

# Introduction to Digital Communications

**Media Type:** Microsoft® PowerPoint® Presentation

**Duration:** 78 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.

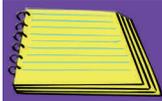
## Objectives:

1. To define digital communication.
2. To outline appropriate media to deliver digital products.
3. To effectively apply design elements in digital communication.
4. To evaluate graphic design and editing concepts.

## Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Language Arts	<i>Application of Writing Skills</i>	descriptive, informative, creative and persuasive writing; analyzing audiences; vocabulary enhancement
	<i>Analysis of Text, Literature and Information</i>	communication skills; developing listening and comprehension skills; creating visual representations
	<i>Technology Applications in Literature</i>	utilizing document and presentation processing software

# Introduction to Digital Communications



## Lesson Plan

**Class 1:** Begin the class by asking students to define “digital communication” in their own words. Discuss student perceptions. Distribute the *Introduction to Digital Communications Vocabulary Handout* and the *Introduction to Digital Communications Student Notes* for students to use as reference materials during the presentation. Show the *Defining Digital Communication* segment followed by its *Assessment*.



Slides  
1-13

**Class 2:** Review the content from the previous day. Show the *The Digital Communication Process* segment and allow students to complete the *Assessment*. Instruct students to complete the *Twitter Activity*.



Slides  
14-31

**Class 3:** Briefly review the previous segments and continue with the *Graphic Design in Digital Communication* segment. Later, distribute the corresponding *Assessment*. Instruct students to complete the *Colors Activity*. Allow the students to complete this activity during class.



Slides  
32-68

**Class 4:** Introduce the *Advertisement Activity*. Allow students the remainder of the class period to work on this activity. Provide instructions for the *Magazine Project* and *Design Project*. Allow students to choose one of these two projects to work on at home.

**Class 5:** Administer the *Introduction to Digital Communications Assessment*. Provide instructions for the *Timeline Project*. Allow the students to begin the project in 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>



## Career & Technical Student Organizations

### BPA

#### • Digital Media Production

- Demonstrate knowledge of digital media
- Demonstrate knowledge of graphic design including color, animation, audio and video
- The student will develop a visual communication tool utilizing various software applications related to digital production

#### • Graphic Design Promotion

- Demonstrate knowledge of graphic design and rules for layout
- Demonstrate effective use of color, lines, text, graphics, shapes, etc.
- Demonstrate the ability to present ideas to prospective customers illustrating reasoning and logic for the theme

### FBLA

#### • Business Presentation

#### • Desktop Publishing



## Career Connections

- 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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## Lab Activities

### Advertisement

#### Directions:

Divide students into groups of two or three. Each group should choose a movie or event that they would like to attend. Each group should create an advertisement for that movie or event using a computer imaging program. The advertisement should incorporate graphic design elements as its main focus.

### Colors

#### Directions:

Instruct students to find two or three examples of instances in which colors evoke specific feelings to them as consumers. They may find examples in newspapers, magazines or on websites. Examples of feelings include power, energy and passion, evoked by red and trust, loyalty and faith, evoked by blue. Each group should either write a paper or create a presentation with their examples.

### Twitter

#### Directions:

If the school district allows the use of social networks, instruct the students to set up a Twitter<sup>®</sup> 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<sup>®</sup> account, instruct students to create the message on a word processing document.



## Projects

### Magazine

#### Directions:

The students should find and choose a popular magazine or newspaper article. They should use the article to demonstrate various design elements present in the document. Examples include proper use of white space, color, headline, graphics and text. The student should then describe, in detail, each element they found within the document. Finally, they should create a poster using the examples and descriptions they have made.

### Design

#### Directions:

Students should complete this project individually. Each student should find examples of the graphic design concepts of balance, proximity, alignment, repetition and contrast. They should find at least four out of five of these concepts. They should create a presentation including a copy of the example and write a brief description of the corresponding concept.

### Timeline

#### Directions:

After researching, the student should create a timeline of digital communication throughout history. They should give details and provide an example or photo when possible. Finally, they should create a project displaying their timeline and other related historical events. Allow students to choose the type of project to create such as a video, slideshow, poster or presentation.

### Create a Master Template

#### Directions:

Ask students to design a master template in Microsoft<sup>®</sup> PowerPoint<sup>®</sup> to present their favorite TV show. The master template should be personalized on background, theme colors, fonts, and effects. Students should also include page number and date.