

Introduction to Digital Communications

Media Type: Microsoft® PowerPoint® Presentation

Duration: 105 slides

Goal: To provide an introduction to digital communication and graphic design elements.

Description: This presentation examines the meaning and background of digital communication, including examples of devices and the process of digital communication. The Microsoft® PowerPoint® includes a description of the Shannon Weaver Model of communication and details of each component of the model, such as sender, message, media, encoding, noise, decoding, receiver and feedback. The various uses of graphic design in digital communication are explored. Students will be exposed to each of the design elements of text, graphics, headlines, color and white space. Finally, this presentation provides a summary of tips for layout design, as well as an introduction to manuscript editing, photo editing and video editing.

Objectives:

1. To define digital communication.
2. To outline appropriate media to deliver digital products.
3. To understand various forms of digital communication outlets.
4. To apply and evaluate graphic design and editing concepts in digital communication.



College & Career Readiness Anchor Standards for Writing

Writing Standards for Literacy in History/Social Studies & Technical Subjects	
Research to Build & Present Knowledge	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	<i>9-12.7</i> Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	<i>9-10.8</i> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	<i>9-12.9</i> Draw evidence from informational texts to support analysis, reflection, and research.
<i>11-12.8</i> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	

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College & Career Readiness Anchor Standards for Reading

Reading Standards for Literacy in Science & Technical Subjects	
Integration of Knowledge & Ideas	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	<i>9-10.7</i> Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically into words.
	<i>9-10.8</i> Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
	<i>11-12.7</i> Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Arts, A/V Technology & Communications Career Cluster (AR)

Cluster	Standard
Telecommunications Career Pathway (AR-TEL)	Demonstrate the use of telecommunications terminology, tools and test equipment.
	Demonstrate telecommunication installation processes using appropriate tools, materials, schematics, diagrams, blueprints and industry specific codes and regulations.
Visual Arts Career Pathway (AR-VIS)	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
	Analyze and create two and three-dimensional visual art forms using various media.

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Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

 **Slides 1-25**
Class 1: Distribute the *Introduction to Digital Communications Vocabulary Handout* for students to use as reference material during the presentation. Show the *Defining Digital Communication* segment followed by its *Assessment*.

Class 2: Distribute the *Digital Timeline Project* and allow students the remainder of class to work.

 **Slides 26-42**
Class 3: Remind students to continue using their *Vocabulary Handouts*. Show *The Digital Communication Devices* segment and allow students to complete the *Assessment*.

Class 4: Assign the *Digital Discussion Activity* and allow time for students to complete it.

Class 5: Assign the *Cell Phone Plan Brochure Project* and allow the remainder of class for students to work.

 **Slides 43-50**
Class 6: Remind students to continue to use the *Vocabulary Handout* as a reference. Show the *Communication Through E-Mail* segment and follow with its *Assessment*. Assign the *Beginners Guide to E-Mail Activity*.

 **Slides 51-69**
Class 7: Show the *Social Communication & Tools* segment and follow with its *Assessment*. Assign the *Web 2.0 Project*. Assign the *Twitter Activity* as homework.

Class 8: Allow the entire class for students to work on their *Project/Activities*.

 **Slides 70-87**
Class 9: Remind students to continue using the *Vocabulary Handout* as reference materials. Show slides 65 to 80 of the *Designing for Digital Communication* segment. Assign the *Colors Activity*.

 **Slides 88-105**
Class 10: Remind students to continue using their *Vocabulary Handout* as reference materials. Show slides 81 to 100 of the *Designing for Digital Communications* segment.

Class 11: Distribute the *Designing for Digital Communications Assessment* and allow time for students to complete it. Lead the class discussion so students can share their findings from the *Colors Activity*.

Class 12: Assign the *Advertisement Activity* and allow groups to work. Assign the *Create a Master Template Project* for homework.

Class 13: Provide instructions for the *Magazine Project* and *Design Project*. Allow students to choose one of these *Projects* to work on at home. Groups should share their *Web 2.0 Projects* with the class.

Class 14: Allow students the entire class to work on their *Projects/Activities*.

Class 15: Distribute the *Introduction to Digital Communications Final Assessment*. Groups should share their *Advertisement Activities* with the class.

Class 16: Students should share their *Create a Master Template Projects* with the class. Students should turn in all *Projects/Activities* by the end of class.

Lesson Links

Online Technology Learning Center

- <http://www.online.tusc.k12.al.us/tutorials/grdesign/grdesign.htm>

The Institute for Strategic Clarity

- <http://www.instituteforstrategicclarity.org>

Typography, Layout and Graphic Design

- <http://condor.depaul.edu/~dsimpson/pers/typography.html>

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BPA

- Digital Media Production
- Graphic Design Promotion

FBLA

- Business Presentation
- Desktop Publishing



Digital Discussion

Directions:

With your class, discuss advantages and limitations of owning a digital device, such as a cell phone or tablet. Come together as a class to discuss the following: advantages of owning a digital device, disadvantages of owning a digital device, SMS messaging, MMS messaging, Wi-Fi capabilities across devices, advantages and limitations of Wi-Fi, advantages and limitations of data usage, ability to download apps and limitations of apps on digital devices.

Beginners Guide to E-Mail

For this *Activity*, students will create a step-by-step guide for setting up electronic mail by researching and listing out the process for setting up an electronic mail account. Students will then create a step-by-step guide for beginners outlining the process. The guide may be on a single sheet of cardstock and should look like something an individual could pick up in an electronic store. Students should use creativity and design. Students should also include how electronic communication works using electronic mail.

Twitter

Directions:

If the school district allows the use of social networks, instruct the students to set up a Twitter[®] account. Students should then create a tweet of up to, but no more than, 140 characters concerning the “noise” or road blocks in communicating a message digitally. If students are unable set up a Twitter[®] account, instruct students to create the message on a word processing document. Students should share their tweets with you.

Colors

Directions:

Using any available resources, students should locate at least three examples of instances in which color evokes a specific feeling from them. Once gathered, divide the class into groups of three or four and allow groups to share images within their group and discuss if it evokes a similar feeling with the other group members. Lead a class discussion so groups can share their findings with the class.

Advertisement

Directions:

Divide the class into groups of three or four. Groups will select a movie or event which they all would like to attend. Groups should have their choice approved prior to beginning any work, so no two groups select the same movie or event. Using all available resources, students will create an advertisement for the movie or event using a computer imaging program. The advertisement should incorporate graphic design elements as its main focus. Lead a class discussion so groups can share their advertisement with the class.



Using the Career Connections Activity, allow students to explore the various careers associated with this lesson. See the Activity for more details. If student licenses have been purchased: Students will select the interviews to watch based on your directions. If only a teacher license is purchased: Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50303 Alex Burback, Graphic Artist, Sony Online Entertainment
- iCEV50331 Daniel Hutchinson, Graphic Designer, International Justice Mission
- iCEV50408 Mirhee Kim, Graphic Designer, Converse Marketing

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Projects

Digital Timeline

Directions:

Students will create a timeline of digital communication throughout history. Timelines should include at least ten digital communication events, including the invention of various digital devices, at least ten historical events which coincide with the digital communication points and provide details and list an example or photo for each event included on the timeline. Timelines should be created on a sheet of paper and have a citation sheet attached listing all sources used.

Cell Phone Plan Brochure

Directions:

Using the Internet, library or any other available resources, students will research all the different cell phone and data plans which are offered by cellular companies and create their own cell phone/data plan according to their research. Brochures should demonstrate the advantages of the plan, such as rates, cell phones, data usage, etc., while also including any limitations. Students should detail the plan in a brochure which could be passed out and shared with the class.

Web 2.0

Directions:

Divide the class into groups of three or four. Groups should research the various Web 2.0 tools which can be used to communicate with individuals on the Internet, such as blogs, wikis, forums. Remind groups to keep in mind all the different aspects, mechanics and features which are offered, such as instant messaging and chat. Once research has been conducted, groups should create a new Web 2.0 tool. Groups should include all the different attributes which it could possibly have and be sure to include one of the following: video/phone conferencing, screen sharing, live streaming and audio streaming. After groups have finished creating a new Web 2.0 tool, they should present it to the class.

Create a Master Template

Directions:

For this *Project*, students will be creating a set of templates which represents their favorite show. Before beginning, students should have their show approved by you. Remind students to NOT use a pre-made template. Using Microsoft® PowerPoint®, students will create a master template which represents their favorite television show. The template should be personalized with specific backgrounds, theme colors, fonts and effects and include a title slide, title and content slide, section header slide and a two content slide as well as a page number and date. Students should share their templates with the class.

Magazine

Directions:

Using all available resources, students should locate a popular magazine or newspaper article and demonstrate various design elements present in the document, including: use of white space, color, headline, graphics and text. Students should describe, in detail, each element found within the document.

Design

Directions:

Using all available resources, locate at least one good and one bad example of the following graphic design concepts: balance, proximity, alignment, repetition and contrast. Students should create a report which includes a copy of each example and a brief description of the corresponding concept. Remind students to attach a citation sheet listing all sources used.