MARY KATE MORGAN
Thesis Documentation
# TABLE OF CONTENTS

## RESEARCH OVERVIEW

- Research Problem: 6
- Research Statement: 7-8
- Stakeholders: 9
- Research Methods: 10
- Proposed Research Methods: 11-12
- Preliminary Research Review: 13-14
- Research Implementations: 14
- Knowledge Gap: 15
- Further Research Outcomes: 16-24
- Research Conclusion: 25

## PROJECT OVERVIEW

- Project Statement: 27-32

## PROJECT

1. Brand
   - Overview: 33-35
   - Guidelines: 36

2. Website
   - Overview: 37-39
   - Menu Tree: 40
   - Home Page Sketch: 41
   - About Page Sketch: 42
   - Shop Themes Page Sketch: 43
   - Support Page Sketch: 44
   - Profile Page Sketch: 45
   - Learning Pages Sketch: 46
• Shop Page Sketch 47
• Student Chat Page Sketch 48
• Student Work Flow Outline 49-51
• Parents Work Flow Outline 52-53
• Assessment Example 54-60
• Curriculum 61-62
• Characters 63
• Themes 64
• Story Example 65-67
• Home Page Final 68-71
• Login Final 72
• Profile Page Final 73
• Level 1 Section 3 Page 1 Final 74-75
• Level 1 Section 3 Page 2 Final 76-77
• Plug In Mock up 78
• Project Example Page 1 79
• Project Example Page 2 80

3. Parents Guide 81-90
• Overview 81-82
• Preliminary Sketch 83
• Parents Guide 84-90

4. Digital Advertising 91-96
• Overview 91-93
• Preliminary Sketches 94
• Ad Campaign Version 1 95
• Ad Campaign Version 2 96

BIBLIOGRAPHY 97-100
• Bibliography 98-100

THE END 101
RESEARCH PROBLEM

Students today do not have many options for college or career preparation in the artistic or creative fields. There are many options when it comes to creative careers that students and parents do not know about. There were 266,300 graphic designers recorded in the US in 2019. Based on the additional graphic designers entering the field and those retiring, in the next 10 years, it is expected that the US will need 16,700 new graphic designers to fill those positions. (See Graphic Designer Overview) This project focuses on teaching the next generation skills in graphic design to apply to college and their future careers. This will be a stepping stone to get them where they want to go. It will also show the students; they can choose what they love as a career.

“You have brains in your head, you have feet in your shoes, you can steer yourself any direction you choose.”

– DR. SEUSS
This project will be centered around teaching students from 6th grade to 8th-grade graphic design skills that will build on college and career preparation. It is a learning interface to teach students basic graphic design skills that they can build on and use in the future.

"When you know better, you do better."
- Maya Angelou

The interface will be teaching skills that are not normally taught at these grade levels and making them aware of the options they have within this field.

Many schools do not have options for students interested in creative or artistic fields when it comes to learning skills they will need for their future. Many schools put their budgets and focus on science, math, and English programs versus the visual arts programs. The schools usually offer basic electives for art classes at different levels and graphic design classes on rare occasions. These graphic design classes are available for high schoolers and are not easily accessed by the students.

Online resources available for graphic design typically target older adults rather than middle-school students. These resources can be overwhelming for younger students to learn with. They can also be quite boring and time-consuming, making it harder to motivate them to continue learning. There are not any all-inclusive and trustworthy graphic design interfaces made for middle-schoolers or young adults.

There may be competitors for this program, such as the American Graphics Institute (AGI) or Tech-Trep. The AGI offers week-long programs to teach graphic design to high school students (middle school programs were not found). This program is expensive, and
the students will have to apply and be accepted. It also makes them take a week out of school to attend this course, making it difficult for some people to access.

The Tech-Trep program offers a similar platform as the NexGen program, but it focuses on STEM. It offers basic design and animation programs but focuses on the tech aspects, not the design concepts. This site does not work well, and it not user-friendly. These things are key when gaining trust from the consumer. Having a consumer’s trust allows them to feel confident in purchasing something from the site. NexGen’s program will be affordable, easy to access, not time-consuming, have the information needed all in one place, and be something the student will enjoy.

The graphic design interface will be designed to help students gain access to creative success. It is a platform to teach the next generation the fundamentals of graphic design. It will shape their understanding of the Adobe programs and graphic design concepts. Then apply the skills they learned to projects that will help work towards a better future in this ever-growing world of graphic design and technology.

This graphic design program will be based primarily on a website platform. Through this one platform, the student and parents will have access to information, tutorials, projects, and much more.
STAKEHOLDERS

The main stakeholders in this project are the 6th-8th grade students and parents. This interface is designed for the students. Every decision made to form and create NexGen revolves around them. The parents are also important in the decision-making process.

Not many parents know graphic design is an option for their child’s future, let alone find information about it, or teach them about graphic design. They make many decisions for their children and agree to let the students participate in this interface. They must first agree to trust this interface and then see their child’s progress in the program. The parent’s participation is crucial in the implementation and success of their child.
RESEARCH METHODS

1. Preliminary research needs to be conducted to obtain background information into the research questions and the topic at hand. In this case, the research would be conducted to determine the benefits of college or career preparation, students learning digitally, the benefits of learning graphic design, and the basic need to be taught for graphic design.

2. Visual research is a study of images, forms, and objects in both visual and material culture. Finding the right visuals is a big part of this project. The program will be adapted toward middle school and high school students. I would need to know what visuals are trending and what visuals resonate with them the most? Once these questions are answered, the information can be applied to the different themes of the program. These images will be added to the projects they do and the instructions they will follow.

I want images that they recognize and think are “cool.” I am looking for generic shapes or figures, such as a cartoon avocado. I will use images that do not have trademarks and that licenses I will need to acquire. Finding these images will help the students engaged if they recognize the imagery or think it is “cool.” After this research is obtained and the more popular images are identified, this information will lead to further discussion and more research such as interviews or surveys to confirm the recent findings.
PROPOSED RESEARCH METHODS

If time and resources were available, the following research methods could be conducted.

1. Surveys will be conducted to find out more about the target market, which will be students. Asking questions about topics like what imagery they like the most? Once the imagery has been narrowed from the visual research previously done, the questions that are asked to the students can be more specific. Other questions can be asked, such as what may motivate the students? Would they like to see their artwork on materials like stickers so they can hold it in their hands? Maybe even turned into animated Gifs, they can keep on their phone to show friends? What would be best to get them to continue to learn?

Questions can also be asked about how they like to learn. Do they like printed information or digital information? Do videos help, or do step-by-step directions work better? Does feedback help them or not? It will help answer more specific parts of the knowledge gap.

These questions can help confirm or disprove the preliminary research. It will also get a better idea of what the students want and how the program’s curriculum can be best formed to fit them.

2. Interviews could also be conducted with teachers and professors. I can ask a few people that I know in the educational interface and see if they have time to answer a few questions. I will type up specific questions I would like to know, and that will benefit this program. The teachers of middle and high school students would be beneficial to better understand how students learn and motivate them. They teach students every day, so they will have a good idea of making this teaching experience effective. Also, professors of colleges to see what students should know before entering the graphic design program.
I could also interview professors in the graphic design field and ask what they expect from students when they first enter their programs. Communicate with some arts admission committees and see what they look for when students apply to the arts program. This could help me figure out what I need to add to the curriculum.

3. After a short rough draft of the program is created, an experiment can be conducted. Different age groups go through a project as if they were a hypothetical student signed up for the program.

These experiments would be guided and monitored to record how they understand the program and find out what they cannot follow. If the information given is too confusing or at a higher level than they understand, the information can be taken, and the program can be adjusted to breakdown the program a bit more. It could work the opposite way as well, where it might be too simple or worked through too quickly. That information can be taken, and the program can be adjusted to make it a bit more challenging.

These experiments will ideally work through the interface bugs, such as effective motivation, what elements might need to be added, and what may be too complex for this age group. All feedback will be applied to the final product to ensure this is the best experience for the students.
Background information has been gathered, such as materials that help justify the basis for this project. Articles were found on how college preparation at an early stage is beneficial, how a well-rounded portfolio can help get into colleges or get a good career, and that there are many jobs for a graphic designer today.

There is also information on how middle school and high school students learn and, more specifically, how they learn digital tools and resources. Included in the research is information on graphic design basics such as the concepts and the software to help build a good curriculum.

Studies show that college preparation programs can benefit students starting in middle school and can cause higher graduation rates. Another source discusses the importance of a well-formed digital portfolio for higher education and career development. It discusses what people are looking for in a portfolio, their expectations, and what can be done to improve their skills. This information can help form a curriculum around college or career preparation and form a good portfolio.

Many examples of careers in the field of graphic design were found. These sources included interviews with graphic designers from various professions throughout the graphic design community. These interviews discuss the importance of graphics tools for people other than graphic design professionals. This shows the variety that the field of graphic design and these skills have to offer.

Information was gathered on how middle schoolers learn, how best to teach them,
and the effectiveness of teaching middle school students digitally. It goes through the reasoning of using a computer program to teach at this level and why it is effective. Explaining that it is important to use imaginative and stimulating imagery to keep younger students engaged. Students who learn using graphics and computer programs gained a higher level of thinking and understanding of the subject. This solidifies the idea of including design and technology effectively within a curriculum.

Some materials explain how students respond to constructive criticism. It established a good way to present feedback to the students to respond positively and revise their work. This builds communication, collaboration, critical thinking, and creativity.

This research also covered the basic concepts of graphic design to better understand how it is thought effectively. This part will be researched more thoroughly in the next stages of this project. This will help break down this information to build an effective curriculum.

**RESEARCH IMPLICATIONS**

More research also needed to be conducted on what parts of the software need to be focused on and how the students would apply it. This is valuable to know to take this information to help them apply it to their future careers.

This knowledge will be gathered through visual research, surveys, interviews, and experiments. By doing all these research methods, I will have enough information to start planning this graphic design program’s curriculum. After planning the curriculum, I will start creating and compiling all the files from this interface.
The questions that still needed to be answered after the preliminary research:

- What are some motivations of middle school students?
- What visuals would they most like to see or create digitally?
- What visuals are trending?
- At what rate does this age group accelerate in learning
- At what rate should students move through this interface?
- What information can I use to persuade students and parents to use this program?

Before an in-depth interface could be created, an understanding of middle school interests needs to be established. Through answering those questions, it helps the middle schoolers that choose to do NexGen. Everything in the interface will be focused on them and how they can succeed. More information was needed to create a better and more entertaining experience for them. The curriculum was based on the information found from further research and creating something where the students can benefit.
FURTHER RESEARCH OUTCOMES

I wanted to focus on the psychology behind these motivational factors, which led me to several educational journals. The research includes the importance of professional graphic designers, the importance of college preparation at a young age, what motivates students to learn, the effects of reward connected to success, art classes in schools, and how well students learn through technology.

"To increase student productivity, we must first increase our students’ desire to learn."

– Evan Pitman

An enhanced attitude of excitement within the classroom would increase the success rates of completed assignments. Derbyshire’s research focused on “creating ways to make the classroom more exciting, in turn increasing the motivation of students to complete assignments.” This idea supports my idea of making the program happy, creative, and joyful through the imagery I choose. This information directs the mood in which I want to create this program.

The next article that I found was about motivation. Consistent with the person-environment fit theory, learners demonstrated superior progress and achievement when a reward is presented, and values were well aligned (Using Learner). Another article experimented with punishment and reward; it concluded that students’ performance showed an increase in the rewarded trial (Watabe). With this information, I would like to include rewards for my curriculum. The students could get stickers printed of their work or something tangible they can show off to their friends. This part is one of the many ideas that make this program unique.
The last article I read on the topic of learning was from Education Week. This was about a study conducted to see how digital platforms, like computer-aided teaching, affect students’ learning. The study showed that the students retained more overall. It especially helped the students that were already struggling. Their findings said that the students were able to learn more because they could make progress at their own pace. This helps support my choice of platform for the program. It also helps determine the program should allow the students to work at their own pace. (Cavanagh)

The next part of the research I focused on was the specific careers in graphic design and their importance within the workplace. The Bureau of Labor Statistics reports a 4 percent overall increase in graphic design jobs in the next ten years. While this is slower than the national average of 7 percent, some areas are growing much faster. For example, Utah is projected to have a 32 percent increase in graphic design jobs. Washington State is projected to have a 23 percent increase, and Tennessee is anticipated to have a 16 percent increase (What Is the Projected). See Graph 1.
Graphic Design has many different paths within this one field. In this field, they can create books, magazines, catalogs, newspapers, letterhead, business cards, brand guides, logos, flyers, brochures, postcards, one-sheets, posters, packaging and labels, presentations, apparel designs, reports, websites, digital, ads, illustrations, clip-art, and more.
The top 8 positions for graphic designers are multimedia designer, web designer, logo designer, brand identity designer, flash designer, creative or art director, photo editing or Photoshop artist, and layout artist. Each position opens up new opportunities in so many different places. The designers work for large and small companies, agencies, and even for themselves. Below, Graph 2 shows a visual representation of the top graphic design positions.
Graph 3 shows how competitive the field is and the percentages of graphic designers who choose to leave the profession early. If the kids are exposed and trained earlier, this could weed out people who are not as passionate about this field. If a child were to do the interface early and figured out, they did not like graphic design. This could be a chance for them to view a few more options before deciding on a specific subject they want to study in college. This could potentially help before spending hundreds of thousands of dollars on college in a field they decide is not for them.

**GRAPH 3**

**CAREER LENGTH EXPECTANCY OF GRAPHIC DESIGNERS**

- 40% Leave Graphic Design within the first 2 years
- 30% Leave Graphic Design before 5 years in the profession
- 30% Remain in Graphic Design past 5 years
Nationally, 24% of Graphic Designers are self-employed (Best Cities). I read a few things that suggested high schoolers interested in graphic design as a career are also advised to take some entry-level business classes. This will help build the college preparation side of this program. This adds to the information students need to know before entering college and.

Finances Online contained a compilation of statistics about how graphic design helps with consumer appeal, brand recognition, etc. Graph 4 shows the importance of graphic design in the workplace and what important people thought of the profession. (Chang)

**Graph 4**

**How do SMBS rate the importance of graphic design to their success**

<table>
<thead>
<tr>
<th>Importance Level</th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>Moderately Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>Very Important</td>
<td></td>
<td></td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slightly Important</td>
<td></td>
<td></td>
<td></td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3%</td>
</tr>
</tbody>
</table>
All this information can help me persuade my customers that this program is important because Graphic design is important. It is a career that you can benefit from, and there are many opportunities out there. It is a growing field because of all the media out there today, the media that needs to be designed.

The last part of my research is the school interfaces and their affiliation with the visual arts programs. A National Center for Education Statistics Report on Arts Education states that 89% of the public elementary schools surveyed provide visual arts subjects at the school. 40% of the same schools say they offered five or more different courses in the subject (Parsad). These statistics are to show how large the arts program is in elementary schools. Graph 5 below visually shows these statistics. Showing the vast interest in art students have at a young age.
researched some local high schools’ curricula to see their graphic design programs and offer them. I found many that did not and a few that did. The ones that did offer them are minimal, and some are difficult to access. I have two examples of schools that do offer them in the state of Virginia. Fairfax County middle schools’ elective lists include a class called “Computers in Art” (MS Standard). Amherst County offered a graphic design class as half a credit. Amherst County High School Program of Studies of 2018-2019 described this class as a practical, hands-on guide to help students understand digital art (Amherst County). This course includes a lot of basic graphic design principles.

It looks like a very reasonable entry-level course. It hits many good points that a student will need to know in graphic design, but I feel like it still needs to offer more. There are no higher levels and for it to be only one semester. That does not seem long enough to understand all the ideas they list in the class. It would also not be enough to make a well-rounded digital portfolio for applying to colleges.

I have not found much on the images I might be using and what images would best resonate with them. I was trying to look for trends in middle schoolers and high schoolers and what imagery they are drawn to. I have not found any academic sources on this topic. My next step is with finding imagery through non-academic sources like Twitter or Instagram and doing surveys of students. I have not done surveys or started writing questions yet. I still need to get IRB approval, and it is important to go through this for the universities and my liability.

I would also like to conduct surveys and interviews with teachers and professors. I can ask the teachers of middle and high school students. It would be beneficial to understand how students learn and what helps motivate them. I can ask the professors to get a feel for what they want the students to know before entering their classes. I want to send this out to many different schools to see if I can get feedback. Example survey questions are on page 24.
Questions will be answered on a scale from 1 to 10 (1 being the lowest and 10 being the highest) and open-ended questions.

1. How much experience do you usually see students having when entering a basic level graphic design class?

1 2 3 4 5 6 7 8 9 10

2. If the students have experience, what kind of programs do they have experience using?

3. If they have experience, were they taught in school or self-taught?

4. How much experience do you think they should have before taking a basic level graphic design course?

1 2 3 4 5 6 7 8 9 10

5. What programs should they know before taking a basic level graphic design course?

6. What tools should they have experience using within these programs (ie. pen tool, selection tool, direct selection tool)?

7. What basic design concepts should they understand before taking a basic level graphic design course?

8. What do you think should be in a student’s portfolio when applying to a college graphic design program?

9. How much of the portfolio should be digital art?

1 2 3 4 5 6 7 8 9 10
RESEARCH CONCLUSION

My research so far answers a few of my questions. Such as what motivates the students, what makes learning exciting, and that giving rewards for achievements is helpful. This information will help me create an overall mood for the interface and build a unique atmosphere where a student can learn effectively. Also, I gathered information that will help persuade the student and parent to use the program. Information that will be used within the website to explain the benefits of the program.

Once I continue with the rest of my research methods, such as the surveys. I will be able to answer some of my questions more in-depth. What visuals will be best for the students, and what kind of experience is needed for college. Once these questions are answered, I will start building on the curriculum and projects that have been established. All this information will help me provide a program that is the most beneficial for the student and helps them succeed.

“Success is the sum of small efforts, repeated day in and day out.”
— Robert Collier
**PROJECT STATEMENT**

NexGen will focus specifically on college or career preparation and education programs in graphic design for the next generation; students in grades 6th-8th. It will be used to spark an interest in graphic design and create a path to plan for their future. The target audience will not only be the students but the parents as well. The parents are the ones investing in their children’s future.

The NexGen interface will be located on one website. The part of the website that can be accessed without logging in is focused on selling NexGen subscriptions. It will have information on what the interface is, how to use it, what themes are available, the subscription costs, and more.

There will be a monthly subscription for NexGen. It will include all the functions that this interface has to offer. The plan is that this subscription cost will be small enough that lower-income families will still have access. This could be done through sponsorships and outside funding. Once the parents purchase a subscription, it will instruct the students and parents to create a login to access their profile.

Once the student has logged in, they will assess how much they know about arts, design concepts, and the software. Once they have finished the assessment, we will know what level the student should start. This assessment will make sure that it is best suited for the student, so they are getting the most out of this program. An example of the assessment can be found on pages 54-60.

Throughout this interface, they will be learning Adobe Illustrator, Adobe Photoshop, and Adobe InDesign. The plan for this interface is to partner with Adobe. This partnership will give the student the ability to download the Adobe and NexGen plugin. Access to this plugin will be included in the subscription. Similar to Adobe Creative Cloud, The Adobe+Nexgen plugin will be updated automatically when an update is needed. The
Adobe+NexGen plugin is a simplified version of the Adobe programs. This plugin will help keep the student focused on the task in front of them and not be overwhelmed with all Adobe’s functions. The plugin will start with a limited number of tools available. As the student progresses through the level, they will unlock tools. More information on the Adobe+NexGen plugin can be found on page 78.

This program could potentially be expanded to include Adobe After Effects and Adobe Premiere Pro. With these skills, students will be able to edit videos themselves. This is very popular with YouTubers and students wanting to upload their videos. However, for now, this program specifically will focus on the three main graphic design programs.

The students will have a choice of three themes. They will keep this theme throughout their learning process, following the same characters and storyline with the theme they chose. This is to ensure they are engaged with the interface and continuing to excel. Themes and characters can be found on pages 63-64. An example of a storyline can be found on pages 65-67.

A big part of this interface the curriculum that the student will follow. The interface will be starting with learning the concepts of graphic design and the basic tools used within the Adobe programs. These concepts will be applied through projects and assignments. They will be able to download the projects and open them to the Adobe+NexGen plugin. They can then follow the instructions in the project and edit the file. The projects will become more challenging and more in-depth as they work their way up. A brief outline of the curriculum can be found on pages 61-62. An example of a project can be found on pages 79-80.
When the student creates an account, the parent will also make an account. The parents will be able to view their child’s progress throughout the learning interface. They can also manage their payment plan and payment methods. Support and resources will be available to them; one of these resources will be the parent’s guide.

A parent’s guide will be included for the parents to access. Each page will include a summary of the tools function, a small tip to keep the student motivated, and some resources that they can visit if they get stuck on an assignment. The resources include videos and articles that are not on the NexGen website. The plan is that the articles and videos are will be associated with NexGen either through a partnership or a sponsorship. These are given to the parents first so they can screen the resources if they would like.

This guide is not to give the parent information to teach the child. It is to make the parent understand what the child is working on or having trouble with and giving them resources to alleviate the situation. If this does not help the situation, they have the tutoring resources available as well. Adobe can be a complex program; these recourses like tutoring and the parent’s guide are put into place to ensure the student learns the most through this interface.

More Information on the parent’s guide can be found on pages 81-90.

Through preliminary research, it has been proven that students react positively and lean more through feedback and
instruction. Another aspect that will be included is feedback. As the student finishes a project, they will submit the finished product for feedback. With the evaluation, we will be avoiding negative or rough critiques. Instead, the students will be given positive feedback with some suggestions on making their work even better. For example, the feedback could be, “You did a great job; just make sure to check all of your points are lined up correctly.” This will help them understand their mistakes but not get discouraged by harsh critiques.

The plan is that the feedback will come from a well-calibrated computer interface alongside a team of trained graphic designers. The computer will quickly run through the project, ensuring that it meets the basic criteria for the assignment. If something is flagged, a team member will then look over it to see how it can be abjected and respond to the student.

If the assignment is returned to the student too often, the student will be contacted by one of the tutors. The tutors are there to make sure the student understands the assignment and there to answer any questions the student may have. These tutors are included in the NexGen subscription.

Also included in the subscription is tech support for downloading the program plugin, issues they may have with the program, and more tech-related questions the student or parent may have. There is also a contact option for new users to talk to someone about getting a NexGen subscription.

There will be 5 projects on each level of the interface. Before the student can move on to the next level, all projects must be assessed and marked as completed. The feedback will be given to the students within 48 hours of being submitted. The Graph above shows the visual time of the submission process. Once the project is approved and new levels are opened, the student will be rewarded.
The rewards include points that will go towards the on-site shop and opening more tools in the plugin. The points system and unlocking tools or levels are also known as gamification. Games and game-like elements have been used to Educate, Entertain, and Engage for thousands of years. Some classic game elements are points, badges, and leader-boards (Fitz-Walter). Once they have completed projects and levels, they earn points. These points can go toward receiving free or discounted items from our online shop. These items could include stickers, notebooks, posters, bags, and more that would have their designs printed on them. They will have something that they can be proud to show to their friends and family.

Chat rooms and communicating when going through a game is popular with students. This could also be an option for the student to do through a student chat function. This could help
them stay motivated. If their friend is on level 5 and they have been not, they will want to keep going and catch up. They can also chat to ask questions if they are stumped. This will teach communication and collaboration, which they are going to need in their careers.

By the end of the interface, the student will have many projects completed, including original designs that they put into a portfolio. From start to finish, this program will give them skills to succeed all in one place. An interface for children that includes skills and information they will need for their future.

This will be promoted through Digital Advertising. The campings will run on social media platforms like Instagram and Facebook. These advertisements will target the Parents and the Students. They will draw their attention and pique their interest, so they will want to know more. The advertisements will link to the website so they can get started.
When designing the NexGen brand, the colors, logo, and font needed to be considered. This brand is teaching the next generation of designers. The visuals should be modern, almost new age. It needs to depict a futuristic element to show moving forward toward the future. At the same time, it needs to be appealing to middle-school students.

The colors were the first to decide on; they set the mood for the rest of the project. According to Kendra Cherry from Very Well Mind, yellow is attention-grabbing, energetic, and warm. Since yellow is the most visible color and reflects the most light next to white, it is also the most eye-catching color. Yellow can be used in a small amount to draw attention, such as on traffic signs. Yellow is also often used in situations and products intended to create a sense of excitement or energy. This brand needed a color that would attract the parents and students and make them excited about NexGen. (Cherry, The Impact of the Color Yellow)

The next color was the darker blue-green that is featured in the logo with the yellow. Blue is often used to decorate offices because research has shown that people are more productive in blue rooms. Blue gives the feeling of calmness or serenity. This is a good color to use in something academic it can calm the student and aid in productivity. The different blue shades help differentiate shapes within designs and make sure there is not too much of the same blue. (Cherry, The Impact of the Color Yellow)

Blue and yellow were the only colors used because too many colors can get too busy, and it is hard to assign hierarchy. In the brand guidelines, yellow is not used in large amounts but stands out amongst the different blue shades. Even though it is used less than
blue, it is still the main color because it is seen first and is the most memorable. So, anything in yellow is the main focus and more important in most cases. Each color used in the brand is listed with their CMYK color, RGB color, and Hex color to be reproduced and used on other pieces in the future.

The second piece of the brand was the logo. This distinguishes NexGen from its competition and other companies. The logo must be eye-catching and meaningful. Quite often, it is the first thing that a potential customer will notice about your business. The logo is a point of recognition for new and returning clients. (The Importance of Logo Design)

In the beginning stages of this project, the logo started a little different. It had a thing modern font and a thin script. The design was not interesting or eye-catching. It would not stand out amongst a crowd. With much consideration and advice, it evolved. Now it has a noticeable image accompanying a bolder font. The shape of the logo was designed to resemble the selection tool in all the Adobe programs. Since NexGen was teaching how to use the programs, it fitted to use a recognizable symbol to represent the brand. The overlapping of the colors created depth and interest. The logo can be used vertically and horizontally. Examples of the logo inverted and in use are displayed below.

The third piece is the font used on pieces created by the brand as the website, parent’s guide, and digital ads. The fonts chosen are Bungee and Georgia. Bungie is bold and modern, which are great characteristics to represent what NexGen stands for. It is great for headers and sub-headers. The second font is Georgia, which is a classic. It fits nicely with Bungee and looks professional. It is great for large body text and can be easily read in large amounts.
PRIMAR O LOGO: NexGen
CREATE: GRAPHIC DESIGN PROGRAM

INVERSE LOGO: NexGen
CREATE: GRAPHIC DESIGN PROGRAM

Color Scheme:

Primary Logo: Inverse Logo:

Website Splash Page:

Main Font Used For Headers: Bungee
abcdefghiJKLMNOPQRSTU VWXYZ.!?&@

Secondary Font Used For Sub-Headers and Body Copy: Georgia
ABCDEFGHIJKLMNOPQRSTUVWXYZABCDEFGHIJKLMNOPQRSTUVWXYZabcdefghijklemnopqrstuvwxyz.!?&@

Website Splash Page:

Common Motif:
The website will consist of information about the company and the learning interface. It is one of the most important parts of getting parents and students on board. 38% of people will stop engaging with a website if the content or layout is unattractive (27 Eye-Opening Website Statistics). The website’s public side will be a platform to captivate the parent’s and students’ interests.

It is important that is deliverable looks captivating and explains significance of this interface. It will be professional while, at the same time, still being playful. A few pages will explain exactly what this program is, what it will be teaching, and how to get access to the program.

The design of the website matches the brand and is visually captivating. There are more images on this site than there is copy. Users spend an average of 5.59 seconds, looking at a website’s written content (27 Eye-Opening Website
Statistics). Integrating a large number of images is good when delivering important information.

The second function of this website is the private login for students with paid subscriptions. It will be the platform used to find all the information about the program, where the students can access the program, and where the parents can monitor their child’s progress. The private side of the website will be the program. This private side will reflect the theme the student chose when they signed up for the program. This theme will include the main character that the student will follow as they progress through the interface’s levels. Once inside a level, the website will have interactive stories, interactive quizzes, and illustrator files to download.
MENU TREE

HOME

ABOUT
• NEXGEN
• GET STARTED
• LEARNING
• BENEFITS

SPop THEMES
• ASTRONAUT ADVENTURES
• SUPERHERO SCUFFLE
• MONSTER MANIA

SUPPORT
• NEW STUDENT, TECH, AND TUTORING

LOGIN

PROFILE
• ACCESS TO PROGRAM

SHOP REWARDS
• ACCESS TO SHOP WHERE STUDENT CAN PERCHANCE ITEMS WITH THEIR DESIGNS

STUDENT CHAT
• ACCESS TO COMMUNICATE WITH STUDENTS WORKING ON THE SAME PROJECTS AS THEM
HOME PAGE SKETCH

- Logo, Menu, and Login.
- Slide show with captivating pictures and catchphrases linking to other pages on the site.
- This will the about briefly discussing who NexGen is and what they do.
- The process of how to get started or sign up for the program.
- Video explaining the process of how to get started.
- This will explain what the student will be learning if they do the program linking to more info.
- Brief descriptions of the themes and links to learn more.
- The benefits of taking the program will be explained using stats.
- FAQ section answering questions students and parents might have.
- Contacts to support for new students, tech, and tutoring.
ABOUT PAGE SKETCH

- Logo, Menu, and Login.
- Header picture.
- This will briefly discussing who NexGen is and what they do.
- The process of how to get started or sign up for the program.
- Video explaining the process of how to get started.
- This will explain what the student will be learning if they do the program linking to more info.
- The benefits of taking the program will be explained using stats.
SHOP THEMES PAGES SKETCH

- Logo, Menu, and Login.
- Brief descriptions of the themes and links to learn more.
- Header picture.
- Brief descriptions of the Theme.
- Some key points that would be covered in this story.
- Images that are used in the story to give them a glimpse of what it would look like.
- Footer with logos and link people might need.
SUPPORT PAGE SKETCH

Logo, Menu, and Login.

Contacts to support for new students, tech, and tutoring.

FAQ section answering questions students and parents might have.

Header picture.

Footer with logos and link people might need.
PROFILE PAGE SKETCH

- Logo, Menu, and Login.
- This will list out the levels the student can complete and the sections in each level.
- The theme's main character saying welcome.
- Link to the teaching portion of that section.
- Footer with logos and link people might need.
**LEARNING PAGES SKETCH**

- **Logo, Menu, and Login.**
- **Instructions on how to use tools and what functions Adobe Illustrator has.**
- **Buttons to the next page to learn more about this section.**
- **The themes main character acting out scenes in the story.**
- **This will explain what the student will be learning if they do the program linking to more info.**
- **How many pages they have left in the section.**
- **The benefits of taking the program will be explained using stats.**
- **Once they reach the end of the section they will download an AI file to work from.**
SHOP PAGE SKETCH

Logo, Menu, and Login.

Search field and filters.

Cart button that links to the cart to check out.

Character to make the page more exciting.

All of the products available to buy.
STUDENT CHAT PAGE SKETCH

Logo, Menu, and Login.

List of previous and current chats.

Conversation between students.

Typing field and send button.
The parents and students will first purchase a NexGen Subscription. The subscription process will make them create a username and password to get into their account.

When the student first signs into their account, they will have to complete an assessment. This will determine what level the student needs to start their lessons. Assuming they are beginners and do not do very well on the assessment, they will start at level 1.

When the student has been talking their lessons for a while, they will feel comfortable with the website. They will have a few options to choose from when they first log in. They can start their lesson, shop their rewards, go to the student chat, or contact support.

If they start their lesson for the day, they will go to their profile and find their uncompleted section at their current level, then click “start adventure.” They will either read through the story and explaining how to do the task at hand or watch a video reiterating the information above. They have two options to choose from depending on how they like to learn. Some students learn better by reading and others by watching. Once they have read or watched how to do the task, they will move to the next page.

The next page will have the story, explanation, and video just on another task. Once they have read or watched both task explanations, they will be able to download the project file and open it in the Adobe+NexGen plugin. The plugin should already be installed on their computer. Once the file is open, they will begin the task that correlates with the storyline. When they have completed the project, they will save the file and resubmit it on the same page they downloaded it. They could move on to the next section or wait for feedback to the next level if it was the last section in the level. After the project is reviewed, they will earn points.
If they want to shop rewards with their points, they need to click the “Shop Rewards” menu item. Once they are on the page, they can scroll through the items or search for a specific item they want. They click the item they want, and it goes into the information about that item. It will then compare the price to their points; if they have enough to get the item entirely, the price will be $0. If they do not have the entire amount, the price will be shown as discounted. If they pick, the item they will then click on “Customize Now.” They will take them to a gallery of the work the student has submitted. They will select the image they want to be printed on the item and click “check out.” They will then complete the process of checking out and purchasing the item.

If they choose to chat with other students, they can select the “Student Chat” menu item. They will enter a chat platform similar to Facebook Messenger. They will connect with other students by replying to chats previously made charts, start new chats, and making new friends.

The last thing they can do is go to the “Support” menu item. If they are having an issue, they can contact one of our team members to help. If they are a new NexGen member, they need tech support or need tutoring. They can call or start a live chat to get their questions resolved.

View a Visual Representation on Page 50.
Sign up for NexGen

Create an Account and Sign In

Lessons

Start Lesson

Read

Watch

Both

Page 2

Download Project

Complete

Submit

Create Chat

Chat

Create Chat

Chat

Shop

Select Item

Search

Scroll

Select Item

View Price

Customize

Purchase

New Student

Tech

Tutor

Chat

Call

New Student

Tech

Tutor

Chat

Call

New Student

Tech

Tutor

Chat

Call
The parents and students will first purchase a NexGen Subscription. The subscription process will make them both create a username and password to get into their account. The parents will have access to student progress, support, parent resources, and payment.

If the parent were accessing their child’s progress, they would go to the page named “Student Progress.” They will be able to view the points earned, what level and section they were working on, what work was pending feedback, and the work that has been completed. They can view the submitted work as well to see how their child is progressing.

Parents are also able to view their payment account. They can view their past statements and the subscription they have purchased. It will show how much and when it will be taking out in the upcoming month. They will also be able to update their information and payment method.

They also have the ability to view resources to help their child work through this program. They will not be teaching them directly, but the resources will help motivate them and better understand what the student is working on.

The last thing they can do is go to the “Support” menu item. If they are having an issue, they can contact one of our team members to help. If they are a new NexGen member, they need tech support or need tutoring. They can call or start a live chat to get their questions.
You create a file with text and images and decide that you want to put the text on its own layer, without changing its position on the artboard. What steps can you take to move your text to a new layer?

Choose one

- Select the text with the Selection tool and then choose Locate Object from the Layers panel menu.
- Select the text with the Selection tool and then choose Collect in New Layer from the Layers panel menu.
- Select the text with the Text tool and then choose Release to Layers (Sequence) from the Layers panel menu.
- Select the text with the Text tool and then choose Release to Layers (Build) from the Layers panel menu.
2  You have selected an object that contains a Drop Shadow effect that you want to modify. What steps should you take?

Choose one

- Click on Drop Shadow effect in the Appearance panel and then modify the effect.
- Choose Effect > Stylize > Drop Shadow, apply and modify the new effect.
- Choose Effect > Document Raster Effect Settings and modify the effect.
- Choose Object > Expand Appearance and modify the effect.

3  You have scanned a sketch and want to draw on top of it. What steps should you take?

Choose one

- Choose the Draw Inside option after placing the scanned sketch.
- Choose the Draw Behind option after placing the scanned sketch.
- Use the Perspective Grid tool after placing the scanned sketch.
- Choose the Template option when placing the scanned sketch.
You are exporting an icon to be used on a web page, but a large area, the size of your artboard, is saved with the file. What steps can you take to save only the size needed for the icon?

Choose one

- Choose Object > Artboards > Fit to Artwork Bounds.
- Select the icon and choose Object > Artboards > Convert to Artboards.
- Select the artboard with the Artboard tool and then turn off the Move/Copy Artwork with Artboard.
- Select the artboard with the Artboard tool and then turn on the Move/Copy Artwork with Artboard.
You have created a new document with 3 artboards and want to change the names and dimensions. What steps should you take?

Choose one

- Select each artboard with the Selection tool and specify the names and dimensions in the Control panel.
- Select each artboard with the Selection tool and specify the names and dimensions in the Appearance panel.
- Select each artboard with the Artboard tool and specify the names and dimensions in the Control panel.
- Select each artboard with the Artboard tool and specify the names and dimensions in the Appearance panel.
What is the best description for the button circled in the graphic below?

Choose one

- Press the circled button in order to convert a solid stroke into a dashed stroke.
- Press the circled button in order to even distribute dashes and corners in an already dashed stroke.
- Press the circled button in order to step up the size of the dashes in the selected stroke. Press the button to the left to reduce the size of the dash.
- The selected button is a toggle button. If your selected stroke is solid, pressing the button will make it dashed. If your selected stroke is dashed, pressing this button will make it solid.

You are using the Selection tool to resize the dimensions of a text box, but the text is reflowing rather than resizing. What can you do to make the text resize rather than reflow to the dimensions of the bounding box?

Choose one

- Choose Type > Convert to Area Type.
- Choose Type > Convert to Point Type.
- Choose Type > Create Outlines.
- Choose Type > Optical Margin Alignment.
8. You are creating a Custom Workspace and want to dock one panel to another panel. How do you dock (rather than free float) panels so they don’t cover other panels?

Choose one

- Drag the panel and touch the tip of the mouse pointer to a side (or top/bottom) of another panel and let go when a blue bar appears.
- Drag the panel and touch the side (or top/bottom) of the panel to a side (or top/bottom) of another panel and let go when a blue bar appears.
- Activate the User Interface preference to Auto-collapse iconic panels.

9. You have selected 3 objects and want to align them to the top of a specific object. How can you specify the Key Object?

Choose one

- Shift-click the specific Key Object and then click the Vertical Align Top button in the Align panel.
- Single-click the specific Key Object and then click the Vertical Align Top button in the Align panel.
- Double-click the specific Key Object and then click the Vertical Align Top button in the Align panel.
- Single-click the specific Key Object and then choose the Object > Compound Path > Make.
10. What are characteristics of a Global Color Swatch? (Select two)

Choose all that apply

- Global Swatches have a white triangle in the bottom right corner.
- Global Swatches don’t have a white triangle in the bottom right corner.
- Changing the color of a Global Swatch changes the color all objects that share the same swatch.
- Changing the color of a Global Swatch changes the color of only the currently selected object.

11. You created a logo and want to ensure that the typeface does not change its appearance when used on other computers. What can you do to ensure that your typeface does not change?

Choose one

- Use a TrueType font.
- Use an OpenType font.
- Select the text with the Selection tool and then choose Type > Create Outlines.
- Select the text with the Text tool and then choose Type > Resolve Missing Fonts.
CURRICULUM

BEGINNER INTRODUCTION

- How to name and organize layers
- How to save files to be submitted
- How to use guides
- How to Use Artboards
- Brief design overview
  - Design is in the details
  - Keep sketching
- Encouragement

ILLUSTRATOR

LEVEL 1 — BASIC TOOLS

- Section 1 — Selection Tool
- Section 2 — Line Tool
- Section 3 — Shape Tools
  - Rectangle Tool
  - Ellipse Tool
  - Polygon Tool
  - Star Tool
- Section 4 — Color Tools
  - Design Concept Lesson (Uses of RGB vs. CMYK)
  - Color Panel
• Swatch Panel
• Eyedropper Tool

**Level 2 — Type Tools**

• **Section 1** – Type
  • Design Concept Lesson (Basic Typography)
  • Character Panel
  • Paragraph Panel
  • Type Tool

• **Section 2** – Area Type Tool

• **Section 3** – Type on Path Tool
  • Type on Path Tool
  • Wrap Path

• **Section 4** – Vertical Type
  • Vertical Type Tool
  • Vertical Type Area Tool

**Level 2 — Pen Tool and Direct Selection Tool**
THEMES

ASTRONAUT ADVENTURES

SUPERHERO SCUFFLE

MONSTER MANIA
This story is about Jerry, the astronaut. Jerry never took anything seriously in his life. Classic rock songs, from The Byrds to Stix, were the soundtracks to his life. One day he said, “What the heck, I am going to become an astronaut.” So he signed up, went through the training, and got sent on a mission to Mars. Even he was surprised, he passed his training and was sent on this mission. However, he has to follow his orders.

The day had arrived. He glided down the walkway to the shuttle, was strapped into his shuttle, and the countdown began, 3.. 2... Jerry pulls out his phone and pressed play. His phone is connected to the stereo system he had installed just for this mission. The words reverberating through the capsule were, well, nothing except drums and guitar because there is a minute and thirty-second intro to “The Final Countdown” by Europe. However, once the verse starts, “The final countdown” plays loud enough for the aliens to hear (we will get to them later).

He breaks through the atmosphere, and pieces of the shuttle break off, and he sees the world get smaller behind him. He hits next on his phone because he has the perfect song qued up for this occasion. “She packed her bags last night pre-flight,” is now playing throughout the cabin. All the time, Jerry is singing along. He has
songs like this to make it to Mars. All he has to do is sit back, relax, and rock on. Smooth sailing from here, right? Wrong.

Remember, when I said, “even the aliens could hear the music?” Well, they were so intrigued by this strange sound they had to go and find it. The alien clan that heard this music sent one of their best trackers, Bquao (no one knows how to pronounce that). He sets off with his trusty space monkey that he rescued a few years back. He found him just floating in space. His name is Albert. They set off searching for this noise that they cannot tell if they like or are annoyed with it.

While Jerry was rocking out and staring into space, he sees another spaceship coming straight for him. He pulls out his phone and scrambles to find the perfect song for what is happening. He knows just the right one. He presses play on “Come Sail Away,” by Styx.

As that plays in the background, he sees the ship getting closer. They are right above him now. He starts to feel weird, and his hands started to look glitchy and start to disappear. He closed his eyes tight. As this was happening, the song came to its final verse, “I thought that they were angels. But to my surprise. We climbed aboard their starship. We headed for the skies.” (perfect timing, right?) Once he opened his eyes again, he was standing in a huge space ship that looks decades ahead of where the earth was.

He then saw a strange looking creature carrying a monkey on his shoulder. Jerry thought to himself, “that monkey looks familiar. Oh, well.” He shrugged it off.
Baquao looked at Jerry and said, “I am Bquao, and this is Albert. Were you the one making that noise?” Yes, aliens can speak English. Where did they learn it? No idea.

Jerry was confused. He did not know what noise this strange creature was talking about. His music was not noise. Jerry thought for a second and pulled out his phone. He asked, “Is this what you are talking about?” He pressed play. From his ship, you can hear clearly from the other ship, “I woke up this morning with light in my eyes, and then realized it was still dark outside.” Bquao says over the music, “That is it!! What is that?”

Jerry starts to explain, “It is a song. This is ‘Hey Mr. Spaceman’ by The Byrds. I thought it fit the situation nicely. I have so many more where that came from.” Bquao, now listening closely to the music, hears, “Hey, Mr. Spaceman. Won’t you please take me along? I will not do anything wrong. Hey, Mr. Spaceman. Won’t you please take me along for a ride?”

He says, “He says no!” Then he Directs his lasers at Jerry’s ship and hits the big red button. Jerry’s ship blows into pieces. Baquao dops Jerry on the moon and flies away. Now it is your turn to help Jerry find all of the pieces and put the ship back together. (This is where the projects start.)
HOME PAGE FINAL

TEACHING THE NEXT GENERATION

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Lorem ipsum dolor sit amet, consectetur adipiscing elit.

LEARN MORE

ABOUT NEXGEN

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Lorem ipsum dolor sit amet, consectetur adipiscing elit.

LEARN MORE
LEARN THE ESSENTIALS

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi et aliquip ex ea commodo consequat. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi et aliquip ex ea commodo consequat. Lorem ipsum dolor sit amet, consectetur adipiscing elit.

GET STARTED

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi et aliquip ex ea commodo consequat.

FOLLOW THE 4 EASY STEPS!

1. PICK A THEME
2. TAKE A QUIZ
3. FIND YOUR LEVEL
4. GET STARTED

NexGen Create: How To Get Started

NexGen Create: Our Mission and Process
PICK YOUR THEME

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

ASTRONAUT ADVENTURES
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

LEARN MORE

SUPERHERO SCUFFLE
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

LEARN MORE

MONSTER MANIA
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

LEARN MORE

BENEFITS

ANY QUESTIONS?

QUESTION

QUESTION

QUESTION

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.
The website will consist of information about the program and the program itself. The website’s public side will be teaching parents and students about the program and how it is beneficial to them.

This side of the website will be oriented towards marketing to the parents and students. It will be professional while, at the same time, still playful. A few pages will explain exactly what this program is, what it will be teaching, and how to get access to the program.

The Home Page Includes information about the program, how to get started, the available themes, some statistics about the benefits of teaching graphic design, and some assistant resources.
Once the student creates an account, they will be able to log in and access their profile whenever they want. The third profile will include their progress through the interface.
WELCOME BACK!!
Check out your progress and see where your adventure will take you next!

LEVEL 1

- Complete: 3,2,1. Lift Off (Tetris)
- Complete: Alien! (Downloading Illustrator)
- Pending: Fix Me! (Click This One)
- Not Started: Run Away! (Pee Tool)

LEVEL 2

- Not Started: New Friend (Layers)
- Not Started: We are not Diana (A Goku)
- Not Started: Eat your Vegetables
- Not Started: Power Level 500x

ABOUT
NexGen Create
How To Get Started
Benefits
Curriculum
Careers

TEMES
Astronaut Adventures
Superhero Stealth
Monster Mania

CONTACT
New Student Help:
1-800-560-3163
Live Chat
Tech Support:
1-800-567-3347
Live Chat
Tutoring:
1-800-909-3123
Live Chat
PARENTS GUIDE PAGE 3

USING THE SELECTION TOOL

This is the teaching portion of the interface. When the student works their way through the levels they will encounter pages similar to this. They will start with a piece of a story that coincides with the next task. Next will be instructions on how to complete the task. Below is a video tutorial talking them through the functions of the tools being used. There is also a page number that coincides with the parents guide so the parents can keep up with the student's progress. It will also show what Adobe + NexGen Program they are going to use with this task. It will also have a next button to go to the next task in this section.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

FOR THIS TASK YOU WILL NEED

NexGen Create: Selection Tool

NexGen Create: Graphic Design Program
This is the teaching portion of the interface. When the student works their way through the levels, they will encounter pages similar to this. They will start with a piece of a story that coincides with the next task. Next will be instructions on how to complete the task. Below is a video tutorial talking them through the functions of the tools being used. There is also a page number that coincides with the parent’s guide to keeping up with the student’s progress. It will also show what Adobe+NexGen Program they are going to use with this task. It will also have the next button to go to the next task in this section.
PARENTS GUIDE PAGE 4

USING THE EYEDROPPER TOOL

This is the second task in a section. It will have all the same features as the first but it will not have a next button. It will have a “download project” button. This will download the project that the student can open in the Adobe+ NexGen plugin. Once the student has completed, they can submit it back to the website for review and move on to the next task in that level.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

FOR THIS TASK YOU WILL NEED

![NexGen Create: Eyedropper Tool](image)

76 | NexGen Create | Mary Kate Morgan
This is the second task in a section. It will have all the same features as the first but it will not have a next button. It will have a “download project” button. This will download the project that the student can open in the Adobe+NexGen plugin. Once the student has completed, they can submit it back to the website for review and move on to the next task in that level.

Their location and content do not coincide with the curriculum because these tool were the easies to show examples for and easier to understand. They are together because this made them easily found.
Jerry’s rocket is broken and the pieces are floating away. He needs your help to collect all the pieces and put the rocket back together. Grab the pieces with your select tool and place them in their outlines areas.

Reminder!
Select tool looks like this: it is at the top of your tool bar to the left of your workspace.

The Adobe+NexGen plugin is a simplified version of the Adobe programs. This plugin will help to keep the student-focused in the task in front of them and not overwhelmed with all the functions that Adobe has to offer. As you can see it has few functions and it only used for teaching the basic functions of the more important tools in the Adobe programs. The plugin will start with a limited number of tools available. As the student progresses through the levels, they will unlock tools. The tools that are unlocked will coincide with where they are at in the curriculum. The yellow and white tools are available to use and the white ones have not unlocked yet.
HELP!!!

Jerry’s rocket is broken and the pieces are floating away. He needs your help to collect all the pieces and to put his rocket back together. Grab the pieces with your select tool and place them in their outlines areas.

Reminder!
Select tool looks like this: it is at the top of your tool bar to the left of your workspace.
**HIDE!!!**

Jerry’s rocket is fixed but the alien knows what the rocket looks like. You have to disguise the rocket by painting it a different colors. Select a white square below and then select the dropper tool. Using the dropper tool choose a color that you want from the planets in space. Repeat this for all 4 squares. Once you have the colors you want to use on the rocket select the parts of the rocket and repeat the same process that you used to change the color of the squares.

Reminder!
Dropper tool looks like this: it is at the middle of your tool bar to the left of your workspace.
Encouraging parent engagement is one of the best ways to create a positive learning environment for every student. Studies show that students with parents involved with their education and schoolwork have high test scores, better attendance, self-esteem, and higher graduation rates. Across fifty different studies, educational researchers found a connection between family involvement and academic achievement. The earlier educators establish parent engagement, the more effective they are in raising student performance. (How Parent Involvement)

This can also benefit the parent. One of the main benefits of assisting your students with assignments is learning more about what they are studying. Doing homework assignments with children motivates parents to take a more active part in school or college life. It encourages them to communicate more with their child and teachers. Communicating is the best way to improve the quality of education. (HomeWorkHelper.net.)

This is what NexGen would like to promote. By having resources available to
the parent, it encourages them to be involved. The parent’s guide will help the parent understand what the student is working on and ways the parent can guide the student along while working through the interface. It will help when the student gets stuck or confused. There will be page numbers on the student’s version of the interface that corresponds with the parent’s guide. The parent can look at what the student is working on, find the page number, and find ways to help.

This guide is designed for an adult. It still reflects what the student sees on the website, such as some of the characters. It is also is clean, with more professional language. It appeals to the adult, but in a way, they can still relate to what the student is seeing.

A downloadable PDF Parent’s Guide will be developed to aid parents in guiding their students through the NextGen projects. This printable PDF will be accessible through the NextGen website. This can also be placed in a printed booklet format that can be ordered through the website.
PRELIMINARY SKETCH
INTRODUCTION

1 LAYERS SHOULD BE ORGANIZED

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud.

2 SAVE FILES CORRECTLY

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud.

3 MAKE SURE THE STUDENT HAS FUN

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud.
SELECTION TOOL

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

FLY THROUGH THIS IN NO TIME

Make sure you and your child stay positive. When a task gets challenging make sure to look back at the instructions a few times. Tell them to work through it slowly making sure they did not skip a step. Keep the encouragement going and they can get through anything.

RESOURCES

VIDEOS
- Link 1
- Link 2
- Link 3
- Link 4

ARTICLES
- Link 1
- Link 2
- Link 3
- Link 4
LINE TOOL

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

ALWAYS BE POSITIVE

Make sure you and your child stay positive. When a task gets challenging make sure to look back at the instructions a few times. Tell them to work through it slowly making sure they did not skip a step. Keep the encouragement going and they can get through anything they want.

RESOURCES

VIDEOS
• Link 1
• Link 2
• Link 3
• Link 4

ARTICLES
• Link 1
• Link 2
• Link 3
• Link 4
3

RECTANGLE TOOL

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

THEY ARE DOING A GREAT JOB

Make sure you and your child stay positive. When a task gets challenging make sure to look back at the instructions a few times. Tell them to work through it slowly making sure they did not skip a step. Keep the encouragement going and they can get through anything.

RESOURCES

VIDEOS
- Link 1
- Link 2
- Link 3
- Link 4

ARTICLES
- Link 1
- Link 2
- Link 3
- Link 4
**EYEDROPPER TOOL**

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

---

**ALL THIS NEW INFO CAN BE SCARY**

Make sure you and your child stay positive. When a task gets challenging make sure to look back at the instructions a few times. Tell them to work though it slowly making sure they did not skip a step. Keep the encouragement going and they can get through anything they want.

---

**RESOURCES**

**VIDEOS**
- Link 1
- Link 2
- Link 3
- Link 4

**ARTICLES**
- Link 1
- Link 2
- Link 3
- Link 4
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

Make sure you and your child stay positive. When a task gets challenging make sure to look back at the instructions a few times. Tell them to work though it slowly making sure they did not skip a step. Keep the encouragement going and they can get through anything.

• Link 1
• Link 2
• Link 3
• Link 4
This is the time to market almost solely through digital platforms. 97% of digital consumers have used social media in a month. 52% of all online brand discovery still happens in public social feeds. Consumers are 71 percent more likely to purchase a product based on social media referrals. 31 percent of online consumers say they searched on social media for products before purchasing. 80 percent of consumers engage with brands through social media. 59 percent of global consumers use social media as a source of inspiration for purchases. Social media is great as a marketing tool to gain recognition and let our target market about NexGen. (Why You Need to Invest)

Running a social media ad campaign is a great way to reach new users. With an ad campaign, you can determine exactly what type of user you want to target and place your content directly in their newsfeed.

Also, it is very cost-effective to run a social media ad campaign. They give you the
option to choose a daily budget or a set amount for the ad’s life. The social media platform will charge you a few cents to a couple of dollars per click. The user also has the ability to run different campaigns. Depending on what campaign is doing the best, the budget will go towards the campaign that is getting the most results. The advertiser can closely monitor the outcome of each ad and adjust to get better results. Compared to traditional advertising, the overall cost, targeting, and outcome are much more manageable. (Why You Need to Invest)

The digital advertising visuals will be the first thing a parent or child will learn about NexGen. They must be eye-catching and interesting. These will be placed on Instagram, Facebook, Twitter, and Google. These platforms are some of the most used platforms in today’s market.

The first version of the ad campaign uses a mix of cartoon characters and real people. The real people in the images are in the approximate target age group. This is, so they relate to the images. The parents will relate if they have a child in that age range. The cartoon characters are in the image to create intrigue and curiosity to learn more.

The second version of the ad campaign used the same element differently. In this campaign, it is as if the children are in the cartoon character’s word instead of the character being in theirs. As if the student could delve into a different world. Either design could be effective in different ways.
DESIGN THE NEXT CHAPTER
AD CAMPAIGN VERSION 1

DESIGN THE NEXT CHAPTER

TEACH THE NEXT GENERATION

USEING IMAGINATION TO CREATE

95 | NexGen Create | Mary Kate Morgan
AD CAMPAIGN VERSION 2

DESIGN THE NEXT CHAPTER

TEACH THE NEXT GENERATION

USE IMAGINATION TO CREATE
NEXGEN
CREATE: GRAPHIC DESIGN PROGRAM

BIBLIOGRAPHY
BIBLIOGRAPHY


HomeWorkHelper.net. Should Parents Help with Homework to Improve Their Kids Learning?, homeworkhelper.net/blog/should-parents-help-with-homework.


“MS Standard and Optional Course Offerings.” Course Catalog, insys.fcps.edu/CourseCatOnline/#/reportPanel/1042/3/1/1/1/1.


“Top 8 Graphic Design Jobs You Should Pursue For Your Career.” Fremont College, 4 Feb. 2019, fremont.edu/top-8-graphic-
“Using Learner Controlled Progress-Based Rewards to Promote Motivation and Achievement of At-Risk Students in Managed Online Learning Environments.” N.p., 2011. Print.


NEXGEN
CREATE: GRAPHIC DESIGN PROGRAM

MARY KATE MORGAN
The End