple visual terms.
**Survey of Literature**

Maximizing WordPress: Get more out of this great publishing platform
Brian LaFrance
nd
Slideshare
http://www.slideshare.net/blafrance/maximizing-wordpresspubconvegas2013brianlafrance

A presentation about WordPress including mobile considerations, managing Javascript, plugins and tips.

Get the Most from WordPress.com
Multiple
nd
Learn WordPress.com
http://learn.wordpress.com

A series of tutorials on using WordPress from getting started, designing and publishing.

Rethinking the Way College Students Are Taught
Emily Hanford
nd
American RadioWorks
http://americanradioworks.publicradio.org/features/tomorrows-college/lectures/rethinking-teaching.html

Nine alternatives to lecturing
nd
Centre for Teaching Excellence
https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/active-learning/varying-your-teaching-activities

What the Best College Teachers Do
Ken Bain
2004
Harvard University Press

What makes a great teacher great? Who are the professors students remember long after graduation? This book, the conclusion of a fifteen-year study of nearly one hundred college teachers in a wide variety of fields and universities, offers valuable answers for all educators.

Teaching Tips: Strategies, Research, and Theory for College and University Teachers. Twelfth Edition
Wilbert J. McKeachie and Marilla Svinicki
2006
Houghton Mifflin

“If you have room for only one pedagogical book on your shelf, it ought to be Wilbert McKeachie’s Teaching Tips,” says Bill McAllister of the University of Virginia. This book is perhaps the most valuable and easy-to-consult resource on teaching.
<table>
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<th>Survey of Literature</th>
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<td>Macie Hall</td>
<td>The Innovative Instructor Blog</td>
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<tr>
<td>2013</td>
<td><a href="http://ii.library.jhu.edu/2013/11/27/using-blogging-as-a-learning-tool/">http://ii.library.jhu.edu/2013/11/27/using-blogging-as-a-learning-tool/</a></td>
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With the increased interest in introducing digital literacy skills in the classroom as a means of preparing students for the 21st century marketplace, our teaching and learning center has had more questions from faculty about using blogs as a teaching tool. The Innovative Instructor doesn’t advocate using technology for technology’s sake, but student blogging can be a way to achieve several learning outcomes for your course.

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<th>WordPress in the College Classroom: Five Sources</th>
<th>Elizabeth F. Cornell</th>
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<td>2013</td>
<td>Elizabeth F. Cornell</td>
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<td><a href="http://www.elizabethfcornell.net/2013/07/16/wordpress-in-the-college-classroom-five-sources/">http://www.elizabethfcornell.net/2013/07/16/wordpress-in-the-college-classroom-five-sources/</a></td>
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Despite their membership in the digital tribe, few of my undergraduates have any experience with WordPress or any blogging platform. Using WordPress in my classroom gives students an opportunity to increase their digital literacy as they read and discuss works of literature.

<table>
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<th>Live Blogging in the College Classroom: A Professor and Student Perspective</th>
<th>William Grose and Shayla Thiel-Stern</th>
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<td>2008</td>
<td>Hournal of Electronic Publishing</td>
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<td><a href="http://quod.lib.umich.edu/j/jep/3336451.0011.303?view=text;rgn=main">http://quod.lib.umich.edu/j/jep/3336451.0011.303?view=text;rgn=main</a></td>
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Live blogging means writing about events as they are happening. William would not be taking notes for his own review, he would be writing about the class while I was lecturing, and putting those notes out on the Internet where the whole world could see them.

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<th>The Use of Blogs as a Knowledge Management Tool</th>
<th>Delaney J. Kirk and Timothy L. Johnson</th>
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<td>2009</td>
<td>Academic Exchange Quarterly</td>
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<tr>
<td><a href="http://rapidintellect.com/AEQweb/cho4462z9.htm">http://rapidintellect.com/AEQweb/cho4462z9.htm</a></td>
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Based on the authors’ experience with using class blogs in 22 classes over a three year time frame, this paper discusses three approaches, instructor-focused, learner-focused, and community-focused, as ways to teach both explicit and tacit knowledge. Both benefits and concerns of using blogs in the classroom are addressed.
**Process**

**Inspiration**

When I started working on the concept for this thesis I wanted to find a way to combine my experience and education with my strong desire to teach. By creating this project I was able to not only include my years of experience but also embrace most of the new techniques and tools that I have acquired in this program. In the blog I was able to include elements of interaction design, motion design, 3D design and of course traditional graphic design. Overall I feel that this project has become a true synopsis of both my experience and education.

For twenty-five years I worked for a major photographic company as both an in-house designer and as a photographer. Working with photography as a major element of my design was not a choice but just standard practice. After returning to school, to further my education, I became acutely aware that the use of photography as a major element of design is just not taught. When I started looking at other programs around the country I found similar results. While many schools offered programs in both photography and design, there is very little cross over. Concepts like purchasing photography, working with stock images and modifying existing photography to meet ones needs takes a back seat to other design principles. In today’s image intensive society working with photography has become the standard instead of the exception. This does not just apply to traditional print design, but to interactive design and motion design as well. It was this need for further education that inspired this thesis. I wanted to build an environment where students and designers can share their experiences and continue to further their learning opportunities post graduation.

With this goal in mind, I felt that setting up an interactive environment, such as a blog, would be a place that two way communication could be initiated. I then decided to fill the blog with tutorials and examples in order to start the conversation, with the hopes that more would soon contribute.

Ansel Adams once was quoted saying, *“When words become unclear, I shall focus with photographs. When images become inadequate, I shall be content with silence.”* 1 Understanding that this quote does come from a photographer, it still embodies the idea of the importance of photography in design today. Good photography can replace inadequate text, but without a good photo, one should try another direction for their designs. Design is more than following a grid and having great typography, it is just as much about choosing the right imagery with the right message and emotions.

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Research Focus
While there was considerable research done on the basic principles of design, the use of photography in design and into the use of the applications to create this project, I really wanted to focus the main part of my research on the pedagogical aspects of design. My main focus was on alternative methods of teaching including on-line learning, the use of blogging and post graduation education.

Some of the research I found was actually quite surprising, college professors who felt that lectures were ineffective, new sources of communication for those that were previously unwilling to participate in class and a new level of energy by having open discussions instead of regimented lectures.

Professor Joe Redish at the University of Maryland found that during a lecture many students would only retain content long enough to pass a test and would dispose or forget the information shortly after. “He says lecturing has never been an effective teaching method, and now that information is so easily accessible, lecturing is a waste of time.”

Timothy L. Johnson of Drake University found that using on-line blogs gave students who were less apt to speak up during class time a chance to voice their opinions and become part of the conversation. “Students who were unwilling to speak up in class indicated they felt more comfortable writing their thoughts and responding to the thoughts of others in a blog/comment format.”

By allowing students to openly discuss ideas and concepts Physics Professor Eric Mazur at Harvard found that the students were helping and teaching each other, and were explaining things in a way that the others could comprehend. “And something happened in my classroom which I had never seen before,” he says. “The entire classroom erupted in chaos. They were dying to explain it to one another and to talk about it.”

There seemed to be almost as many negative comments on the use of blogging as a teaching tool. Teachers who would post their lectures as videos, professors who would ignore the questions and content on their blogs and of course those that refused to accept any other method than the old tried and true methods were some of the main concerns voiced by both students and teachers.

Overall I did not find any of these methods to be a complete solution to alternative teaching methods. What I did find is that what may work well in one situation is almost guaranteed to fail in another. It still takes a good teacher to properly assess each situation and implement what works best for their class.

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4 Emily Hanford. “Rethinking the Way College Students Are Taught.”
Gathering Content
Choosing designs for effective and ineffective examples was not as easy as I first thought it would be. While there are numerous sites that feature award winning advertisements as well as just as many that feature design failures, selecting a limited quantity that could be recreated with stock photography was difficult. I found that most award winning or highly effective designs used original photography, while not surprising this made my task more daunting. To my advantage many ineffective designs used very common often used stock photography making my job easier for those designs.

My source for all stock photography used in this project was iStock.com, a combination of already acquired images and newly purchased images were used to complete the examples and tutorials. All the images required moderate to extensive alterations in Adobe Photoshop.

For one of the effective design examples I was unable to find any usable stock photography. Instead I recreated the layout in Maxon Cinema 4D using a combination of original modeling and stock models from Turbosquid.com.

Blog Design
I started the process by looking for a blogging service. After choosing to work with WordPress I found that the free site did not have as much flexibility as I wanted. In order to customize the typefaces and colors I would have to purchase an upgrade. So I explored WordPress.org. This allowed me to install the software on my own service provider (MacHighway.com) and allowed for full customization of any free or purchased template.

I installed the WPEX WPTuts template, in figure 1, on my server since it had many of the features I was looking for in the blog. The colors and typography would need to be changed but I could do this by modifying the CSS style sheet.

![Original WordPress Template from WPE Explorer](image)

Fig. 1, Original WordPress Template from WPE Explorer
I chose Helvetica for the site. I knew it would be available on all platforms and would give the site a clean appearance. By using a standard web safe typeface I would not have to rely on pre-loading web safe fonts while opening the site.

Using the customization tools, I changed each of the headline styles and body copy style to Helvetica, using both Bold and Regular appropriately. Figure 2 shows a small portion of the style sheet used by the template. All editing was done through the browser using WordPress’s Appearance Editor.

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**Fig. 2, Customizing the CSS Style Sheet**

I chose Helvetica for the site. I knew it would be available on all platforms and would give the site a clean appearance. By using a standard web safe typeface I would not have to rely on pre-loading web safe fonts while opening the site.

Using the customization tools, I changed each of the headline styles and body copy style to Helvetica, using both Bold and Regular appropriately. Figure 2 shows a small portion of the style sheet used by the template. All editing was done through the browser using WordPress’s Appearance Editor.

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**Fig. 3, Color Pallet for WordPress Blog**

Black

#000000
R:0 G:0 B:0

White

#FFFFFF
R:255 G:255 B:255

Grey

#D1D1D1
R:209 G:209 B:209

Dark Grey

#2C2C2C
R:44 G:44 B:44

Blue

#02AACE
R:2 G:170 B:206
In addition to the typographic changes there were also color changes. I wanted to create a standard pallet from which to work with. Initially I though about using only a greyscale pallet but I introduced the light blue for headlines and as a highlight color. Figure 3 shows each of the specific RGB values and hex codes for web safe colors.

During this process I also removed all the advertising, since there is no need to advertise other company information on this thesis. I also revised the titles, subtitles and copyright information. I added categories specific to the site, this allowed for a greater level of organization. I felt it would be essential to have a direct link to the archives and include a list of tags. The size of each of the tags helps indicate how many times it has appeared in the site.

Figure 4 shows the final revised version of the project website, with all the above modifications. The first category of posts is a rotator with the four video tutorials showing. This feature can be change to any of the categories to feature them on the blog website.

Fig. 4, Final Design for Photography in Design Blog
Video Tutorials

Creating the video tutorials took multiple paths, in some cases I wrote a script first and then prepared the images to fit the script. In others I wrote the script based on what video and images I had. All though the path I took to get there varied all of the same steps did take place in all four videos.

The introduction and closing sequence was created in Adobe After Effects. It was made using a combination of stock photos and text that represented some of the principles I would be discussing in the videos. For consistency I chose to use the same opening and closing on all four videos. The actual individual title sequence for each video was then added in using Adobe Premier, where I did all the final assembly of the videos. Figure 5 is a still from the opening sequence and shows the transition between two of the stock photos.

The first video I created was “Using an Existing Photograph, Logo and Copy”. The idea behind this video was to represent a common scenario for a designer when they are given all the materials from a customer and then have to find a way to make it work. For this video I created two versions of an advertisement using Adobe InDesign. The first used the photograph as is with the text placed over the image (as in Figure 6), for the second I removed the background around the sunflower added a rule and then placed the text on the white background and blue rule.

The raw video was created by using Quicktime to record my actions on the screen, after which I wrote a script to accommodate the footage I had and then recorded the audio using Adobe Audition in the department’s sound booth. The music used in the opening sequence was stock music from iStock.com.

In addition to the video I added text and graphics that further emphasized the points I was talking about. These graphics were added in Adobe Premier with the still title tool. The final video was assembled and exported from Premier as a MP4 with H.264 compression and then was uploaded to my account on YouTube. From there I embedded the shared link into a blog post on the project web site. Figure 6 shows a still image of the video with graphics overlay, this scene is explaining some of the reasons why adding the text over the photo is not an effective way to design this advertisement.
The second video, “Choosing the Right Photograph for the Right Occasion”, was built differently from the first video. For this video I gathered the photographs I was going to use and this included some of the redesigned ads, posters and book covers. I then proceeded to write a script that talked more about the benefits and disadvantages of using stock photography as well as how to look at the true meaning behind a photo.

Since there was a long monologue in the beginning of the video I needed to come up with a way of showing different images without any specific use. I imported all 25 photographs into Apple’s Photos and generated a slideshow. I used the Vintage Prints preset and then exported the slideshow to a Quicktime movie file. (Figure 7)

In Adobe Premier I assemble the opening and closing sequences with the slideshow movie and added additional images and Photoshop layouts. I added some additional title overlays and added the voice over that I recorded in Adobe Audition and exported the final movie as a MP4 with H.264 compression which was uploaded to my account on YouTube. From there I embedded the shared link into a blog post on the project web site.

Fig. 6, Using an Existing Photograph, Logo and Copy

Fig. 7, Choosing the Right Photograph for the Right Occasion
With the third video, “Building the Right Hierarchy for Your Design”, I wrote the script first and then proceeded to create the images and select the photographs to fit to the script. I did do some previous research into types of photographs I had available when writing the script.

I wanted to focus on how photography can be used to create hierarchy and that it is not just a principle for text treatment. I started by showing several photographs that had various different treatments of hierarchy, such as position, color and scale.

The illustrations were created in Adobe Illustrator, I felt that the message was simpler to communicate with simple graphics instead of trying to find media that could be used in its stead. The text and other graphics were again added in Adobe Premier using the still title tool. The final sequence of the advertisement layouts was created in Adobe Photoshop with the effects also created there. Figure 8 shows the text treatment used in the video.

As was done before the finished video was exported to MP4 format and uploaded to my YouTube account, the shared link then embedded into the post on my web site.

The fourth video in the series, “Modifying a Photograph to Meet Your Design Needs”, Was also created by writing the script first. After having the script I used Adobe Photoshop to create the various masks and effects to show how images can be altered. The goal here was to show how simple changes can be used to make a design more effective. Figure 9 shows one of the techniques demonstrated in the video.

Each of the different examples were created using Adobe Photoshop with layer masks. I saved two versions of each photo and did a simple blend between them in Adobe Premier. For the Country Fresh Butter ads at the end the same technique was used, Photoshop files with simple blends. The additional text was added using the still title tool in Premier and the final movie was exported to MP4 format and uploaded to Youtube for embedding into the web site.
Effective Design Examples
The goal of the effective design section was to illustrate that simple designs with stock photography and a minimal amount of text could serve the purpose of the design just as well as a expensive advertisement done with custom photography and a large budget. Each of the designs in this section features a stock photograph as the main element of the design and some of them feature the same photograph as was in the original design. It would have been easy to select award winning advertisements, but I am not sure that would have made the point as well as these choices.

For the redesign of First Things First (Figure 10) I used the original photograph, which was available on iStock.com, to recreate the poster design. I changed the colors, the logo and the written text without changing the feel or message of the advertisement. These changes were made in Adobe Photoshop. I found this poster design effective mainly because of the great choice of a photograph.
The emotion that this image generates really sets the tone for the poster. It is a quick read with a simple, understandable message. For a poster design you can read the entire poster without having to stop and read it, just a quick glance will get the message across.

The Smoking Cessation poster from the Alberta Health Service works in much the same way. (Figure 11) This poster is a recreation of an award winning campaign, although the original photograph from the poster has been replaced with a stock photograph with similar colors and content. The concept is simple, in the series of posters the same tag line and layout is used on each design with a different image featuring a different act that would remind you of smoking.

While I did find the headline and call to action effectively done, I also found that the logo and extra information was too small to be seen with a quick viewing. The extra text next to the call for action should of been eliminated and the logo should be enlarged for better balance in the design. Overall I did see this as an effective design, an appealing photograph with a simple easy to read message. Always a good combination on a poster design.

While effective by the standards I have been writing about, hierarchy, contrast and color, the Royal Navy print advertisement (Figure 12) is not the best example of what an advertisement can be. While I like the effect of the top portion of the advertisement, the text at the bottom should be eliminated and replaced with the call to action or web site address and a larger logo. I believe this would make an overall stronger advertisement.

I was unable to find any adequate stock photography that could be used to replace the original photo in this advertisement. Instead I used Maxon Cinema 4D to model and texture my own original design. The tub and ship were stock
models from TourboSquid.com, although I had to recreate textures for them. After rendering a large Photoshop file I did use the dodge and burn tools in Photoshop to add more lighting and shadow areas.

What I liked about this advertisement was the large but not overtly blatant way they created the headlines. By having them appear to be part of the wall they fit in well with the overall concept. This is an advertisement certainly focused on men, the boys and their toys concept taken to a new level.

Today photography is used just as commonly in web design as in print design, therefore I wanted to make sure I included at least one example of a web based image. The Southern Gentleman’s web advertisement (Figure 13) is a simple and effective example of a web banner commonly seen on many commercial web sites.

For this banner I needed to extend the background of the photograph in Photoshop and create a new logo. The logo started as a free stock logo from Brands of the World, and then I modified it to meet my needs. This banner uses good hierarchy, a simple message and good contrast with both the text and the photography.
Ineffective Design Examples

There are numerous goals I intended while working on the ineffective design examples. First was that the choices I made were not about a poor photograph, rather how it was used or how the text was treated. Secondly, when redesigning the ineffective designs I wanted to use all the content from the original design. In some cases I would rather have edited the content but I felt it would be a better comparison to keep all the pieces. Third, the changes I made had to comply to all the principles that I have already discussed in the other posts and videos, hierarchy, contrast, color, scale, readability and when possible simplicity.

The first example was the New York Laundry advertisement, a newspaper ad for a clothing line. (Figures 14a & b) I started with a stock photograph that needed quite a bit of retouching. The cloths had to be recolored and the background had to be removed to match the feel of the original advertisement. Some of the text in that design was unreadable so I had to substitute my own text and the represented typefaces were close estimates to what was originally used.

Some of the issues with this design was the use of too many typefaces, the lack of contrast and the placement of the text. I my redesign I modified the background to allow for more contrast, moved the placement of the photograph in order to make more room for text and changed the typeface and color of the type to add consistency and readability.

The second example I worked with was the book cover for Perception. (Figures 15a & b) This had to be one of the poorest book cover designs I have ever seen, I would have thought with the cost of producing a novel that more attention would have been given to the design of the cover. First of all the lack of hierarchy had me confused as to who the author actually was, and the title actually had the smallest text size. Secondly the background of the cover reminded me of poorly designed stock slide show template.

During the redesign I actually had to research about this novel to discover who the author was and found out that one of the names was a character in the novel, so I had to change the content to make the information more readable and obvious. I also removed the background and scaled the photograph to fill...
I then established effective hierarchy with both scale and color. I also enlarged the flag which was almost invisible in the original design. I wanted to simplify the overall design, by doing this it is stronger and should stand out better on a store shelf.

The third example I recreated was a teen pregnancy advertisement. (Figures 16a & b) I actually found the advertisement disturbing and not just because of the content. All of the text, including the body copy, was created in all caps, which is so difficult for some to read because of the lack of word shapes. The body copy was also placed over a strong pattern and was all right justified.
To recreate the original advertisement I combined three stock photographs, the male teen, a pregnant woman and the asphalt pattern using Adobe Photoshop. I also reproduced the text and graphics as in the original advertisement.

For the redesign I changed all the text to sentence structure and established more hierarchy. I enlarged the call to action and separated it from the rest of the body copy so the viewer would not have to search for it. I split the paragraph of text up into bulleted items that increased the readability and focused the importance of the message. I also shifted the photo to the right and eliminated the vertical red line that served no function in the design.

The fourth example is the Baby Can Wait advertisement, another teen pregnancy story. (Figures 17a & b) This redesign was going to be more of a challenge because of the amount of text in the design. The original advertisement used full justified text that was light and placed on top of the photograph of a young teen. Some of the text becomes unreadable due to the lack of contrast between the text and photograph.

I started with a stock photograph and modified the background, scaling and lighting to match the original advertisement. I also matched the text as close as I could with size and leading choices. For the redesign I changed all the type to one typeface and established better hierarchy. I also took the single continuous paragraph and broke it up into multiple paragraphs for readability. I then moved the photograph and text to eliminate the overlap. While the story was interesting I did find that the original text was too long for any advertisement and I really wondered who would actually take the time to read the whole story.
Photography in Graphic Design is a ground based course I designed as part of this thesis, while I feel education does continue after graduation, it is equally as important to have the right foundation in formal education. The standards I used to design this course are based on those for the College of Imaging Arts & Sciences at Rochester Institute of Technology.

Photography in Graphic Design is not a photography course for designers, it is a design course that teaches the use of photography in design. This course provides a structured analysis of the use of photography in design through written assignments, lectures and group discussions. It also provides a practical application of current and historical trends by the completion of a variety of design projects utilizing photography as a major element of each design. Emphasis is placed on the basic design principles, selection of photography and integration of photography and content.

A large portion of the course will be dedicated to historic design movements that featured the use of photography in design. By analyzing these different movements students will learn different techniques for incorporating photography and techniques for modifying photographs for their designs. The movements that will be covered during the course are:

- The Inventors of Photography
- Photography and the Printing Process
- The Influence of Modern Art
- Russian Suprematism and Constructivism
- The Swiss Movement
- The New York School
- Editorial Design
- Designing for a Cause
- Design for an On-line World

In order for students to understand the different movements a combination of projects and written assignments will be used. Projects will be print and on-line based designs using techniques and styles from each of the periods studied during the course. Written assignments will be discussion questions based on regular reading assignments from Megg’s History of Graphic Design.5

The course will be fast paced with project assignments lasting about two weeks and written assignments due in a weeks time. Although fast paced, each student will come out of the course with several potential portfolio examples and a solid understanding of how photography has been used in past design and how they can continue to use photography in their own designs.

Summary

Usability Testing Results (Peer Feedback)

The full results of the comments from classmates, first year graduate students and some of my students from Contemporary Media II can be found in Appendix G on page 71 of this thesis.

The results of the limited feedback I have seems to be mostly positive, good design, good presentation and overall good ideas. I was afraid the concepts would be too rudimentary for graduate students, since my target audience was younger, but it seems to be well received. Some of the less positive comments have been around not being apart of the target audience or already knowing too much about the subject. Others asked for complete redesigns or rewriting of ineffective advertisements not realizing my constraint of using the same content in both versions.

What I found encouraging was some discussion around the legal issues of using and purchasing photography. The use of model releases, royalty free vs. limited use and extended use, and protecting your images once placed on the web were some of the discussion comments. While out of the scope of this thesis I found the topics interesting and certainly relevant. I believe that getting expert opinions or at least links to expert resources would be valuable to add to the project in the future.

Imagine RIT Survey Results

The full results of the Imagine RIT surveys can be found in Appendix H on page 74 of this thesis.

I received 28 survey returns from a wide age range and experience range of individuals. A summary of the results are below. I found the majority of the results to be positive and even some of the negative comments were positive comments by other individuals. All surveys were given anomalously.

The age of participants ranged from 11 - 85 and the gender was almost split evenly. Approximately 2/3 of the people had design training and half of them had worked in the design industry.

For the video tutorials, the results were unanimous that they wanted to watch additional tutorials and the results were mostly favorable for quality and content related questions. The results for the four questions about the website were also mostly positive. There was an interesting split about the “Tags” section in the comments, some did not like the variation in text size due to frequency of tags, others liked it because of the variety of sizes.
Video Tutorial Survey Results
The following charts are rated 1-5 (1 = worst, 5 = best)

- **Were the Videos Professional Made**
  - No: 36%
  - Yes: 64%

- **Were the Videos Clear and to the Point**
  - No: 50%
  - Yes: 50%

**Age of Surveyed**
- Below 20: 24%
- 20-29: 52%
- 40-49: 14%
- 50 Plus: 10%

**Gender of Surveyed**
- Female: 46%
- Male: 54%

**Some Design Training**
- No: 36%
- Yes: 64%

**Worked in Design Filed**
- No: 50%
- Yes: 50%
Website Survey Results
The following charts are rated 1-5 (1 = worst, 5 = best)

Ease of Use

Readability

Overall Design

Learning Opportunity
Integrating Blogging into a Ground Based Course

During the Contemporary Media II course, I was teaching this semester, I tried to introduce a blog into the classroom for sharing group projects and information. I was hoping that it would start some additional conversations or exchanges that would widen the research the students were doing. However the results were met with mixed results.

The successful part was everyone signed up and initially participated by uploading group projects that could be downloaded and shared by the other groups within the class. This did take some prompting in the beginning but eventually everyone participated. But that is really as far as the blogging experience went. (Figure 18)

After the first quarter of the course I abandoned the blog. There had been no additional contents or comments made on the site and really no sign of any use. Instead of beating a dead horse I just moved on with other ideas. While this idea may have worked in a different class, and it won’t be the last time I try something like this, these particular students did not need this kind of resource and saw it as a waste of time and energy.

The students from this course was the entire senior class of the Medical Illustration program, in addition to the twelve of them it also included four second year graduate students from the same program. Since these sixteen students took every class together, including the graduate students, they were a very small and tight knit group that was used to sharing everything already. They regularly used Google Docs and other services to share all their assignments and they were always around each other during the day.

I would like to try to use something similar to what we did in this class again in the future but I feel it would have to be the right situation and certainly the right group of students. I am finding out quickly this semester what works for one often does not work for another and flexibility is the key to teaching.

Fig. 18, Contemporary Media II Blog
Conclusion

**Significance of the Project**
My overall goal of this thesis was to call attention to an area of study that is lacking in today's educational system. Photography and the use of imagery is the predominate portion of most designs today, both for print and for the web. Even with motion graphics and user interface design the use of photography is on the rise. However the use of photography in design is not being widely taught in design programs.

This thesis provides a place that the discussion about photography in design can begin, a place where students and seasoned professionals can share opinions and experiences with each other. A place where people can learn beyond the classroom. The tutorials and articles that are currently in the project are hopefully only a beginning. These were meant to get the conversation started, to find out what more needed be discussed and to provide a central resource that designers can access to share their stories.

The course outline and syllabus are an attempt to provide a opportunity for students to build an general understanding of the history of photography in design and to teach them how to implement photography in their own designs by creating a series of projects based on different historical periods. This course would also provide these students with portfolio examples that are often missing from students looking for their first employment.

This project was never an attempt to answer all questions on the use of photography in design, nor could it ever do that. Many of the questions have still not been asked any many more have not even been formed. It was meant to be a starting point, an awareness project that attempts to bring the subject to the forefront of design education. This topic is nothing new, photography in design has been around as long as the photographic process has existed. It has been treated in a wide variety of ways, from the Swiss movement to editorial design photography has been and will continue to be the major element in most design.

**New Questions Generated**
My main goal with this project was awareness, and I feel the project and the publicity around the project has made many people more aware of the need for additional pedagogical approaches to the use of photography in design. At least here in the School of Design. Unfortunately there is rarely room to add additional courses in an already packed program, so my hope is that some projects can be introduced where the students are encouraged to use photography instead of illustration. I feel strongly that student portfolios need to reflect better what is currently happening in the design field and certainly photography plays a major role today.

While I was initially researching this project I talked to other students and professors from a widely diverse background and after some though they began to realize what I was proposing appeared to be case. The main problem being that no one either thought about it or that traditions were too hard to break.
During the feedback process some common discussions and concerns seemed to keep coming up and I think these are areas that need to be additional exploration. One area that can up is the legal issues surrounding the use of photography, how to purchase imagery, what kind of license is needed, what kind of rights do I need to secure from a photographer and what are the ramifications of posting these images and designs on-line. This could be a whole project on its own and would need to involve legal experts knowledgeable in copyright law.

Another area that was requested was to expand tutorials to include more techniques on how I modified existing photos. While this is more achievable I wanted to stay away from doing pure Photoshop demonstrations since there are already so many great resources available for those kinds of tutorials. This would only be another take on what anyone can already find through Adobe or YouTube.

What surprised me most was the overwhelming support and understanding of the topic of this thesis. Across the board everyone agreed that this was a valid area to explore and that it is not an area covered in most programs. This shows me that the discussion needs to continue, that more articles and tutorials can be added to the project site.

So the biggest question in my mind is how do we incorporate photography into the traditional classroom. As I stated before, by introducing projects that are photographic based instead of illustration based would be a start. We need to stop discouraging or even forbidding the use of photography in our design projects. It is easy to fall back on pure illustration.

Instead we need to teach students where they can get photography and how to use it in a fresh and original way in their designs. I believe this will better prepare the students for what they will soon experience in their post academic positions.
Appendix A: Copy of Proposal
Appendix B: Tutorial Video Scripts
Appendix C: Effective Design Examples
Appendix D: Ineffective Design Examples
Appendix E: Photography in Graphic Design Course Outline
Appendix F: Photography in Graphic Design Course Syllabus
Appendix G: Online Peer Feedback
Appendix H: Imagine RIT Surveys
Learning Beyond the Classroom:

Photography as a major design element in graphic design layouts for print and web

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MFA Visual Communications Design
School of Design | College of Imaging Arts and Sciences
Rochester Institute of Technology

Last updated:
3 December 2014
Thesis Committee Approval:

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MFA Thesis Candidate:
John E. Dyer, Visual Communications Design

Signature of MFA Thesis Candidate    Date
Learning Beyond the Classroom: Photography as a major design element in Graphic Design Layouts for print and web, is a thesis which explores alternative methods for learning and the teaching of the design process through the use of shared experiences and expert testimony.

The final thesis will provide a resource for designers and students to be able to discuss the effective and ineffective application of design principles and provide some basic lessons in the use of photography in graphic design.

Elements of design that are to be discussed include, but are not limited to: typography, hierarchy, color, scale and placement. While discussions may go into additional topics the main categories will be effective design examples, ineffective design examples and lessons.

The “Examples” sections will discuss what is effective and ineffective with re-designed advertisements and/or web pages. In addition to discussing what is ineffective, alternative designs for the advertisement will be provided.

The “Lessons” section will contain written and/or video demonstrations on how to create a successful advertisement using photography as a primary element of the design. They will also provide some basic tools for choosing and manipulating photographs for your design needs.

In addition to on-line resources, this thesis will include a course outline and syllabus for a potential undergraduate course named “The Use of Photography in Design.” A course focused on dealing with all aspects of photography for designers, including designing with photography, working with photographers, the use of stock photography and manipulating photos for use in designs.

Overall this thesis is designed to help designers and instructors continue to learn and discuss the basic design principles in an open environment, outside of the traditional classroom.

**Keywords:**
Photography, Graphic Design, Advertisement, Web, Lessons, Examples, Syllabus, Classroom, Pedagogy

**Project Website:**
http://www.johnedyer.info/photoblog/

**Thesis Website:**
http://johnedyerthesis.wordpress.com
Photography has become a predominate part of design. The use of photography in design should receive as much consideration as the other elements of design such as typography and illustration. While layout and typography are wildly taught in schools, the integration of photography in design is not a major focus of education in the undergrad or graduate level of many graphic design programs. It should not only be taught but should remain a major part of graphic design education. Today’s use of photography in advertising and web design require more than a casual attention to teaching these skills. A more in-depth approach to integrating photography in design is needed while still embracing the basic principles of design.

Learning Beyond the Classroom:
Since the process of learning continues long after graduation, resources are needed to address modern design problems. A blog that addresses current problems and remarks on successful design solutions will provide a resource that students and young designers can not only learn from but also contribute. My proposal is to establish such a resource and to populate the blog with posts that will forward the use of photography in design and promote conversation as to the future of such design. It will evaluate poor designs and offer suggestions for improving the design using basic design elements. It will offer suggestions for working with photography including the use of stock photography, manipulating the photograph to meet your design needs and understanding what to look for when purchasing photography.

Photography in design is not a major focus of education in many programs and it needs to be included. A resource for sharing thoughts and ideas on the use of photography in design is necessary for learning beyond the classroom.
Survey of Literature

Fotografiks: An equilibrium between photography and design through graphic expression that evolves from content.
David Carson and Philip Meggs
1999
Gingko Press

An introductory essay explores the synergy between graphic design and photography, and the dynamic relationship that exists between words and pictures. Anecdotal captions provide philosophic comments on the nature of the photographs, aspects of the page design and observations on the process of assembling parts to form a whole.

Graphic Design and Photography, San Francisco.
J. Crager
1996
Graphis
Volume 52, Issue 302: 94-95

Issue 52 of Graphis magazine presents the following articles: Picasso: War and Peace, written by Claude Roy; Canada: Advertising and Editorial Art, by P. Arthur; 50 Advertisements of the Year, by Charles T. Coiner; The Human Figure in the Art of Ancient Sardinia, by Christian Zervos; Newspaper and Magazine Promotion, by C.F.O. Clarke; Carnival Art at Basle, by Maria Netter; Aztec Picture Writing, by C.A. Burland; Mexican Design Motifs, by Paul Arthur; and Japanese Text-Books, by Jean Benonie.

The ‘other’ pictures: Stock photography in graphic design libraries.
Cathy Donaldson
2004
Art Libraries Journal

Student graphic designers want fast, easy and cheap access to high-resolution images. As well as using the image-rich art books in their libraries, these students can now use stock photography: those images of cute children, attractive couples, active seniors, funky pets and preternaturally fresh fruit, plants and flowers that are used to communicate, influence, and sell something, somewhere, to someone.

How to use photography in web design.
Ezwquiel Bruni
20 August 2013

Bruni talks about the importance of the right image or video. He discusses the use of contrast, quality, relevance, big images sell and drawing attention. A lot of topics are superficially covered in a very short article.

Photo/Graphic design: The interaction of design and photography.
Hurlburt, Allen
1983
Watson-Guptill Publications.

Traces the development of the photographic process, shows examples of creative approaches to graphics, and discusses the use of color and special photographic techniques.
Survey of Literature

Importance of Photography in Graphic Design.
Sonnie
2 December 2013

Sonnie discusses the historical aspect and the emotional aspect of using photography in design. He uses quotes from Ansel Adams and others like “A picture is worth a thousand words” to make his point. He does talk about the difficulty of picking the right image and that too many images can confuse the viewer.

Color graphics: The use of photography to produce graphic designs in color
Pär Lundqvist
1980.
Focal Press.

Photograms, Photography, Artistic, Technique, Prints, Photomechanical processes.

Type & image: the language of graphic design.
Philip B. Meggs
1989
Van Nostrand Reinhold

The extraordinary flowering of graphic design in our time, as a potent means for communication and a major component of our visual culture, increases the need for designers, clients, and students to comprehend its nature. In this lively and lavishly illustrated book, the author reveals the very essence of graphic design.

Photography in design.
Multiple
5 April 2012
Creative Blog

This is a collection of very brief statements from leading designers on the use of photography in design. It is a do and don’t statement from each. While useful it does not take any individual idea further than a sentence or two in length.

Type, image, message: merging pictures and ideas: a graphic design layout workshop.
Nancy Skolos and Thomas Wedell
2006
Rockport Publishers

This book gives designers the practical know-how to combine type and image for dynamic effect as well as to use them in contrast to create tension and meaning in design. Creating strong layouts is the most important as well as the most challenging of any project. This book inspires through excellence by exhibiting great design work then deconstructing the processes in simple visual terms.
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<td>hundred college teachers in a wide variety of fields and universities, offers</td>
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<td>Teachers.  Twelfth Edition</td>
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<td>Wilbert J. McKeachie and Marilla Svinicki</td>
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<td>2006</td>
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<td>Houghton Mifflin</td>
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<td>“If you have room for only one pedagogical book on your shelf, it ought to be</td>
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<td>Wilbert McKeachie’s Teaching Tips,” says Bill McAllister of the University of</td>
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<td>Virginia.  This book is perhaps the most valuable and easy-to-consult resource on</td>
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Survey of Literature

Using Blogging as a Learning Tool
Macie Hall
2013
The Innovative Instructor Blog
http://ii.library.jhu.edu/2013/11/27/using-blogging-as-a-learning-tool/

With the increased interest in introducing digital literacy skills in the classroom as a means of preparing students for the 21st century marketplace, our teaching and learning center has had more questions from faculty about using blogs as a teaching tool. The Innovative Instructor doesn’t advocate using technology for technology’s sake, but student blogging can be a way to achieve several learning outcomes for your course.

WordPress in the College Classroom: Five Sources
Elizabeth F. Cornell
2013
Elizabeth F. Cornell
http://www.elizabethfcornell.net/2013/07/16/wordpress-in-the-college-classroom-five-sources/

Despite their membership in the digital tribe, few of my undergraduates have any experience with WordPress or any blogging platform. Using WordPress in my classroom gives students an opportunity to increase their digital literacy as they read and discuss works of literature.

Live Blogging in the College Classroom: A Professor and Student Perspective
William Grose and Shayla Thiel-Stern
2008
Hournal of Electronic Publishing
http://quod.lib.umich.edu/j/jep/3336451.0011.303?view=text;rgn=main

Live blogging means writing about events as they are happening. William would not be taking notes for his own review, he would be writing about the class while I was lecturing, and putting those notes out on the Internet where the whole world could see them.

The Use of Blogs as a Knowledge Management Tool
Delaney J. Kirk and Timothy L. Johnson
2009
Academic Exchange Quarterly
http://rapidintellect.com/AEQweb/cho4462z9.htm

Based on the authors’ experience with using class blogs in 22 classes over a three year time frame, this paper discusses three approaches, instructor-focused, learner-focused, and community-focused, as ways to teach both explicit and tacit knowledge. Both benefits and concerns of using blogs in the classroom are addressed.
Design Ideation

Flow Chart for Blog

Photography in Design

Home Page

Tutorials

Good Examples

Bad Examples

Guest Essays

About

Books and Resources

Academic Links

Blog Appearance

Web Font Family

Helvetica, Arial, sans-serif
Design Ideation

Non-Web Font Family
- Helvetica Light
- Helvetica Light Oblique
- Helvetica Regular
- Helvetica Oblique
- Helvetica Bold
- Helvetica Bold Oblique

Blog Color Pallet

- Black
  - #000000
  - R:0 G:0 B:0
- White
  - #FFFFFF
  - R:255 G:255 B:255
- Grey
  - #D1D1D1
  - R:209 G:209 B:209
- Dark Grey
  - #2C2C2C
  - R:44 G:44 B:44
- Blue
  - #02AACE
  - R:2 G:170 B:206

Screen Captures of Tutorial Video

Lesson 01
Working with Existing Material

Create a print ad with an existing photo, logo, title and body copy. No substitutes allowed.
**Methodological Design**

The final project will be an online teaching resource for designers and students that use photography in their design work. The project will consist of a blog featuring original articles on the effective and ineffective uses of photography in design. It will also include how-to articles and links to other resources including books and other articles on similar topics.

An additional goal of having featured guest designers contribute to the blog would add to the status and provide additional resources for learners. The first of which will be provided by Professor Mitch Goldstein who will modify one of his existing presentations.

The target audience would include anyone with a desire to learn more about the use of photography in design, especially undergraduate and graduate students, young designers and educators.

The hardware and software components for viewing the blog are fairly generic, any computer or mobile device with internet access and a browser can be used to access the blog, although access to contributors will be limited by request to an administrator.

The blog will be hosted using WordPress.org software on my current service provider, where I already have a vanity address and multiple site capability. This will require some expertise in the programing and use of Wordpress as well as the use of Adobe After Effects and Premiere to create video tutorials. Tutorial videos will be hosted on my YouTube.com account and then embedded in the WordPress tutorial posts.

While using a template as a starting point for the blog, the colors, typography and hierarchy will be updated through the modification of the CSS style sheets. These changes will not only present a more consistent look to each post and their associated links, it will also eliminate built in advertisements and give it a more professional appearance within the parameters of my design ideation. The blog has also been designed to be responsive to work on various size monitors and mobile devices.

I will create four posts with effective advertisements and explanations as to why they work and how they may be improved if needed. Each example will be designed from stock photography and will be based on actual ads already published. Each written portion of the article will be three to four hundred words in length.

As with the examples of effective design I will also create four posts on ineffective design. In addition to recreating the initial advertisement I will also design an alternative, more effective, approach to the design problem using the basic design principles.
**Methodological Design**

For the tutorials, I will design four video animations or written presentations:

1. Using an Existing Photograph, Logo and Copy
2. Choosing the Right Photograph for the Right Occasion
3. Building the Right Hierarchy for Your Design
4. Modifying a Photograph to Meet Your Design Needs

The video animations will be designed by using screen captures, both still and video, photographs and InDesign files which will be edited in a combination of Adobe Premiere and/or After Effects. I will also provide a voice-over for the tutorials. In addition to the contents, I will design title sequences and visuals that will comply with the parameters of my design ideation. Each tutorial will be 2:00 to 3:00 minutes in length. For each post, links to external resources will be provided, as needed, for additional tutorials or reference material.

The course outline and syllabus will be created using a word processor and/or page layout application and will be output as a PDF for inclusion in the printed and on-line versions of the thesis documentation. The templates will be based on standards currently used by the College of Imaging Arts & Sciences at Rochester Institute of Technology.

---

**Implementation Strategy**

The blog will be hosted on my account on a Machighway server using a free WordPress template. This blog already exists and just needs to have the posts (content) added to the existing site. The blog has been re-designed by modifying its CSS style sheet as in the example in my design ideation. This was done with skills acquired in Web & UI Design as well as Interaction Design.

Using my research and my 29 years experience I will use existing ads as the basis for designing sample ads for both effective and ineffective examples. This will be done in Adobe Photoshop, Illustrator and InDesign, all of which I have a high degree of comfort using at this time. The tutorial videos or animations will be created using Adobe After Effects and/or Premiere which I am still learning but have enough experience with video editing to adequately complete any tasks. The videos will be hosted on my YouTube account with embedded versions provided on the blog post.

The written course outline and syllabus will use skills learned in ITDI776 College Teaching Course that I have already completed.

Lessons and examples will be reviewed by my committee members with additional input from other resources. The outline and syllabus will also be reviewed for completeness and compliance with RIT guidelines.

In addition to the research portions of this thesis there will be fifteen individual design projects to make up the full thesis project. While each project may incorporate skills learned during my courses the overall project is well beyond the scope of any individual course or assignment.
**Dissemination**

The very nature of a blog is to be out in the world and to be seen by many individuals. The blog will be registered in search engines so as to reach anyone looking for the topic.

**On campus dissemination**

Imagine RIT - May 2015  
Thesis Show - May 2015

**Off-campus dissemination**

AIGA Design Educator Roundtable - October 2015  
AIGA Design Educators Workshop - October 2015  
SUNYCON 2015 - October 2015

**Evaluation Plan**

The inherent nature of blogs provides a means for feedback. The use of comments, likes and dislikes, and social media sharing provides an excellent account of how much participation there is.

In addition to the comments and feedback of peers who will provide validation or dissension to the written articles that are posted on the blog, there will be opportunities during Image RIT 2015 to get educated and non-educated feedback on articles and lessons.

Initially articles can be reviewed prior to submission by academic resources for not only content but for possible social or cultural misunderstandings.

**Pragmatic Considerations**

My examples and tutorials will require the purchase of stock photography. Purchases of individual images from iStockPhoto.com are on a credit basis with photos costing either one or three credits.

I will need at least 12 photographs for the tutorials and examples. This could cost as little as $130.00 to as much as $325.00 since credits are purchased on a scale the total amount will depend on the cost of the individual images.

In addition to purchasing photos for tutorials there is a monthly charge for Adobe Creative Cloud of $30 per month for students.

http://www.istockphoto.com/plans-and-pricing
**Bibliography**  

**Books and Journals**


**Online References**

“How to use photography in web design,” *Webdesigner Depot RSS*.  


Photography in design.” *Creative Blog*.  

**Image Sources**

“Ad in Women’s Wear Daily for Cotton Inc./DDBNY.” *Sara Forrest Photography – Blog*.  

Bad ads.” *Insomnia Notebook*.  

Café para empezar la semana- 20 anuncios creativos.” *Pixel Monster Diseño*.  

“Cotton On-Campaign Series Ads.” *Behance*.  
Bibliography


Hello all,

Today's lesson is using existing images and copy to design a print ad.

This is often the case when working with a well-established company as a customer.

Country Fresh wants a print ad for their unsalted butter. They have provided a photograph, logo, title, and the body copy that we are to use.

The photo was chosen to highlight the relationship of the color of the flower and their unsalted butter, this is the photo they will use in all their unsalted butter layouts including their packaging.

Placing the copy and logo on top of the photo does not make for a very clean and readable ad, and as always our goal should be to make all ads readable.

So how can we make this image work?

Since the sunflower is the focus of the ad we can eliminate the background and create a cleaner negative space. Here I used the pen tool in Photoshop but you can use any method that you prefer.

Since this is not a Photoshop tutorial I am including links to two YouTube videos for using the pen tool and masking in Photoshop.

Now that the sunflower has been masked and imported into InDesign it is time to add the logo and copy. Remember your basic design principles, hierarchy of text, color and contrast.

The hierarchy in this ad will be the photo, the logo, the title and then the body copy.

The colors are from the flower and the logo and a greater level of contrast can be added by eliminating the background of the photo.

The logo contains a sun graphic as part of it and you do not want to have this over the yellow of the flower so placing and sizing the logo in such a way as to not create tension between the images and still have it be a major portion of the design should be a goal.

Using a blue rule will help add contrast and create balance with the logo and keeping the text in the same blue will add symmetry in your design.

Now you have all the necessary elements while still making the logo stand out and having all the text be easily readable. Knocking out the background will greatly increase the opportunity for interesting negative space and add much needed contrast.
Choosing the Right Photograph for the Right Occasion

Hello all,

Today's lesson is about choosing the right photograph for the right occasion.

I am sure you are aware that there are dozens of stock photography websites already on the web where you can find existing photos of just about anything you want. The prices range from free to quite expensive depending on your use and how many designers have access to the same photo.

I started out by selecting these 25 stock photos of women, ranging from posing in a landscape to more formal fashion shots. After I selected the images I did a Google search on each image to see if they had been used before and the results were really not at all surprising.

One thing everyone should understand about using stock photography is that the images you choose will have already been and continue to be used by other designers. In my search I found dozens of links to other uses for ALL 25 images. They ranged from formal ads to web banners to blogs and the covers of books. The only way to get truly original images in your ad is to hire a photographer to create an original photograph that meets your specific needs.

If you find yourself without the choice of using stock photography, using only a portion of the original image or significantly modifying the original will help separate your designs from the rest of the crowd.

So with all that said, choosing the right stock photograph is a piece of cake, right? Wrong, while some images have obvious uses, such as these for sunglasses or this one for hair products others have a less obvious meaning or multiple meanings.

You need to really look at the photo and begin to understand the emotion that is portrayed and what features of the model are really being shown.

Here is the girl next door, showing clean smooth skin, it becomes a natural pairing with an all natural skin care product. While this one seems obvious for a beauty product, the eyes would also work well for a contact lens advertisement. And these could be for fashion or used on a book cover.

This one may seem like a beauty shot, but really look at the pose and how it shows depression, making this more suitable for a family assistance program than a hair salon.

While this one represents a motherly appearance, she also has her hair covered and is looking upward, hopefully, making it ideal for a cancer treatment center.

My advise to you is not to choose the first photo that might fit your needs, really look around and understand what the image is trying to tell you. Do a little research and see how this image has been used in the past. Our designs are about communication, let's just make sure we are sending the appropriate messages in our designs.
Hello all,

Today’s lesson is about creating hierarchy in design. Webster’s Dictionary defines hierarchy as “…a system in which people or things are placed in a series of levels with different importance or status.” What we are really talking about is a system of visual hierarchy or an order of importance.

Why is hierarchy important? It is a way of organizing and directing a reader through related elements to the focal point of an advertisement. When done properly a reader is guided through the design from beginning to end. In other words, you are guiding the reader to what they should look at first, second, and then third.

So how do we accomplish this? We use some of our basic design principles, contrast, placement, and isolation. Each of these design elements can be used to differentiate the levels of interest in any design.

Let’s look at some examples of hierarchy. First, by placing an object in the middle of a scene the eye naturally perceives this as the focal point.

By isolating an individual element from a group it will also become a focal point of the design.

By adding contrast we can differentiate the levels of focus. For example, by using scaling we can make three different size numbers with obvious levels of importance. The same can be achieved with the use of color. Warm colors, like red, will jump off the page while cool colors like blue or green will recede into the page.

While these are only a few suggestions, really anything can be contrasted, line weight, tone, texture, orientation, shape and variety just to name a few ideas.

In this last example the flower becomes the focal point of the design, it is the largest element and the most colorful and the eye is naturally drawn to it. This leaves the headline in bold as the second level and the body copy in a light typeface at the third level. In this example we have created contrast with not only with color but also with scale.

Remember, as designers we always choose how we place an object on a page and we leave nothing to chance.
Hello all,

Today's lesson is about Modifying a Photograph to Meet Your Design Needs.

As designers we often don't get to choose the photography that we are asked to work with and even when we do budgets limit us to using stock photography. So learning how to modify a photograph to meet your needs becomes an essential tool for any designer.

There are many reasons for modifying photographs, ranging from changing colors to match a brand to eliminating a background to make your copy more readable. Techniques can be as varied, from using vector masks, to layer masks in combination with adjustment layers. Multiple tools were used to create the images used in this video.

For this video I am bringing back the Country Fresh ad we used in a previous video. This uses a photograph of a field of sunflowers with a headline, body copy and a logo. But the background is very busy and there is not much contrast between the main flower and the rest of the image. This does not allow for an effective choice for placement of text or logos.

Using Photoshop I created a layer mask with an adjustment layer of the main flower. Once I created the mask I was able to experiment with a variety of effects on the background image.

First I made the background white, plenty of contrast but sort of plain. After making the background black I felt it really changed the whole feel of the ad and it no longer had that fresh feel anymore.

I tried a black and white background but also found that version to lack the feeling of freshness. I then replaced the background and placed a blue sky that would match the logo. While I felt this worked with the theme I did not like how the large flower seemed to be floating.

I then tried a very pale version of the photo by adjusting the levels, this again had a nice feel to the design, it was easy to read and still maintained some of the surrounding image.

Finally I tried another version with reduced saturation and a slight hue shift, this gave the design more of an autumn feel to it while still maintaining readability.

The point is, there are always alternatives that will enable you to create effective design, just keep experimenting, often you will find multiple solutions.
Appendix C.1

Effective Design Examples

First Things First

While this advertisement is very simple and contains only a headline and URL, it is still very effective. There is good hierarchy with the photo being first, the headline second and the URL third.

There is good contrast, by using a black and white photo with a bright colored banner a simple but effective contrast is created. The typeface is readable and the advertisement can be seen and read in only a few seconds.

The image chosen works well to create the feeling of distress or depression which is highly appropriate for the content of the advertisement.

Overall a simple but well designed advertisement.
Appendix C.2 Effective Design Examples

Alberta Quits

This is a very simple and effective advertisement. A photo, headline, URL and very little other text. The hierarch is well done with the photo being the predominate part of the design and the headline still large and readable.

The colors work well to give the warm feeling of a morning cup of coffee and yet the message alludes to something not even in the photo.

I did find a few things that could make the advertisement stronger, the body copy is small and I am not sure it really adds and benefit to the design. The logo is to small, although that may have been done intentionally, it could be about 50 to 75% larger and still be as effective.
Appendix C.3

Effective Design Examples

Royal Navy Ad

While I do think there are issues with this advertisement, it still is effective. It uses multiple headlines but still has good hierarchy and contrast.

The two main headlines follow the proportions and perspective of the walls and don't conflict with them and the secondary headline is bold and easy to read.

The call to action is a little long, but it is large enough to be legible, although I would like to see a version of the advertisement using left justified text instead of all center justified text.

While the advertisement makes me want to read more to understand what is happening I found it a bit confusing, I am not sure choosing a victorian tub in a stone room was the right staging for an advertisement for the Royal Navy.

Although based on the principles that we have been discussing, such as contrast color, placement and scale, this is an effective design.
Appendix C.4
Effective Design Examples

Southern Gentlemen Web Banner

All the same principles that apply to print advertisements also apply to web design or web advertising such as web site banners or rotators.

This example of a web banner, while quite simple, is still quite effective. There is a good use of hierarchy, with the photo being first the headline second and the logo third. There is also good contrast, making the advertisement easy to read.

While I usually don’t like hand written typefaces, in this case it works since it is the same typeface that is in the logo. While this simple banner uses two typefaces, the choices do compliment each other and it does not become a distraction.
Appendix D.1

<table>
<thead>
<tr>
<th>Ineffective Design Examples</th>
<th>New York Laundry</th>
</tr>
</thead>
<tbody>
<tr>
<td>When a New York clothing company makes their ad unreadable, something has gone wrong.</td>
<td>But what could make it work? Let’s give it a look.</td>
</tr>
<tr>
<td>• Several different typefaces</td>
<td></td>
</tr>
<tr>
<td>• White text on a light blue background</td>
<td></td>
</tr>
<tr>
<td>• Serif type across busy images</td>
<td>• Dark type</td>
</tr>
<tr>
<td></td>
<td>• Bolder serif typeface</td>
</tr>
<tr>
<td></td>
<td>• Use common threshold</td>
</tr>
<tr>
<td></td>
<td>• Shift photo to accommodate text on background</td>
</tr>
<tr>
<td></td>
<td>• Single typeface</td>
</tr>
<tr>
<td></td>
<td>• Lighter background</td>
</tr>
</tbody>
</table>

Simple changes that make for a clearer and easier to read advertisement.
Appendix D.2

Ineffective Design Examples

Perception Book Cover

With all the time and effort to write a book, one would think that as much effort would be put into the cover design for that book. Here is a case when a designer would have made a difference.

- No hierarchy of the text, I regionally thought there were two authors, but one is the main character
- Design that really makes no sense, art deco border on the photo with stock presentation graphic background
- Three different type treatments, small caps, Initial caps and all caps

The good news is with a little help from a designer a decent looking cover can be created with the same elements.

- Setting up a hierarchy of the text, title, main character and then author
- Used color to differentiate title from author, taken from Soviet flag
- Enlarge photos to fill background

Simple changes that make for a clearer and easier to read book cover.
Appendix D.3

Ineffective Design Examples

Teen Pregnancy Ad

What can I say about this ad?

• All capitals for the entire ad
• Right justified paragraph on bottom
• Call to action buried in body copy
• Lack of contrast for main title making it difficult to read
• Body copy too long and too small to read

I used the same images but cleaned up the copy to make thinks more readable.

• Bold title on solid background
• Shifted photo to accommodate text
• Put text on same threshold
• Bulleted body copy and made it larger
• Pulled out the call to action so it stands out from rest of text

Simple changes that make for a clearer and easier to read advertisement.
Appendix D.4

Ineffective Design Examples

Baby Can Wait

This advertisement becomes a typographer’s nightmare.

- Full justification
- Exceedingly large leading
- Fine text over a photograph making parts of it unreadable
- Using a script font for headline and final line of body

Let me start this off by saying normally I would recommend eliminating most of the body copy, this story is way to long to keep the average viewers attention. But with that said I tried to redesign the advertisement using all the existing pieces.

- I left justified all the text and set up a threshold on the right side of the page
- I enlarged the photo to concentrate on the subjects face and climate most of his shirt
- I change the script font to a black version of the same typeface used for the body

By making these changes I added a little more hierarchy and contrast so all the text is readable, although I am not sure how many people would actually take the time to read the whole story.

You are fine.

Oh yeah, You are fine. Supermodels wish they were as fine as you.

You walk on air. It’s like you came down from heaven. There’s just no other way to say it. You are fine. And when you get pregnant, you are still going to be fine. Fine with all those trips to the doctor without me. Fine with the morning sickness you are going to have at home all alone. Fine with the 12 hours of painful labor you are going to have without me around to hold your hand. Fine with changing all those dirty, nasty diapers. Fine with getting up in the middle of the night when the baby is screaming to be fed. You are fine with the endless hours of hard work it is to raise a child all by yourself. That’s right honey. There’s no doubt in my mind. You are fine. Seriously. Fine.

Still think having a baby as a teen sounds like a good idea?

BabyCanWait.com

You are fine.

Oh yeah, You are fine. Supermodels wish they were as fine as you.

You walk on air. It’s like you came down from heaven. There’s just no other way to say it. You are fine. And when you get pregnant, you are still going to be fine. Fine with all those trips to the doctor without me. Fine with the morning sickness you are going to have at home all alone. Fine with the 12 hours of painful labor you are going to have without me around to hold your hand. Fine with changing all those dirty, nasty diapers. Fine with getting up in the middle of the night when the baby is screaming to be fed. You are fine with the endless hours of hard work it is to raise a child all by yourself. That’s right honey. There’s no doubt in my mind. You are fine. Seriously. Fine.

Still think having a baby as a teen sounds like a good idea?

BabyCanWait.com
Appendix E

Course Outline

This appendix contains the course outline for a potential course called *Photography in Graphic Design*. This outline is based on the standards for initiating a new course within the College of Imaging Arts & Sciences at Rochester Institute of Technology.
School of Art

New Course: CIAS-GRDE-XXX-Photography in Graphic Design

1.0 Course Designations and Approvals

<table>
<thead>
<tr>
<th>Required Course Approvals:</th>
<th>Approval Request Date:</th>
<th>Approval Granted Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Unit Curriculum Committee</td>
<td>xx/xx/xxxxx</td>
<td>xx/xx/xxxxx</td>
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<tr>
<td>College Curriculum Committee</td>
<td>xx/xx/xxxxx</td>
<td>xx/xx/xxxxx</td>
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</table>

<table>
<thead>
<tr>
<th>Optional Designations:</th>
<th>Is Designation Required?</th>
<th>*Approval Request Date:</th>
<th>**Approval Granted Date:</th>
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</thead>
<tbody>
<tr>
<td>General Education:</td>
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<tr>
<td>Writing Intensive:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Honors</td>
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2.0 Course Information:

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Photography in Graphic Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>Graphic Design Foundations</td>
</tr>
<tr>
<td>Co-requisite(s):</td>
<td>None</td>
</tr>
<tr>
<td>Course Proposed By:</td>
<td>John E. Dyer</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>Fall 2015</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Hours</th>
<th>Maximum Students/Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>2</td>
</tr>
<tr>
<td>Lab</td>
<td></td>
</tr>
<tr>
<td>Studio</td>
<td>3</td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>
2.a Course Conversion Designation*** (Please check which applies to this course)

| Semester Equivalent (SE) Please indicate which quarter course it is equivalent to: |
| Semester Replacement (SR) Please indicate the quarter course(s) this is replacing: |
| X New |

2.b Semester(s) Offered (check)

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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</tbody>
</table>

All courses must be offered at least once every 2 years. If the course will be offered on a bi-annual basis, please indicate here:

2.c Student Requirements

Students required to take this course: (by program and year, as appropriate)
CIAS Graphic Design BFA Students, in their 3rd year of program

Students who might elect to take this course:
Other BFA Students within CIAS

3.0 Goals of the Course

3.1 Students will analyze, interpret, critique and create visual artwork by using photography as a major element of design.

3.2 Students will obtain an understanding of photography and apply that learning to a wide variety of design projects.

3.3 Students will demonstrate a clear understanding of design principles by utilizing appropriate design vocabulary.

3.4 Students will develop critical thinking and verbal acuity skills for analysis and critique of movements focused on image/photo based design.

4.0 Course Description

Course Number: GRDE-XXX
Course Name-Long Title: Photography in Graphic Design
Short Course Title: Photography: Graphic Design
Prerequisites: None
Classroom 2, Studio 3, Credit 3, Fall/Spring

This course provides a structured analysis of the use of photography in design through the use of written assignments, lectures and group discussions. It also provides a practical application of current and historical trends by the completion of a variety of design projects utilizing photography as a major element of each design. Emphasis is placed on the basic design principles, selection of photography and integration of photography and content.
5.0 Possible Resources (texts, references, computer packages, etc)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Adobe PhotoShop, Illustrator and InDesign</td>
</tr>
<tr>
<td>5.2</td>
<td>Microsoft Office or Apple iWork Applications</td>
</tr>
<tr>
<td>5.3</td>
<td>Meggs' History of Graphic Design by Philip B. Meggs and Alston W. Purvis</td>
</tr>
<tr>
<td>5.4</td>
<td>Fotografiks: An equilibrium between photography and design through graphic expression that evolves from content. David Carson and Philip Meggs</td>
</tr>
<tr>
<td>5.5</td>
<td>Photo/Graphic design: The interaction of design and photography. Hurlburt, Allen</td>
</tr>
<tr>
<td>5.6</td>
<td>Type, image, message: merging pictures and ideas: a graphic design layout workshop. Nancy Skolos and Thomas Wedell</td>
</tr>
<tr>
<td>5.7</td>
<td>Type &amp; image: the language of graphic design. Philip B. Meggs</td>
</tr>
<tr>
<td>5.8</td>
<td>Cary Graphic Arts Center</td>
</tr>
<tr>
<td>5.9</td>
<td>The Vignelli Center for Design Studies</td>
</tr>
</tbody>
</table>

6.0 Topics (outline):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>6.1</td>
<td>The Inventors of Photography</td>
</tr>
<tr>
<td>6.2</td>
<td>Photography and the Printing Process</td>
</tr>
<tr>
<td>6.3</td>
<td>The Influence of Modern Art</td>
</tr>
<tr>
<td>6.4</td>
<td>Russian Suprematism and Constructivism</td>
</tr>
<tr>
<td>6.5</td>
<td>The Swiss Movement</td>
</tr>
<tr>
<td>6.6</td>
<td>The New York School</td>
</tr>
<tr>
<td>6.7</td>
<td>Editorial Design</td>
</tr>
<tr>
<td>6.8</td>
<td>Designing for a Cause</td>
</tr>
<tr>
<td>6.9</td>
<td>Design for an On-line World</td>
</tr>
</tbody>
</table>
7.0 Intended course learning outcomes and associated assessment methods of those outcomes

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Analyze specific periods of design history</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>7.2 Demonstrate the use of appropriate vocabulary for each period of design history</td>
<td>Written Assignment</td>
</tr>
<tr>
<td>7.3 Demonstrate an understanding of photography’s role during each period of design history</td>
<td>Critique/Discussion</td>
</tr>
<tr>
<td>7.4 Demonstrate an understanding of the basic principles of design</td>
<td>Project</td>
</tr>
<tr>
<td>7.5 Demonstrate the use of photographic imagery in concept generation</td>
<td>Project</td>
</tr>
<tr>
<td>7.6 Create innovative solutions to problem solving that include ideation and the creation of computer based designs</td>
<td>Project</td>
</tr>
</tbody>
</table>

8.0 Program outcomes and/or goals supported by this course

8.1 Introduce and develop formal visual principles, terminology, processes, and competencies needed in the professional practice of graphic design.

8.2 Apply critical thinking skills toward identifying problems, concept development and solutions in graphic design.

8.3 Integrate appropriate historical contexts into current graphic design philosophy and practice.
9.0 General Education Learning Outcome:

<table>
<thead>
<tr>
<th>Communication</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Express themselves effectively in common college-level written forms using standard American English</td>
<td>Written</td>
</tr>
<tr>
<td>X Revise and improve written and visual content</td>
<td>Written</td>
</tr>
<tr>
<td>X Express themselves effectively in presentations, either in spoken standard American English or sign language (American Sign Language or English-based Signing)</td>
<td>Verbal</td>
</tr>
<tr>
<td>X Comprehend information accessed through reading and discussion</td>
<td>Written/Verbal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intellectual Inquiry</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Review, assess, and draw conclusions about hypotheses and theories</td>
<td>Written</td>
</tr>
<tr>
<td>X Analyze arguments, in relation to their premises, assumptions, contexts, and conclusions</td>
<td>Verbal</td>
</tr>
<tr>
<td>X Construct logical and reasonable arguments that include anticipation of counterarguments</td>
<td>Verbal</td>
</tr>
<tr>
<td>X Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information</td>
<td>Written</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethical, Social and Global Awareness</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Analyze similarities and differences in human experiences and consequent perspectives</td>
<td>Written/Verbal</td>
</tr>
<tr>
<td>X Examine connections among the world’s populations</td>
<td>Written/Verbal</td>
</tr>
<tr>
<td>X Identify contemporary ethical questions and relevant stakeholder positions</td>
<td>Written/Verbal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scientific, Mathematical and Technological Literacy</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain basic principles and concepts of one of the natural sciences</td>
<td></td>
</tr>
<tr>
<td>Apply methods of scientific inquiry and problem solving to contemporary issues</td>
<td></td>
</tr>
<tr>
<td>Comprehend and evaluate mathematical and statistical information</td>
<td></td>
</tr>
<tr>
<td>Perform college-level mathematical operations on quantitative data</td>
<td></td>
</tr>
<tr>
<td>Describe the potential and the limitations of technology</td>
<td></td>
</tr>
<tr>
<td>Use appropriate technology to achieve desired outcomes</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creativity, Innovation and Artistic Literacy</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Demonstrate creative/innovative approaches to course-based assignments or projects</td>
<td>Project</td>
</tr>
<tr>
<td>X Interpret and evaluate artistic expression considering the cultural context in which it was created</td>
<td>Project</td>
</tr>
</tbody>
</table>

10.0 Other relevant information (such as special classroom, studio, or lab needs, special scheduling, media requirements, etc.)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>10.1 Software Applications: Adobe Suite, Apple’s iWork or Microsoft Office</td>
<td></td>
</tr>
<tr>
<td>10.2 Computer Labs or classrooms capable of running wireless internet and/or key server capacity</td>
<td></td>
</tr>
<tr>
<td>10.3 Plug-and-Go classroom</td>
<td></td>
</tr>
</tbody>
</table>
Appendix F  
Course Syllabus  
This appendix contains the course syllabus for a potential course called *Photography in Graphic Design*. This course syllabus is based on the standards used within the College of Imaging Arts & Sciences at Rochester Institute of Technology.
### Description
This course provides a structured analysis of the use of photography in design through the use of written assignments, lectures and group discussions. It also provides a practical application of current and historical trends by the completion of a variety of design projects utilizing photography as a major element of each design. Emphasis is placed on the basic design principles, selection of photography and integration of photography and content.

### Outline and Content
This course will be focused on creating several small projects that will reflect different periods of graphic design history. Each of these periods were signified by the different treatments and uses of photography within a design.

The research and analysis of each of these periods of design will become an essential part of each assignment, therefore short written assignments will also be part of the course. The projects will be based on the following periods of graphic design history:

- The Influence of Modern Art
- Russian Suprematism and Constructivism
- The Swiss Movement
- The New York School
- Editorial Design
- Designing for a Cause
- Designing for an Online World

### Contact
If you have any questions about homework, assignments, or projects please feel free to contact me via email or stop by during office hours.

E-mail: jed2971@rit.edu

Office Hours: Tues. / Thurs. - 11:00 am - 1:00 pm.
Academic Integrity

Plagiarism is taken very seriously. All student work should be original. In some cases appropriated imagery may be acceptable.

“As an institution of higher learning, RIT expects students to behave honestly and ethically at all times, especially when submitting work for evaluation in conjunction with any course or degree requirement. The College of Imaging Arts and Sciences encourages all students to become familiar with the RIT Honor Code and with RIT’s Academic Honesty Policy.”

RIT Honor Code URL:
http://www.rit.edu/student affairs/studentconduct/RITHonorCode1.htm

RIT Academic Honesty Policy URL:
http://www.rit.edu/studentaffairs/studentconduct/rr_academicdishonesty.php

Statement on Reasonable Accommodations

RIT is committed to providing reasonable accommodations to students with disabilities. If you would like to request accommodations such as special seating or testing modifications due to a disability, please contact the Disability Services Office. It is located in the Student Alumni Union, Room 1150; the website is www.rit.edu/dso. After you receive accommodation approval, it is imperative that you see me during office hours so that we can work out whatever arrangement is necessary.

Attendance

This course will be conducted like a business with strict adherence to deadlines. Attendance is therefore required during scheduled times. With that said, illness and weather may be problematic during the course of a semester and are understandable. If you are unable to attend a class due to illness or weather, notification by email to the instructor PRIOR to the start of class is required. While this may constitute an excusable absence, students are still responsible for any work missed and assignments that are due during that time.

Absences:
After Two (2) absences of scheduled classes, One (1) letter grade may be subtracted from your total grade for the course. Three (3) may result in Two (2) letter grades subtracted from your total grade for the course. Four (4) or more absences may result in the failure of the course.

Repeated tardiness:
Classes will begin on-time. If you are late it is disruptive to the entire class. Repeated tardiness will result in the loss of points on assignments worked on during that time. Like absences, prior notice should be given when possible. Talk to me, sometimes things do happen that are out of our control.
Grading

This class combines both lecture and studio time in a classroom setting, the grading will reflect participation and effort in both sections. It is necessary to participate in discussions as well as completing all written assignments and projects on-time.

Criteria for grading assignments

1. Participation during class
2. Demonstration of visual and conceptual understanding
3. On-time completion of written assignments
4. On-time completion of assignments

A / A-
Excellent: Superior work, effort and participation. Work goes above and beyond the standard. All requirements are fulfilled and all work is submitted on-time or early.

B+ / B / B-
Good: Above average work, effort and participation. All requirements are fulfilled and all work is submitted on-time.

C+ / C / C-
Fair: Satisfactory/Average work, effort and participation. Most requirements are fulfilled and most work is submitted on-time.

D+ / D / D-
Poor: Un-satisfactory/Below average work, effort and participation. Most requirements are not fulfilled and most work is not submitted on-time.

NOTE: The abuse of the attendance policy may also effect grading criteria.

Suggested Readings


Type, image, message: merging pictures and ideas: a graphic design layout workshop. Nancy Skolos and Thomas Wedell, 2006, Rockport Publishers

Type & image: the language of graphic design. Philip B. Meggs, 1989, Van Nostrand Reinhold
<table>
<thead>
<tr>
<th>Course Syllabus</th>
<th>Photography in Graphic Design</th>
<th>John E. Dyer / 585.503.4270</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GRDE XXX / Fall 2015 / Booth XXXX</td>
<td>Email: <a href="mailto:jed2971@rit.edu">jed2971@rit.edu</a></td>
</tr>
<tr>
<td></td>
<td>Tues. 8:00-10:00 am / Thurs. 8:00-11:00 am</td>
<td>Office: Booth 3510</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Course Schedule</th>
<th>*Schedule Subject to Change</th>
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</thead>
<tbody>
<tr>
<td><strong>Week One</strong></td>
<td></td>
</tr>
<tr>
<td>August 25</td>
<td>Course Introduction and Expectations</td>
</tr>
<tr>
<td>August 27</td>
<td>Assign first Written Discussion Questions</td>
</tr>
<tr>
<td><strong>Week Two</strong></td>
<td></td>
</tr>
<tr>
<td>September 1</td>
<td>The Invention of Photography and its Impact on Design</td>
</tr>
<tr>
<td>September 3</td>
<td>First Written Assignment Discussion</td>
</tr>
<tr>
<td><strong>Week Three</strong></td>
<td></td>
</tr>
<tr>
<td>September 8</td>
<td>Photography and the Printing Process</td>
</tr>
<tr>
<td>September 10</td>
<td>Assign second Written Discussion Questions</td>
</tr>
<tr>
<td><strong>Week Four</strong></td>
<td></td>
</tr>
<tr>
<td>September 15</td>
<td>Photoshop Tutorials (if requested)</td>
</tr>
<tr>
<td>September 17</td>
<td>Second Written Assignment Discussion</td>
</tr>
<tr>
<td><strong>Week Five</strong></td>
<td></td>
</tr>
<tr>
<td>September 22</td>
<td>The Influence of Modern Art</td>
</tr>
<tr>
<td>September 24</td>
<td>Workday</td>
</tr>
<tr>
<td><strong>Week Six</strong></td>
<td></td>
</tr>
<tr>
<td>September 29</td>
<td>InDesign Tutorials (if requested)</td>
</tr>
<tr>
<td>October 1</td>
<td>Critique and Discussion</td>
</tr>
<tr>
<td><strong>Week Seven</strong></td>
<td></td>
</tr>
<tr>
<td>October 6</td>
<td>Russian Suprematism and Constructivism</td>
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<tr>
<td>October 8</td>
<td>Workday</td>
</tr>
<tr>
<td><strong>Week Eight</strong></td>
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</tr>
<tr>
<td>October 13</td>
<td>No Class (Follow Monday Schedule)</td>
</tr>
<tr>
<td>October 15</td>
<td>Critique and Discussion</td>
</tr>
<tr>
<td><strong>Week Nine</strong></td>
<td></td>
</tr>
<tr>
<td>October 20</td>
<td>The Swiss Movement</td>
</tr>
<tr>
<td>October 22</td>
<td>Workday</td>
</tr>
<tr>
<td><strong>Week Ten</strong></td>
<td></td>
</tr>
<tr>
<td>October 27</td>
<td>Tutorials by request</td>
</tr>
<tr>
<td>October 29</td>
<td>Critique and Discussion</td>
</tr>
<tr>
<td><strong>Week Eleven</strong></td>
<td></td>
</tr>
<tr>
<td>November 3</td>
<td>The New York School</td>
</tr>
<tr>
<td>November 5</td>
<td>Workday</td>
</tr>
<tr>
<td><strong>Week Twelve</strong></td>
<td></td>
</tr>
<tr>
<td>November 10</td>
<td>Tutorials by request</td>
</tr>
<tr>
<td>November 12</td>
<td>Critique and Discussion</td>
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<tr>
<td><strong>Week Thirteen</strong></td>
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<tr>
<td>November 17</td>
<td>Editorial Design</td>
</tr>
<tr>
<td>November 19</td>
<td>Workday</td>
</tr>
<tr>
<td><strong>Week Fourteen</strong></td>
<td></td>
</tr>
<tr>
<td>November 24</td>
<td>Critique and Discussion</td>
</tr>
<tr>
<td>November 26</td>
<td>No Class (Thanksgiving Break)</td>
</tr>
<tr>
<td><strong>Week Fifteen</strong></td>
<td></td>
</tr>
<tr>
<td>December 1</td>
<td>Designing for a Cause</td>
</tr>
<tr>
<td>December 3</td>
<td>Workday</td>
</tr>
<tr>
<td><strong>Week Sixteen</strong></td>
<td></td>
</tr>
<tr>
<td>December 8</td>
<td>Designing for an Online World</td>
</tr>
<tr>
<td>December 10</td>
<td>No Classes (Reading Day)</td>
</tr>
<tr>
<td><strong>Week Seventeen</strong></td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>Finals Week</td>
</tr>
<tr>
<td></td>
<td>Final Critique / All Revised Work Due</td>
</tr>
</tbody>
</table>
Appendix G
Online Peer Feedback
Listed In Chronological Order

Baby Can Wait
Laura Knab
Excellent example. You were very clear with what you changed to make the composition better. Definitely right about the length of the story, it was hard to force myself to read the ENTIRE thing, and I probably wouldn’t have if I had been even remotely busy. Great job!

Building the Right Hierarchy for Your Design
Brittany Norton
While I’ve always used hierarchy in my artwork (mostly unknowingly), I’ve noticed I struggle with it in my web design. This video was very clear and broke down all the elements that have now helped me understand how I can correct the hierarchy problems with my website. Thanks for the help!

Choosing the Right Photograph for the Right Occasion
Jordon Reading
Hi John!
Keli sent me a link to your thesis asking to give feedback. I haven’t been able to watch this video yet (but I will) — but just by glancing through I like the direction of this.
The one thing you might consider adding would be some information on copyright laws and use of stock imagery/other photographers work — such as model releases, impression limitations, etc..
I see it all too often — designers who don’t understand these conditions and they either improperly use photography or they do themselves a disservice and avoid it all together.
If this information is already included in the video, maybe add it into the description so that this content is not overlooked.

Teen Pregnancy Ad
Keli
Very effective to show the before/after. Easy to see when side by side. Watch spelling in before ad.

Baby Can Wait
Keli
Much better solution on the right hand one. When I first saw the one with type all over it, I panicked! Much more legible – too bad you can’t remove some of the text. Nice use of shadow.

Perception Book Cover
Keli
I could almost see it without the image of the woman. The hammer and sickle make me wonder what it’s about, and let me know it has something to do with the Soviet Union. The woman is a little distracting, maybe make her in shadow?

Royal Navy Ad
Keli
I don’t really understand the message of the ad, it does have good hierarchy and the imagery is kind of interesting. I don’t know that the head/subhead are really effective in relaying the message. The imagery is a little dark . . .
Teen Pregnancy Ad
Jordan Reading
Aside from the lack of contrast between the type and image (the uppercase doesn’t bother me), I think the true problem with this ad is it doesn’t clearly communicate ‘teenage’ pregnancy.
At first glance, I read it as pregnancy in general should be disturbing — and honestly got slightly offended. This may be remedied with different copywriting, and I agree with you — the call-to-action should be a bit more prominent.
I think in this case you might want to talk about the visual rhetoric on the image. (i.e., the unidentified male, with no context to environment, has facial hair and sagging pants. This doesn’t convince me, the viewer, that he is a teenager so I don’t come to the conclusion that this ad is about teenage pregnancy — but about pregnancy in general.)

Choosing the Right Photograph for the Right Occasion
Keli
Nice job on the graphics of the video.
Good points from Jordan. Maybe discussing “how” to use stock photos and royalty free vs. limited use vs. extended use, etc.

First Things First
Keli
I like how you used this in your video as well, and the content of the photo. Maybe here you could show a comparison of different uses: hair product, this ad, etc

New York Laundry
Keli
I’m glad you removed the headline since there are no stripes in the ad! Much better layout in the revised edition.

Choosing the Right Photograph for the Right Occasion
Chao
Like the opening title you made for the videos. For this video, I think the part you show the photo first and then the photo on a poster (2’18”) works really well, clear and effective.

New York Laundry
Lila
I definitely think the headline is misleading, great change to removing the stripes part. Making small, simple changes can make a big difference.

Choosing the Right Photograph for the Right Occasion
Jim Parrillo
Great discussion! Very clear and effective. So many times I’ve seen poor choices of photography where the designer missed the message of the photo. I have also seen some designs that just SCREAM “stock photography.” And others where I know the designer used stock, but made modifications to clean up the images in order to fit better. I’d love to see some techniques and future posts for preparing images to make them fit better within a design concept. I’d also love to learn more about how designers can protect their copyrights on images that may get uploaded to the web.
Thanks!
Choosing the Right Photograph for the Right Occasion
Tejal
Hi John,
Great Job! I believe you have created an effective resource for design students / creatives. I feel the videos serve their purpose well. Although, you have effectively demonstrated how to use photography in design; I feel typography is a big part of good design and most people mess it up. I good article or video, that helps designers understand typefaces and usage based on clients and projects may serve as a good resource for your audience. Overall nice videos

Choosing the Right Photograph for the Right Occasion
Shubhneek Dhillon
Your project is really helpful to create effective advertisements. I feel it is a must to understand the usage of space not only respects the work of a photographer but also engages the audience to it with best possible placement of copy. Many creatives (students/amateurs) can learn from your website and make great artwork.

Choosing the Right Photograph for the Right Occasion
Jacob Pilter
I think the way you very effectively approach and break down some of the more complex concepts and ideas is great. Your approach presents the concepts in a very understandable and manageable manner. This is a wonderful resource for students entering the field as well as students and/or professionals that are hesitant to use photography. I agree with Jordan’s comment regarding the legal aspects of using photography. I can definitely see either a link or separate article regarding this as an asset for any user.

Using an Existing Photograph, Logo and Copy
Jacob Pilter
Your thesis really helps to address a problem that a lot of designers and non-designers face exposing where images, typography and other elements fight each other rather than help each other. I like how the specific problems are addressed with examples and solutions are revealed. Overall your thesis provides a very dynamic learning experience.

Choosing the Right Photograph for the Right Occasion
Marina Minnikova
I think this is a great source for both designers and non-designers. I appreciate the simplicity of the videos, they are easy to follow and understand. I believe that students can learn a great deal from your videos. You clearly identified and highlighted the main points of the design problems. Overall great learning resource!!!
## Appendix H

Imagine RIT
Surveys

### Survey

**Imagine RIT 2015**

<table>
<thead>
<tr>
<th>Background</th>
<th>Age</th>
<th>Gender</th>
<th>M</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have any previous graphic design training?</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</tr>
<tr>
<td>Have you worked in the design field?</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</table>

### Video Tutorials

*Please rate the following questions (1 = Worst, 5 = Best)*

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<th></th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Were the videos professionally made?</td>
<td></td>
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<tr>
<td>Were the videos clear and to the point?</td>
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</tr>
<tr>
<td>Would you like to see more video tutorials like these?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
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<tr>
<td>Additional Comments:</td>
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### Website

**Ease of Use**
Was navigation simple and understandable?

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<th>4</th>
<th>5</th>
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</table>

**Readability**
Were you able to effortlessly read text on screen?

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<tr>
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<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
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</table>

**Overall Design**
Do you think the site was well designed?

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<th>4</th>
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</table>

**Learning Opportunity**
Do you think the content of the site was informative?

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<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
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| Additional Comments: | |

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2 May 2015

Photography in Design
### Survey
#### Imagine RIT 2015

<table>
<thead>
<tr>
<th><strong>Background</strong></th>
<th><strong>Age</strong></th>
<th><strong>Gender</strong></th>
<th><strong>M</strong></th>
<th><strong>F</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have any previous graphic design training?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you worked in the design field?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th><strong>Video Tutorials</strong></th>
<th><strong>Please rate the following questions</strong></th>
<th><strong>(1 = Worst, 5 = Best)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Were the videos professionally made?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Were the videos clear and to the point?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Would you like to see more video tutorials like these?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Additional Comments:</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Website</strong></th>
<th><strong>Ease of Use</strong></th>
<th><strong>Readability</strong></th>
<th><strong>Overall Design</strong></th>
<th><strong>Learning Opportunity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Was navigation simple and understandable?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Were you able to effortlessly read text on screen?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Do you think the site was well designed?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Do you think the content of the site was informative?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Additional Comments:</td>
<td></td>
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2 May 2015

Photography in Design
# IMAGINE RIT

## Survey

Imagine RIT 2015

### Background

<table>
<thead>
<tr>
<th>Age</th>
<th>Gender</th>
<th>M</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td></td>
<td>M</td>
<td>F</td>
</tr>
</tbody>
</table>

- Do you have any previous graphic design training? Yes | No
- Have you worked in the design field? Yes | No

### Video Tutorials

Please rate the following questions  
(1 = Worst, 5 = Best)

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were the videos professionally made?</td>
<td>4</td>
</tr>
<tr>
<td>Were the videos clear and to the point?</td>
<td>4</td>
</tr>
<tr>
<td>Would you like to see more video tutorials like these?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Additional Comments:

### Website

- **Ease of Use**
  - Was navigation simple and understandable? 4

- **Readability**
  - Were you able to effortlessly read text on screen? 4

- **Overall Design**
  - Do you think the site was well designed? 4

- **Learning Opportunity**
  - Do you think the content of the site was informative? 4

Additional Comments:

---

2 May 2015

Photography in Design
**IMAGINE RIT**
	INNOVATION + CREATIVITY FESTIVAL

**Survey**
Imagine RIT 2015

**Background**
- Age: 54
- Gender: M

- Do you have any previous graphic design training?  Yes
- Have you worked in the design field?  Yes

**Video Tutorials**
*Please rate the following questions (1 = Worst, 5 = Best)*

- Were the videos professionally made? 5
- Were the videos clear and to the point? 5
- Would you like to see more video tutorials like these? Yes

**Website**

**Ease of Use**
- Was navigation simple and understandable? 5

**Readability**
- Were you able to effortlessly read text on screen? 5

**Overall Design**
- Do you think the site was well designed? 5

**Learning Opportunity**
- Do you think the content of the site was informative? 5

**Additional Comments:**

> Very informative.

> Had no idea how involved the whole process is.

---

2 May 2015

Photography in Design
Survey
Imagine RIT 2015

Background
Age 29  Gender M  F

Do you have any previous graphic design training?  Yes  No
Have you worked in the design field?  Yes  No

Video Tutorials
Please rate the following questions  (1 = Worst, 5 = Best)
Were the videos professionally made?  1  2  3  4  5
Were the videos clear and to the point?  1  2  3  4  5
Would you like to see more video tutorials like these?  Yes  No

Additional Comments:
Very interesting and useful

Website
Ease of Use
Was navigation simple and understandable?  1  2  3  4  5

Readability
Were you able to effortlessly read text on screen?  1  2  3  4  5

Overall Design
Do you think the site was well designed?  1  2  3  4  5

Learning Opportunity
Do you think the content of the site was informative?  1  2  3  4  5

Additional Comments:
Great job!

2 May 2015
Photography in Design
Survey
Imagine RIT 2015

Background
Age ☐ ☐ Gender (M) ☐ (F) ☐

Do you have any previous graphic design training? ☐ Yes ☐ No

Have you worked in the design field? ☐ Yes ☐ No

Video Tutorials
Please rate the following questions (1 = Worst, 5 = Best)

Were the videos professionally made? 1 2 3 4 5
Were the videos clear and to the point? 1 2 3 4 5
Would you like to see more video tutorials like these? ☐ Yes ☐ No

Additional Comments:

Website
Ease of Use
Was navigation simple and understandable? 1 2 3 4 5

Readability
Were you able to effortlessly read text on screen? 1 2 3 4 5

Overall Design
Do you think the site was well designed? 1 2 3 4 5

Learning Opportunity
Do you think the content of the site was informative? 1 2 3 4 5

Additional Comments:
I'd highlight your video content. Work on information architecture.

2 May 2015

Photography in Design
**Survey**
Imagine RIT 2015

**Background**

<table>
<thead>
<tr>
<th>Age</th>
<th>Gender</th>
<th>Do you have any previous graphic design training?</th>
<th>Have you worked in the design field?</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>M</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Video Tutorials**

*Please rate the following questions (1 = Worst, 5 = Best)*

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were the videos professionally made?</td>
<td>4</td>
</tr>
<tr>
<td>Were the videos clear and to the point?</td>
<td>4</td>
</tr>
<tr>
<td>Would you like to see more video tutorials like these?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Additional Comments:

________________________________________________________________________

**Website**

*Ease of Use*
Was navigation simple and understandable? 1 2 3 4 5

*Readability*
Were you able to effortlessly read text on screen? 1 2 3 4 5

*Overall Design*
Do you think the site was well designed? 1 2 3 4 5

*Learning Opportunity*
Do you think the content of the site was informative? 1 2 3 4 5

Additional Comments:

________________________________________________________________________

2 May 2015

Photography in Design
**Survey**

**Imagine RIT 2015**

**Background**

<table>
<thead>
<tr>
<th>Age</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
<td><strong>F</strong></td>
</tr>
</tbody>
</table>

- Do you have any previous graphic design training? **Yes**  **No**
- Have you worked in the design field? **Yes**  **No**

**Video Tutorials**

*Please rate the following questions (1 = Worst, 5 = Best)*

- Were the videos professionally made? 1 2 3 4 5
- Were the videos clear and to the point? 1 2 3 4 5
- Would you like to see more video tutorials like these? **Yes**  **No**

Additional Comments:

- Note: easier to transfer from video back to website

**Website**

- **Ease of Use**
  - Was navigation simple and understandable? 1 2 3 4 5
- **Readability**
  - Were you able to effortlessly read text on screen? 1 2 3 4 5
- **Overall Design**
  - Do you think the site was well designed? 1 2 3 4 5
- **Learning Opportunity**
  - Do you think the content of the site was informative? 1 2 3 4 5

Additional Comments:

- Good information & well received
Survey
Imagine RIT 2015

Background
Age 28 Gender M (F)

Do you have any previous graphic design training? Yes No

Have you worked in the design field? Yes No

Video Tutorials
Please rate the following questions (1 = Worst, 5 = Best)

Were the videos professionally made? 1 2 3 4 5
Were the videos clear and to the point? 1 2 3 4 5
Would you like to see more video tutorials like these? Yes No

Additional Comments:
You have identified a need in educational training. Many people overlook the connection of photography and design. It's often one or the other.

Website
Ease of Use
Was navigation simple and understandable? 1 2 3 4 5

Readability
Were you able to effortlessly read text on screen? 1 2 3 4 5

Overall Design
Do you think the site was well designed? 1 2 3 4 5

Learning Opportunity
Do you think the content of the site was informative? 1 2 3 4 5

Additional Comments:
Site was well built & offensive.

2 May 2015
Photography in Design
### Visual Media Undergrad Major
- Frank Cost

#### IMAGINE RIT
ImaginRIT 2015

<table>
<thead>
<tr>
<th>Background</th>
<th>Age: 22</th>
<th>Gender: M</th>
<th>Do you have any previous graphic design training?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Have you worked in the design field?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

#### Video Tutorials
*Please rate the following questions (1 = Worst, 5 = Best)*

- Were the videos professionally made? 1 2 3 5 5
- Were the videos clear and to the point? 1 2 3 5 5
- Would you like to see more video tutorials like these? Yes | No

**Additional Comments:**

#### Website

**Ease of Use**
*Was navigation simple and understandable?*

1 2 3 4 5

**Readability**
*Were you able to effortlessly read text on screen?*

1 2 3 4 5

**Overall Design**
*Do you think the site was well designed?*

1 2 3 4 5

**Learning Opportunity**
*Do you think the content of the site was informative?*

1 2 3 4 5

**Additional Comments:**

Great idea - I like that you not only show effective designs but ineffective designs - both examples are useful!

Photography in Design

2 May 2015
## Survey
Imagining RIT 2015

### Background
- **Age**: 24
- **Gender**: F
- **Do you have any previous graphic design training?**
  - Yes
  - No
- **Have you worked in the design field?**
  - Yes
  - No

### Video Tutorials
*Please rate the following questions (1 = Worst, 5 = Best)*
- **Were the videos professionally made?**
  - 1
  - 2
  - 3
  - 4 (5)
- **Were the videos clear and to the point?**
  - 1
  - 2
  - 3
  - 4 (5)
- **Would you like to see more video tutorials like these?**
  - Yes
  - No

### Additional Comments:

### Website

#### Ease of Use
- **Was navigation simple and understandable?**
  - 1
  - 2
  - 3 (5)
  - 4

#### Readability
- **Were you able to effortlessly read text on screen?**
  - 1
  - 2
  - 3
  - 4 (5)

#### Overall Design
- **Do you think the site was well designed?**
  - 1
  - 2
  - 3
  - 4 (5)

#### Learning Opportunity
- **Do you think the content of the site was informative?**
  - 1
  - 2
  - 3
  - 4 (5)

### Additional Comments:

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2 May 2015

Photography in Design
**Survey**  
Imagine RIT 2015

### Background
- **Age**: 42  
- **Gender**: M

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have any previous graphic design training?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you worked in the design field?</td>
<td></td>
<td></td>
</tr>
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</table>

### Video Tutorials
*Please rate the following questions (1 = Worst, 5 = Best)*

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were the videos professionally made?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were the videos clear and to the point?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you like to see more video tutorials like these?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Website

#### Ease of Use
- Was navigation simple and understandable?  

#### Readability
- Were you able to effortlessly read text on screen?  

#### Overall Design
- Do you think the site was well designed?  

#### Learning Opportunity
- Do you think the content of the site was informative?  

### Additional Comments:

---

2 May 2015  
Photography in Design
**Survey**
Imagine RIT 2015

**Background**

<table>
<thead>
<tr>
<th>Age</th>
<th>Gender</th>
<th>M</th>
<th>F</th>
</tr>
</thead>
</table>

Do you have any previous graphic design training?  
Yes | No

Have you worked in the design field?  
Yes | No

**Video Tutorials**

*Please rate the following questions (1 = Worst, 5 = Best)*

<table>
<thead>
<tr>
<th>Question</th>
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<tr>
<td>Were the videos professionally made?</td>
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<tr>
<td>Were the videos clear and to the point?</td>
<td>5</td>
</tr>
<tr>
<td>Would you like to see more video tutorials like these?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Website**

*Ease of Use*

Was navigation simple and understandable?  
1 2 3 4 5

*Readability*

Were you able to effortlessly read text on screen?  
1 2 3 4 5

*Overall Design*

Do you think the site was well designed?  
1 2 3 4 5

*Learning Opportunity*

Do you think the content of the site was informative?  
1 2 3 4 5

**Additional Comments:**

______________________________________________________________________________

2 May 2015

Photography in Design
**Survey**  
Imagine RIT 2015

<table>
<thead>
<tr>
<th>Background</th>
</tr>
</thead>
</table>
| Age 43 | Gender M (F)  
| Do you have any previous graphic design training? Yes No |  
| Have you worked in the design field? Yes No |  

<table>
<thead>
<tr>
<th>Video Tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate the following questions (1 = Worst, 5 = Best)</td>
</tr>
<tr>
<td>Were the videos professionally made? 1 2 3 4 5</td>
</tr>
<tr>
<td>Were the videos clear and to the point? 1 2 3 4 5</td>
</tr>
<tr>
<td>Would you like to see more video tutorials like these? Yes No</td>
</tr>
<tr>
<td>Additional Comments:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ease of Use</td>
</tr>
<tr>
<td>Readability</td>
</tr>
<tr>
<td>Overall Design</td>
</tr>
<tr>
<td>Learning Opportunity</td>
</tr>
<tr>
<td>Additional Comments:</td>
</tr>
</tbody>
</table>

2 May 2015  
Photography in Design
Survey
Imagine RIT 2015

Background
Age 27
Gender M

Do you have any previous graphic design training? Yes No
Have you worked in the design field? Yes No

Video Tutorials
Please rate the following questions (1 = Worst, 5 = Best)
Were the videos professionally made? 1 2 3 4 5
Were the videos clear and to the point? 1 2 3 4 5
Would you like to see more video tutorials like these? Yes No
Additional Comments: Good work!

Website
Ease of Use
Was navigation simple and understandable? 1 2 3 4 5

Readability
Were you able to effortlessly read text on screen? 1 2 3 4 5

Overall Design
Do you think the site was well designed? 1 2 3 4 5

Learning Opportunity
Do you think the content of the site was informative? 1 2 3 4 5

Additional Comments:

2 May 2015
Photography in Design
**Survey**
Imagine RIT 2015

<table>
<thead>
<tr>
<th>Background</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Age</td>
<td>P</td>
</tr>
<tr>
<td>Gender</td>
<td>M</td>
</tr>
</tbody>
</table>

Do you have any previous graphic design training?  Yes  No
Have you worked in the design field?  Yes  No

<table>
<thead>
<tr>
<th>Video Tutorials</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate the following questions (1 = Worst, 5 = Best)</td>
<td></td>
</tr>
<tr>
<td>Were the videos professionally made?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Were the videos clear and to the point?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Would you like to see more video tutorials like these?</td>
<td>Yes  No</td>
</tr>
<tr>
<td>Additional Comments:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Website</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ease of Use</strong></td>
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<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Readability</strong></td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Overall Design</strong></td>
<td></td>
</tr>
<tr>
<td>Do you think the site was well designed?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Learning Opportunity</strong></td>
<td></td>
</tr>
<tr>
<td>Do you think the content of the site was informative?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Additional Comments:</td>
<td></td>
</tr>
</tbody>
</table>

2 May 2015
Photography in Design
Survey
Imagine RIT 2015

Background
Age 18
Gender M F

Do you have any previous graphic design training? Yes No

Have you worked in the design field? Yes No

Video Tutorials
Please rate the following questions (1 = Worst, 5 = Best)

Were the videos professionally made? 1 2 3 4 5
Were the videos clear and to the point? 1 2 3 4 5
Would you like to see more video tutorials like these? Yes No

Additional Comments:

Website
Ease of Use
Was navigation simple and understandable? 1 2 3 4 5

Readability
Were you able to effortlessly read text on screen? 1 2 3 4 5

Overall Design
Do you think the site was well designed? 1 2 3 4 5

Learning Opportunity
Do you think the content of the site was informative? 1 2 3 4 5

Additional Comments:

2 May 2015

Photography in Design
Survey
Imagine RIT 2015

Background
Age 11
Gender M

Do you have any previous graphic design training? Yes No
Have you worked in the design field? Yes No

Video Tutorials
Please rate the following questions (1 = Worst, 5 = Best)

Were the videos professionally made? 1 2 3 4 5
Were the videos clear and to the point? 1 2 3 4 5
Would you like to see more video tutorials like these? Yes No

Additional Comments:
I like turtles.

Website
Ease of Use
Was navigation simple and understandable? 1 2 3 4 5

Readability
Were you able to effortlessly read text on screen? 1 2 3 4 5

Overall Design
Do you think the site was well designed? 1 2 3 4 5

Learning Opportunity
Do you think the content of the site was informative? 1 2 3 4 5

Additional Comments:
Turtles

2 May 2015
Photography in Design
# Survey

**Imagine RIT 2015**

## Background

<table>
<thead>
<tr>
<th>Age</th>
<th>Gender</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td></td>
<td>F</td>
</tr>
</tbody>
</table>

**Do you have any previous graphic design training?**

- Yes [ ]
- No [x]

**Have you worked in the design field?**

- Yes [ ]
- No [x]

## Video Tutorials

*Please rate the following questions (1 = Worst, 5 = Best)*

1. Were the videos professionally made?  [5]
2. Were the videos clear and to the point?  [5]
3. Would you like to see more video tutorials like these?  [x]

### Additional Comments:

> Volume or Head phones would be nice 😊

## Website

**Ease of Use**

- Was navigation simple and understandable?  [5]

**Readability**

- Were you able to effortlessly read text on screen?  [5]

**Overall Design**

- Do you think the site was well designed?  [5]

**Learning Opportunity**

- Do you think the content of the site was informative?  [5]

### Additional Comments:

> Reminds me of more interface.

**Photography in Design**

2 May 2015
**Survey**

**Imagine RIT 2015**

<table>
<thead>
<tr>
<th>Background</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>18</td>
</tr>
<tr>
<td>Gender</td>
<td>M</td>
</tr>
</tbody>
</table>

- Do you have any previous graphic design training?  Yes [ ] No [X]  
- Have you worked in the design field?  Yes [ ] No [X]  

**Video Tutorials**

*Please rate the following questions (1 = Worst, 5 = Best)*

- Were the videos professionally made?  1  2  3  4  5  
- Were the videos clear and to the point?  1  2  3  4  5  
- Would you like to see more video tutorials like these?  Yes [ ] No [X]  

Additional Comments:

________________________________________________________________________________________

**Website**

**Ease of Use**
- Was navigation simple and understandable?  1  2  3  4  5  

**Readability**
- Were you able to effortlessly read text on screen?  1  2  3  4  5  

**Overall Design**
- Do you think the site was well designed?  1  2  3  4  5  

**Learning Opportunity**
- Do you think the content of the site was informative?  1  2  3  4  5  

Additional Comments:

________________________________________________________________________________________

2 May 2015

Photography in Design
### Survey

**Imagine RIT 2015**

#### Background

<table>
<thead>
<tr>
<th>Age</th>
<th>Gender</th>
<th>Do you have any previous graphic design training?</th>
<th>Have you worked in the design field?</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>M</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### Video Tutorials

*Please rate the following questions (1 = Worst, 5 = Best)*

1. Were the videos professionally made? 2
2. Were the videos clear and to the point? 5
3. Would you like to see more video tutorials like these? Yes

Additional Comments:

*The informative aspect is great but graphics are centered and over the top.*

#### Website

<table>
<thead>
<tr>
<th>Ease of Use</th>
<th>Readability</th>
<th>Overall Design</th>
<th>Learning Opportunity</th>
</tr>
</thead>
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<td>Was navigation simple and understandable?</td>
<td>Were you able to effortlessly read text on screen?</td>
<td>Do you think the site was well designed?</td>
<td>Do you think the content of the site was informative?</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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</table>

Additional Comments:

Photography in Design

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2 May 2015
# Survey
## Imagine RIT 2015

**Background**

<table>
<thead>
<tr>
<th>Age</th>
<th>Gender M</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>✔️</td>
</tr>
</tbody>
</table>

- Do you have any previous graphic design training?  
  - Yes ☑️  
  - No

- Have you worked in the design field?  
  - Yes ☑️  
  - No

**Video Tutorials**

*Please rate the following questions (1 = Worst, 5 = Best)*

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were the videos professionally made?</td>
<td>✔️ 5</td>
</tr>
<tr>
<td>Were the videos clear and to the point?</td>
<td>✔️ 5</td>
</tr>
<tr>
<td>Would you like to see more video tutorials like these?</td>
<td>☑️ Yes</td>
</tr>
</tbody>
</table>

**Website**

- **Ease of Use**
  - Was navigation simple and understandable?  
    - 1 2 3 4 ✔️ 5

- **Readability**
  - Were you able to effortlessly read text on screen?  
    - 1 2 3 4 ✔️ 5

- **Overall Design**
  - Do you think the site was well designed?  
    - 1 2 3 ✔️ 4 5

- **Learning Opportunity**
  - Do you think the content of the site was informative?  
    - 1 2 3 4 ✔️ 5

**Additional Comments:**

I think the website contains several font size, especially the Tags port. Sometimes it makes me hard to read.

---

2 May 2015

Photography in Design
Survey  
Imagine RIT 2015  

**Background**  
Age 25  
Gender M F  
Do you have any previous graphic design training? Yes No  
Have you worked in the design field? Yes No  

**Video Tutorials**  
Please rate the following questions (1 = Worst, 5 = Best)  
Were the videos professionally made? 1 2 3 4 5  
Were the videos clear and to the point? 1 2 3 4 5  
Would you like to see more video tutorials like these? Yes No  
Additional Comments:  

**Website**  
Ease of Use  
Was navigation simple and understandable? 1 2 3 4 5  
Readability  
Were you able to effortlessly read text on screen? 1 2 3 4 5  
Overall Design  
Do you think the site was well designed? 1 2 3 4 5  
Learning Opportunity  
Do you think the content of the site was informative? 1 2 3 4 5  
Additional Comments:  
The website is pretty clean and helpful.  
I like the "Tags" section, users can see where they went faster via click these key words.  

2 May 2015
Survey
Imagine RIT 2015

Background
Age 26  Gender M F
Do you have any previous graphic design training? Yes No
Have you worked in the design field? Yes No

Video Tutorials
Please rate the following questions (1 = Worst, 5 = Best)
Were the videos professionally made? 1 2 3 4 5
Were the videos clear and to the point? 1 2 3 4 5
Would you like to see more video tutorials like these? Yes No

Additional Comments:
This is something much needed within the VCD program

Website
Ease of Use
Was navigation simple and understandable? 1 2 3 4 5

Readability
Were you able to effortlessly read text on screen? 1 2 3 4 5

Overall Design
Do you think the site was well designed? 1 2 3 4 5

Learning Opportunity
Do you think the content of the site was informative? 1 2 3 4 5

Additional Comments:
Great job

2 May 2015
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Survey
Imagine RIT 2015

**Background**

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Do you have any previous graphic design training?  
Yes  No

Have you worked in the design field?  
Yes  No

**Video Tutorials**

*Please rate the following questions: (1 = Worst, 5 = Best)*

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<tr>
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Additional Comments:

**Website**

**Ease of Use**

Was navigation simple and understandable?  
1  2  3  4  5

**Readability**

Were you able to effortlessly read text on screen?  
1  2  3  4  5

**Overall Design**

Do you think the site was well designed?  
1  2  3  4  5

**Learning Opportunity**

Do you think the content of the site was informative?  
1  2  3  4  5

Additional Comments:

2 May 2015

Photography in Design
### Survey
#### Imagine RIT 2015

**Background**

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Do you have any previous graphic design training?  
Yes | No

Have you worked in the design field?  
Yes | No

**Video Tutorials**

Please rate the following questions  
(1 = Worst, 5 = Best)

<table>
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Additional Comments:

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**Website**

#### Ease of Use

Was navigation simple and understandable?  
1 | 2 | 3 | 4 | 5

#### Readability

Were you able to effortlessly read text on screen?  
1 | 2 | 3 | 4 | 5

#### Overall Design

Do you think the site was well designed?  
1 | 2 | 3 | 4 | 5

#### Learning Opportunity

Do you think the content of the site was informative?  
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Additional Comments:

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2 May 2015  
Photography in Design
Survey
Imagine RIT 2015

Background
Age 26
Gender M F

Do you have any previous graphic design training? Yes No

Have you worked in the design field? Yes No

Video Tutorials
Please rate the following questions (1 = Worst, 5 = Best)

Were the videos professionally made? 1 2 3 4 5

Were the videos clear and to the point? 1 2 3 4 5

Would you like to see more video tutorials like these? Yes No

Additional Comments:
Good images and voice over.
Very professional.

Website
Ease of Use
Was navigation simple and understandable? 1 2 3 4 5

Readability
Were you able to effortlessly read text on screen? 1 2 3 4 5

Overall Design
Do you think the site was well designed? 1 2 3 4 5

Learning Opportunity
Do you think the content of the site was informative? 1 2 3 4 5

Additional Comments:
Tags widget looks messy
Good work!

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Survey
Imagine RIT 2015

Background
Age 45  Gender M (   )

- Do you have any previous graphic design training? Yes  No
- Have you worked in the design field? Yes  No

Video Tutorials
Please rate the following questions  (1 = Worst, 5 = Best)
- Were the videos professionally made? 1  2  3  4  5
- Were the videos clear and to the point? 1  2  3  4  5
- Would you like to see more video tutorials like these? Yes  No

Additional Comments:


Website
Ease of Use
Was navigation simple and understandable? 1  2  3  4  5

Readability
Were you able to effortlessly read text on screen? 1  2  3  4  5

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Do you think the site was well designed? 1  2  3  4  5

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Do you think the content of the site was informative? 1  2  3  4  5

Additional Comments:


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Bibliography


