
11.1 WORK IN PROGRESS | MATERIALS MATRIX

Tonya Stuart-Melland | GR 600: Visual Communications Lab | Spring 2023

DS MATRIX

TOPIC
The Design Process and Core Subjects

GOAL
Create design process content to be incorporated into 9th grade English, Science, and Social Studies classes to teach problem-solving skills.

AUDIENCE
Ninth grade science, English, and Social Studies teachers and ninth grade students. Stakeholders would be the administration, school board, super intendants, and parents, since they decide whether things are approved and could potentially shut down the project.

INSIGHT

Teachers are already in charge of so many things when it comes to content for their classrooms. Making things easy to implement is important for utilization.

Teaching the students problem-solving skills will build students confidence and teach them to look at challenges from a fresh perspective.

Teaching the design process will help support struggling students, by creating a visual level of learning and more hands on environment.

STRATEGY

Make it easy for teachers to incorporate the design process into core content areas English, Social Studies and Science curriculum.

Use the design process to problem solve in core content areas English, Social Studies and Science.

Create a place where teachers and students can obtain information and resources to implement the design process properly.

IDEA

Design: Print Design
Posters showing design process, with blanks for students/ teachers to fill in as they go with to keep track of progress.

Environmental Design: Installations
Large room wraps with the design process to show steps. So students always have something to reference.

Branding: Logos
Create icons for each part of the process. Students could familiarize themselves with these icons to remember step.

Typography: Type System
To create cohesion so students can better follow, learn and utilize the process.

User Experience: User Experience
Create educational videos on how to use the design process within certain content areas. Show teachers how to incorporate and students how to use it. Website to find content for classes.

Packaging: Product Design
Design deck of cards that help students work through the design process to come up with problem-solving strategies

Editorial Design: Books
Create work books. Where students can work through the process and write down ideas etc.

Innovation: Design Education
Make the design process a prominent process throughout the school. How can we solve problems like the lunch line time and length, etc.

Design: Advertising and Marketing Materials
Information advertising how to use these techniques in your classroom.

Environment Design: Architectural Interiors
A learning pod where students can interact with and utilize the design process.

Branding: Identity
The pod could be marketed to other schools to promote design process problem solving.

Typography: Type System
To create cohesion so students can better follow, learn and utilize the process.

User Experience: Interaction
The pod could have interactive walls, you can write on, draw on and save your work to reference later when you aren't in the pod.

Packaging: Fabrication
Creating a pod learning structure.

Editorial Design: Book
How the pod can be used to utilize the design process when problem solving through learning materials.

Innovation: Entrepreneurialism
Designing the interactive pod to be used as a business endeavour. Could market it to other schools, and grade levels.

Design: Advertising and Marketing Materials
Advertise the website and activity box for resale.

Environment Design: Signage
Billboards for advertising.

Branding: Identity
The packaging for the project box would need to have a logo and identity.

Typography: Type System
To create cohesion so students can better follow, learn and utilize the process.

User Experience: Mobile Apps
An app that would interact with the box full of projects to create another level of interaction.

Packaging: Retail and Product Design
Create packaging for the project boxes as well as the products it will entail, which may also need packaging.

Editorial Design: Book or Magazine
How to guide using and utilizing products found in the project box.

Innovation: Design Strategy
Create a design process that is student friendly. Where they can learn it in various classes and understand how to use it no matter where life takes them.

MATERIALS MATRIX

TONYA STUART-MELLAND

TOPIC

The Design Process and Core Subjects

GOAL

Create design process content to be incorporated into 9th grade English, Science, and Social Studies classes to teach problem-solving skills.

AUDIENCE

Ninth grade science, English, and Social Studies teachers and ninth grade students. Stakeholders would be the administration, school board, super intendants, and parents, since they decide whether things are approved and could potentially shut down the project.

WEBSITE



The Design Process Classroom
a primary resource for the project. Where students and teachers can go to find content, learning resources, and video instructions.

EDUCATIONAL MATERIALS

CONTENT (APPROX. 10 PAGES)
Multiple pages of resources for teachers and students. Including lesson plans, video instructions, and other resources to make the design process digestible for students and easy to incorporate for teachers.

VIDEOS (APPROX. 3, ONE FOR EACH SUBJECT)
Instructional videos to show how to effectively use the design process in core content areas. Using prompts and students friendly graphics and language.

PRODUCT

DESIGN



Design Process Project Box
a subscription box that is full of visuals to incorporate the design process into content. Will include multiple resources.

EDUCATIONAL MATERIALS

CONTENT (APPROX. 3 BOXES, WITH CONTENT)
Multiple pages of resources for teachers and students. Including lesson plans, video instructions, and other resources to make the design process digestible for students and easy to incorporate for teachers.

POSTERS (APPROX. 3, ONE FOR EACH SUBJECT)
Posters for students and teachers to reference on the design process steps.

DECALS (APPROX. 3, ONE FOR EACH SUBJECT)
Instructional wall and floor for ease of using design process within the classroom.

BRANDING (APPROX. 1)
Create a logo and name for the subscription box.

INTERACTION



The Hands-On Student
content for inside the subscription box with hands-on resources for students who are visual learners.

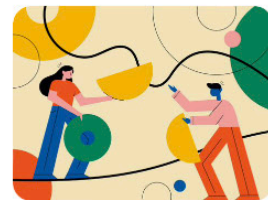
EDUCATIONAL MATERIALS

CONTENT (APPROX. 1 BOX DESIGN, WITH CONTENT)
Multiple pages of resources for teachers and students. Including lesson plans, video instructions, and other resources to make the design process digestible for students and easy to incorporate for teachers.

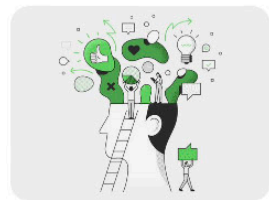
WORKSHEETS/WORKBOOK (APPROX. 9)
Activities for students in each classroom to use to utilize the design process with varying projects.

DESIGN PROCESS CONTENT CARDS (1)
Cards that can be used to visually help the students work their way through the design process in any content area.

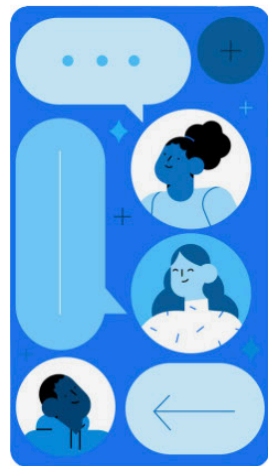
KEYWORD GROWTH PULLS



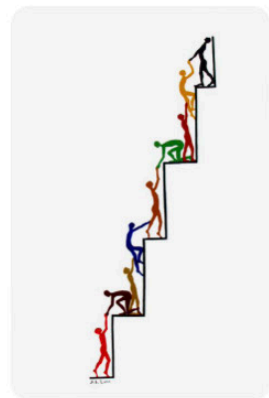
Conflucing - Illos ☆



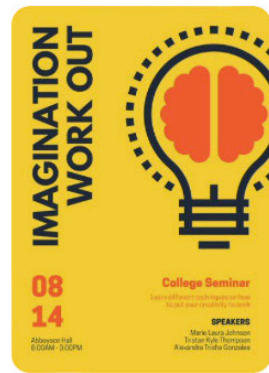
Market Research ☆



Megan Pelto Illustration ☆



Sa Rah LeBlanc ☆



Free printable, customiza



Download The opposit



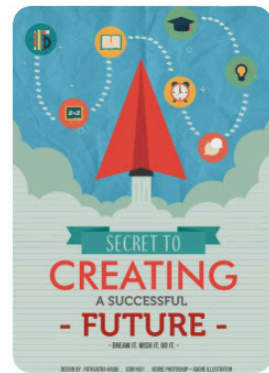
Mumfolk Studio rebrand i



12 Ways to End a Chapter



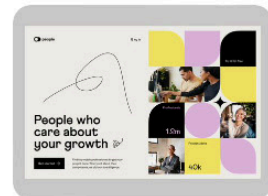
B&A - Main Portfolio ☆



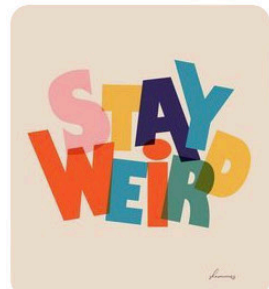
Education Poster ii ☆



CHAPMAN UNIVERSITY ☆



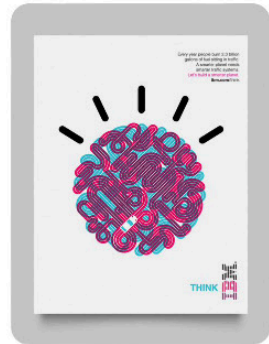
people: visual identity ☆



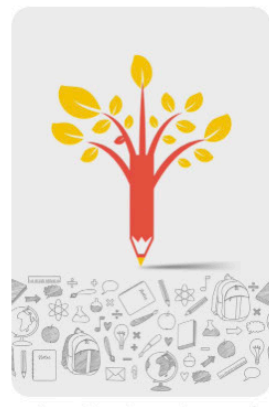
Pinterest ☆



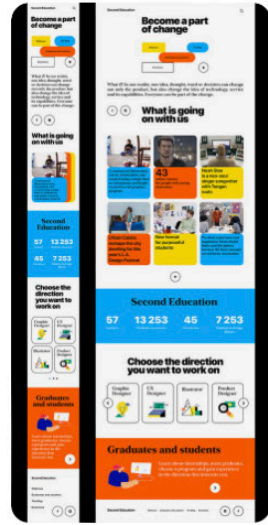
Hackney Forest School ☆



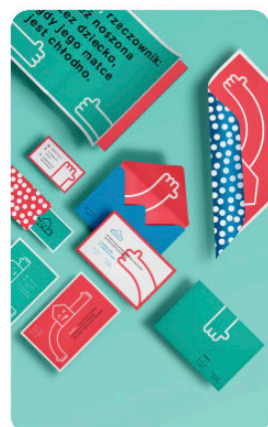
IBM - Office Jason Schu



Education Creative Poste



Second Education ☆



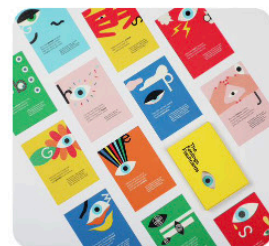
Przedszkole Chatka ☆



together we are one ☆



Exam Prep



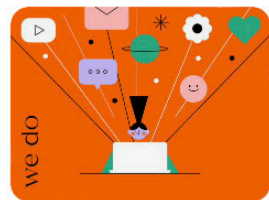
Seen+Noted: TBWAIndia ☆



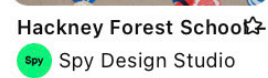
ENSEMBLE ☆



We do ☆



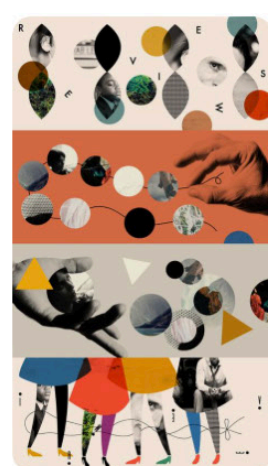
We do ☆



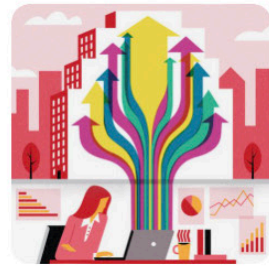
Spy Design Studio



design thinking proces ☆



Inspirational... ☆

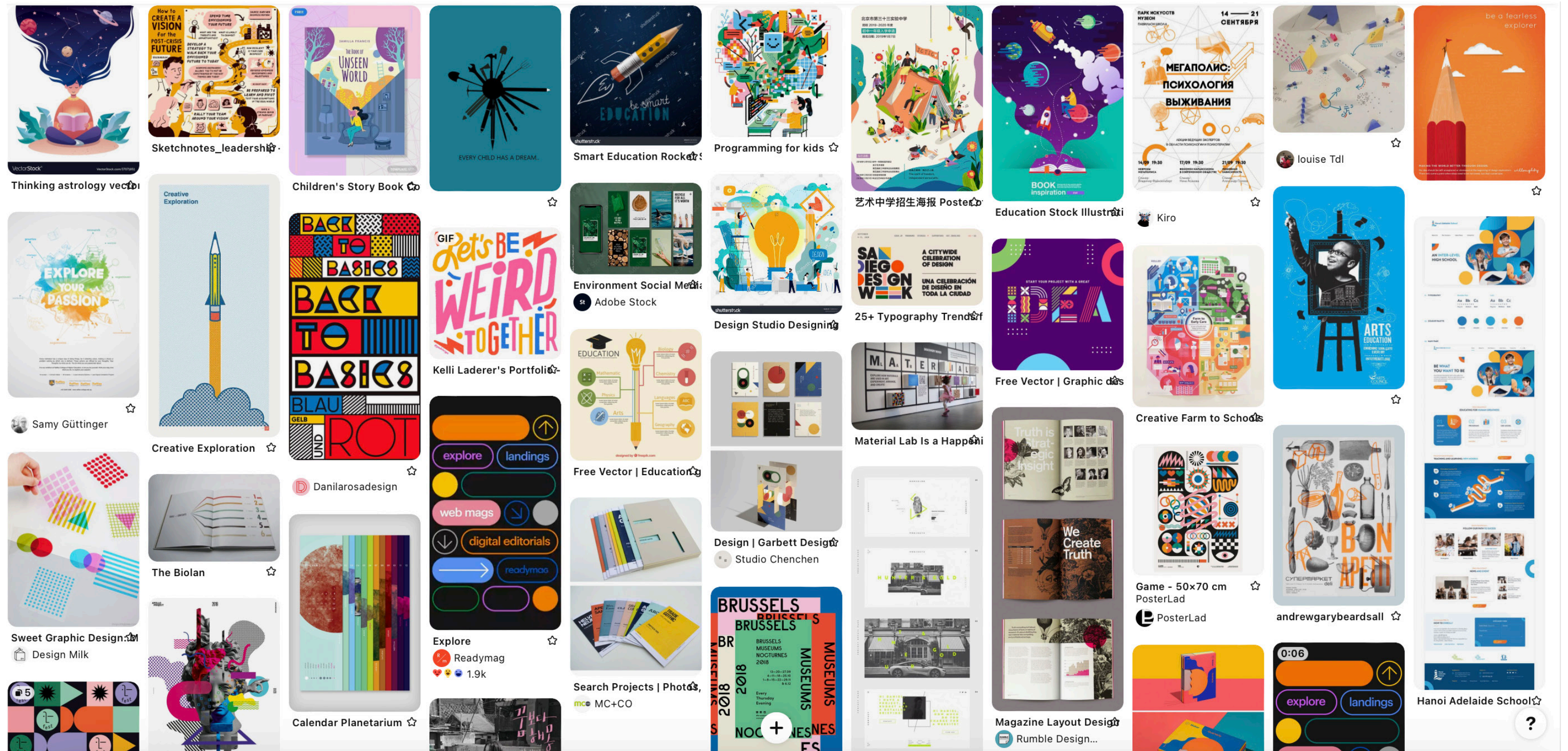


Cirox - Blog notes ☆

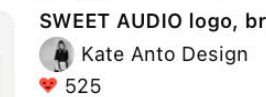
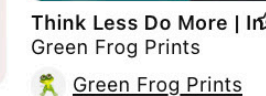
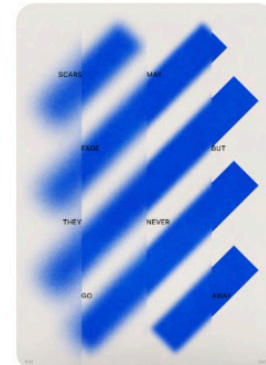
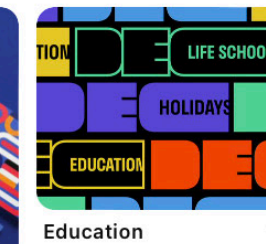
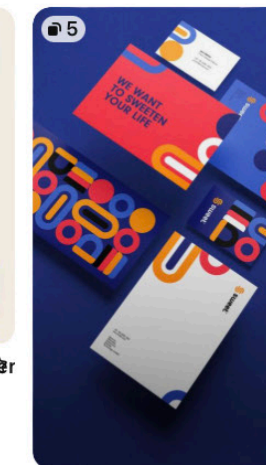
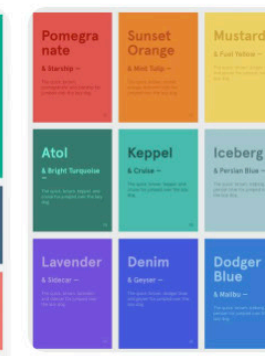
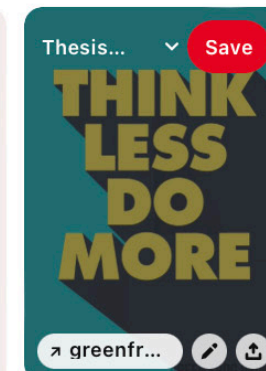
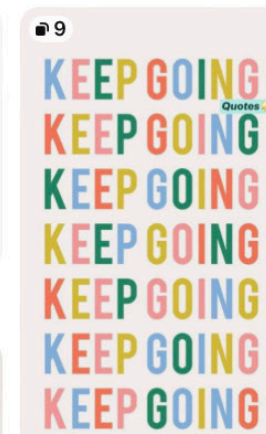
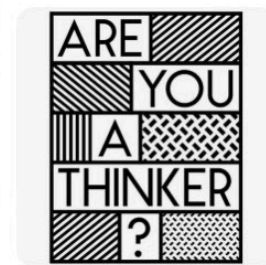
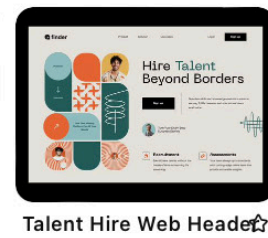


Brand Design for Gastow

KEYWORD EXPLORE PULLS



KEYWORD CLARITY PULLS



Our work shouldn't be

SAULÉS GOJUS Visual

Weekly Design Inspiration

Quotes
Abigayle Harrison
1.6k



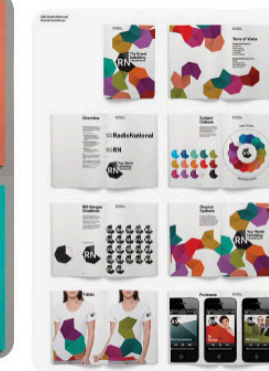
Doit
Inkbox ink inc.
Inkbox



How to use transparent



weandthecolor
Evergray Media

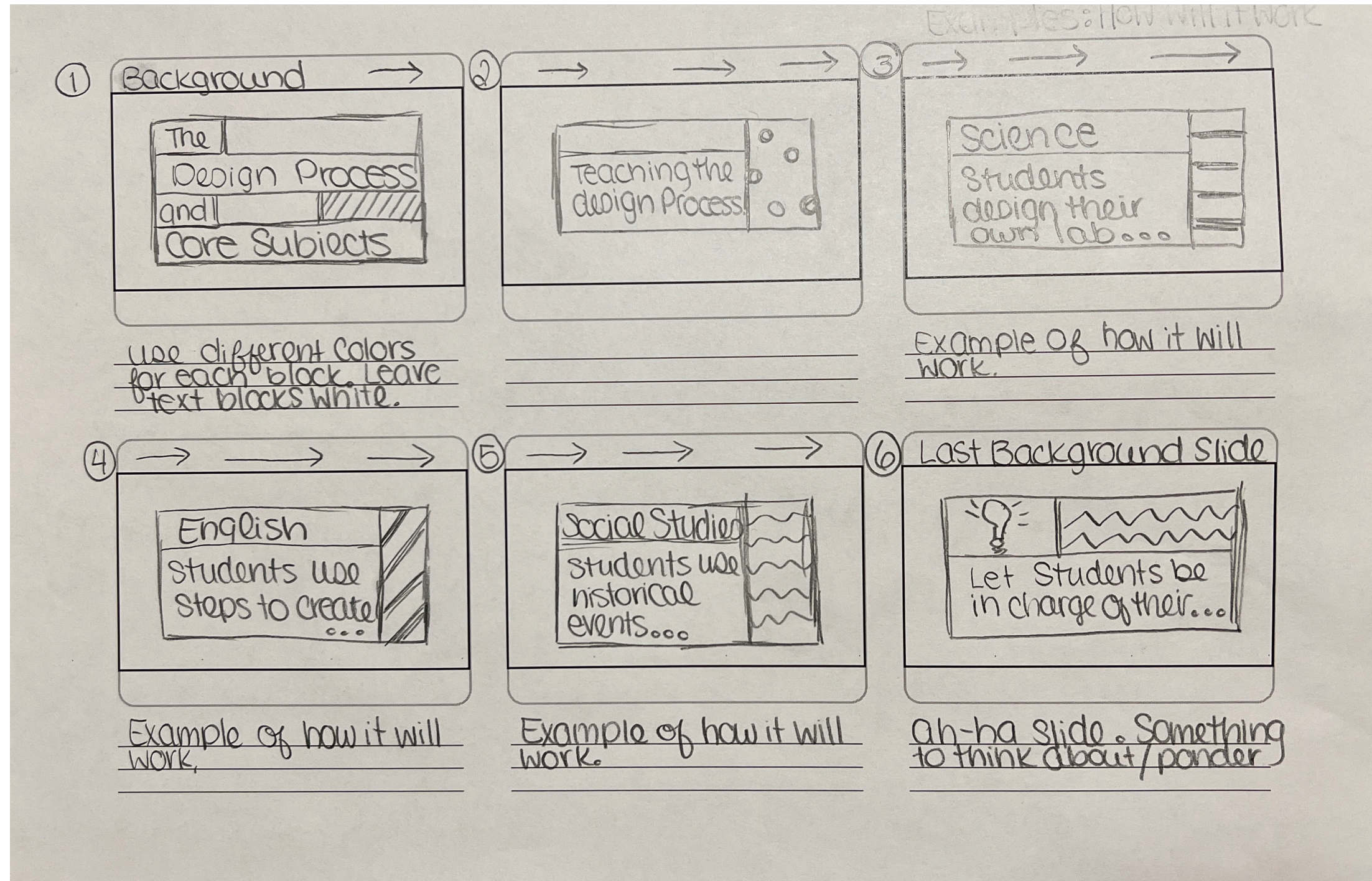


Design Awards - Grafik

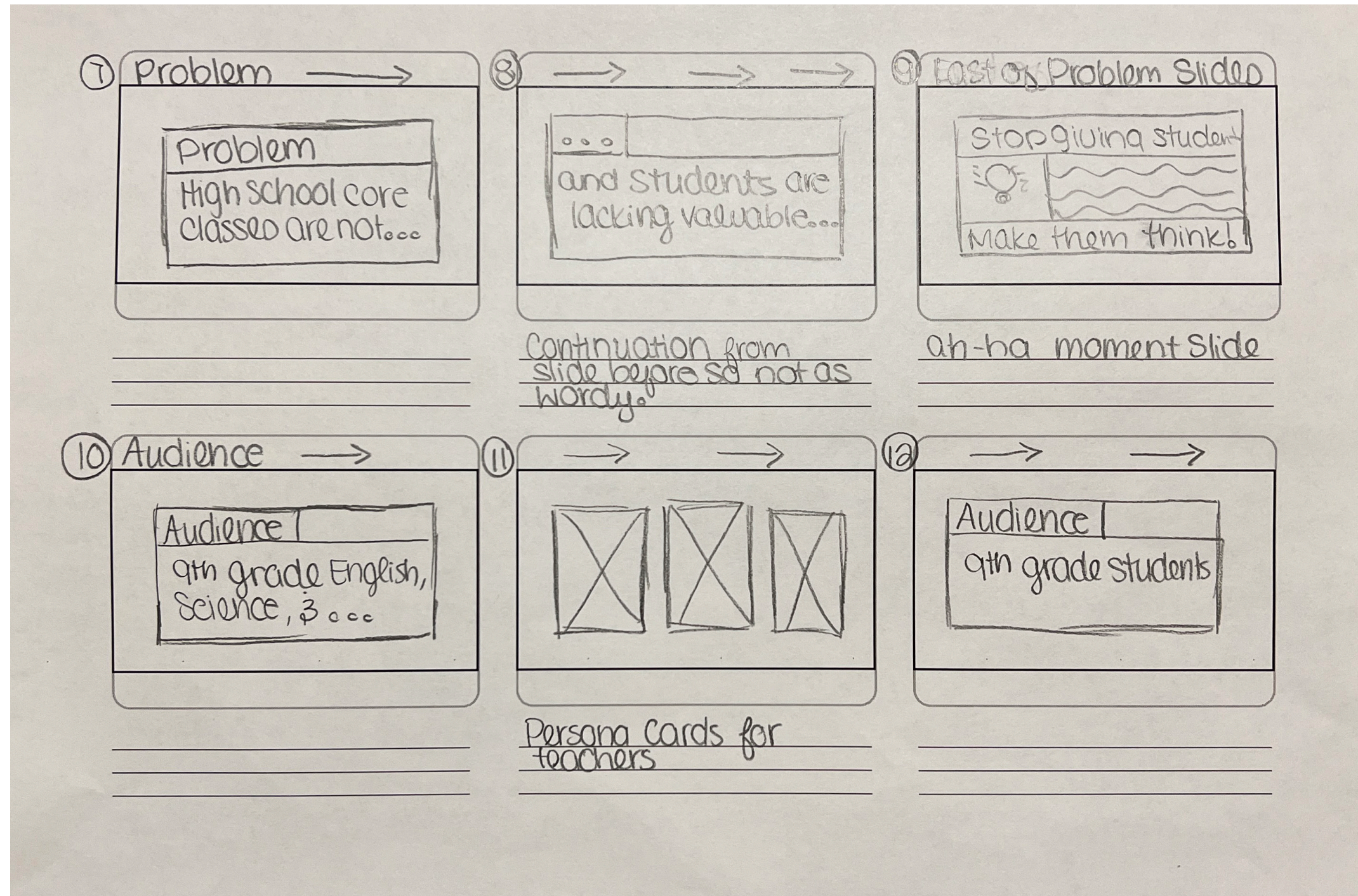
School Montessori for

Design Toolkit

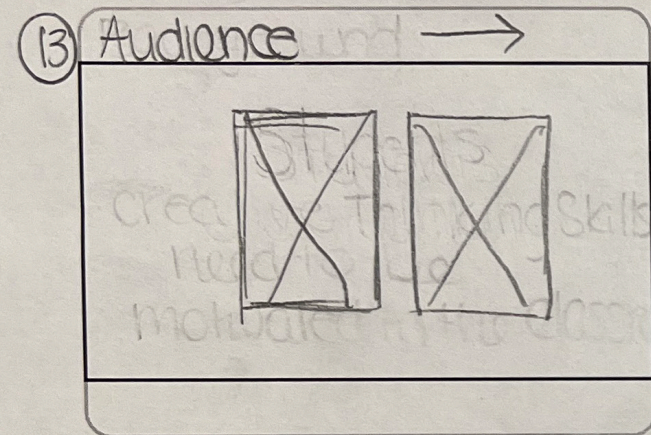
STORYBOARD



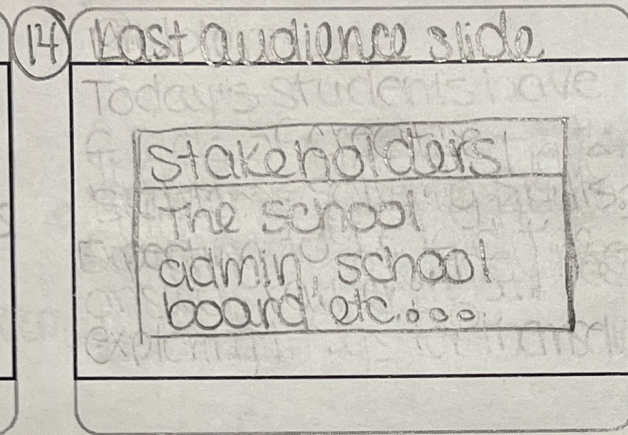
STORYBOARD



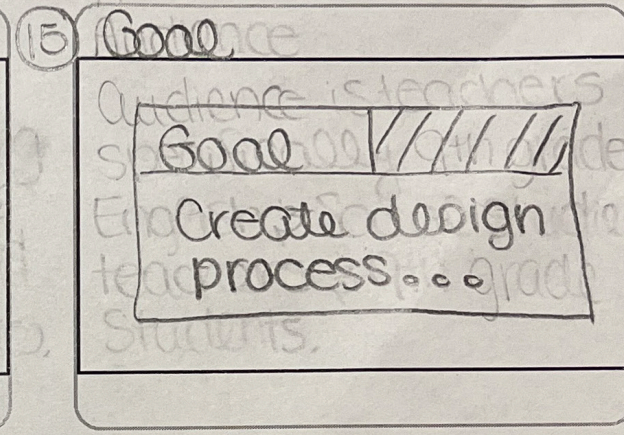
STORYBOARD



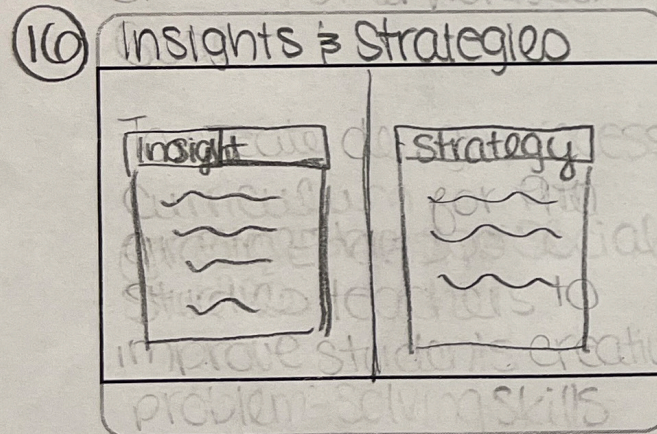
student persona cards
I made



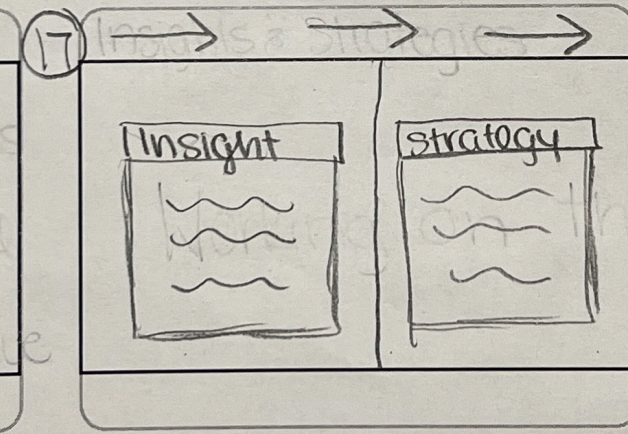
one sentence that sums up
the audience



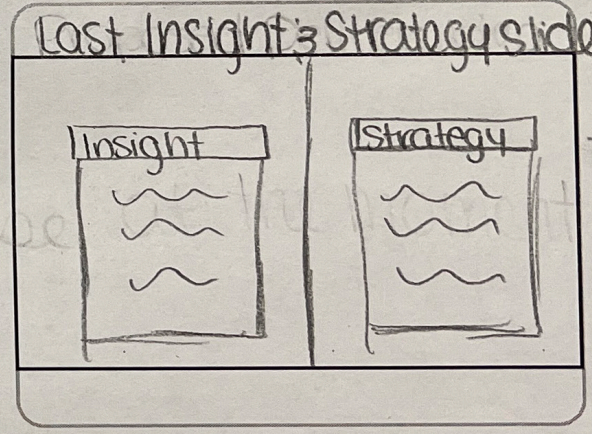
Have the statement show
up, then fade out & have
persona cards appear



Split screen w/ color
to differentiate the
two

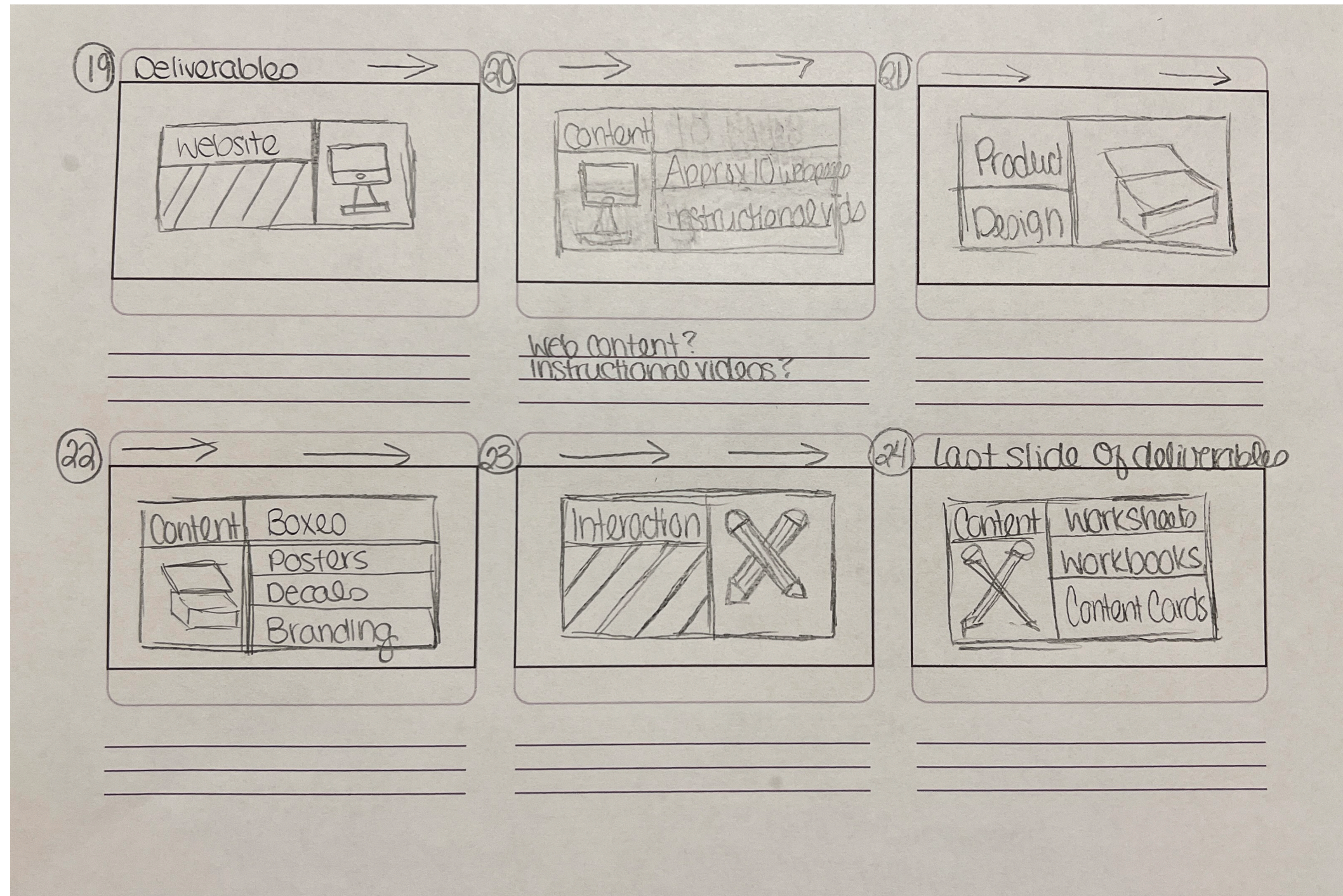


opposite color split
from slide before



split screen color the
same as 1st slide in
this category

STORYBOARD



KEYFRAMES

The Design Process and Core Subjects

A keyframe on a teal background. The text is arranged in four horizontal bars: 'The' (purple), a bar with vertical pink stripes, 'Design Process' (white), 'and' (purple), a bar with diagonal green and black stripes, a solid orange bar, and 'Core Subjects' (white).

Teaching the design process shows students how to effectively problem-solve.

A keyframe on an orange background. The text is in a white bar with a purple bar to its right and a green bar below it.

Science

Students design their own lab experiments to discover and understand content.

A keyframe on a teal background. The word 'Science' is in an orange bar. Below it is a white bar with text. To the right is a purple bar and a bar with horizontal pink and black stripes.

English

Students use steps to create a book report.

Problem >> *Clear line of reasoning* >> *Conclusion/Solution*

A keyframe on a pink background. The word 'English' is in a green bar. Below it is a white bar with text. To the right is a purple bar with diagonal stripes and a solid orange bar.

Social Studies

Students use historical events covered in class and apply them to solutions of today.

A keyframe on a purple background. The text is in a white bar with a pink bar above it and a green bar with diagonal stripes to its right.

Let students be in charge of their learning.

A keyframe on an orange background. The text is in a white bar. Above it is a pink bar with a lightbulb icon, a green bar with black polka dots, and a purple bar to the right.

KEYFRAMES

Problem

High school core classes are not utilizing the design process...

and students are lacking valuable problem-solving skills.

Stop giving students the answers.





Make them think!

Audience

9th grade English, Science, and Social Studies teachers.

Audience

9th grade students.

 <p>Influence 6</p> <p>THE ENGLISH TEACHER</p> <p>Gender: Male Age: 45 Income: \$50,000 Education: Bachelor of Science in Education</p> <p>Specific Traits:</p> <ol style="list-style-type: none"> Has been teaching 9th grade English for 10 years. Has been noticed that students aren't as engaged in school as they used to be. Has been looking for ways to keep their students engaged. Has considered leaving the profession because they are so frustrated. Is the subject to class based on group projects. <p>Statement:</p> <p>As a former classroom teacher, I have realized that in the last few years, students' engagement has been lacking when it comes to school. I have also noticed that even though the students think they are using all the technology, they still have to do a lot of work that is not a useful task. The technology has just become another obstacle that my class has to overcome and does not help them learn.</p>	 <p>Influence 4</p> <p>THE SCIENTIST TURNED TEACHER</p> <p>Gender: Female Age: 29 Income: \$50,000 Education: Masters of Public Health</p> <p>Specific Traits:</p> <ol style="list-style-type: none"> Quitted science and has turned her education. Decided to step out of education school to pursue teaching career. Has been teaching for a year and has realized from trying to come up with content to keep the students engaged. Has been discussing her issues with other teachers but they don't want to try anything new or when anything with her because she is new. Found faculty members which makes her very difficult to the students. She will try anything once but will make sure she wants it. <p>Statement:</p> <p>As a former scientist, I have realized that in the last few years, students' engagement has been lacking when it comes to school. I have also noticed that even though the students think they are using all the technology, they still have to do a lot of work that is not a useful task. The technology has just become another obstacle that my class has to overcome and does not help them learn.</p>	 <p>Influence 3</p> <p>THE HISTORY LOVER</p> <p>Gender: Female Age: 39 Income: \$80,000 Education: Bachelor of Science in Education and Masters in Education</p> <p>Specific Traits:</p> <ol style="list-style-type: none"> She is very passionate about history. She is struggling with getting kids to want to learn about the past. She has noticed that students are not making connections with our current society to do so. She also feels like students lack critical thinking skills in order to make these connections. She has been teaching for 12 years, so she's kind of of a routine, even though she doesn't want to admit it. <p>Statement:</p> <p>As a teacher, I am always exploring different levels of mediums and techniques to keep the kids excited and interested. Recently the students have been asking about doing some digital design work. It might be helpful with resources if I can provide more hands-on activities for students to critically think about the problems at hand.</p>
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KEYFRAMES

Infra 5
THE QUIRKEY STUDENT
 Gender: Female
 Age: 17
 Income: \$0 (unless you count her allowance)
 Education: 8th grader starting high school in the fall
Specific Interests:
 1. She likes to draw and will be attending high school in the fall. She has taken every single art and design class offered.
 2. She is very good at drawing, is very technology savvy, and loves to design different things.
 3. She and her best friend love to make videos for their YouTube channel and post them every month.
 4. She is looking for more engaging content to help her make connections to the real world.
Statement:
 As an 8th grader she is excited to begin high school in the fall, and to be a freshman. There are so many options available to her, but she is not sure what to do. She is looking for more engaging content to help her make connections to the real world.

Infra 2
THE DECA PRESIDENT
 Gender: Male
 Age: 17
 Income: \$0 (sometimes mows the lawn for his elderly neighbors)
 Education: First semester Freshman in high school
Specific Interests:
 1. He is in his freshman year of high school. Where he is very involved in business classes and DECA.
 2. He has been in his year in marketing where students get to design a product and sell it to their fellow students and faculty.
 3. He is looking for more engaging content to help him make connections to the real world.
 4. He is deciding on what classes he would like to take as a sophomore. He worried about his core classes because they are so boring.
Statement:
 As an 8th grader she is excited to begin high school in the fall, and to be a freshman. There are so many options available to her, but she is not sure what to do. She is looking for more engaging content to help her make connections to the real world.

Stakeholders

The school administration, school board, superintendents, and parents.

Goal

Create design process content to incorporate into core subjects.

Insight

Teachers are already in charge of so much. Making implementation simple is key for utilization.

Strategy

Make it easy for teachers to incorporate the design process into core content areas.

Insight

Teaching students problem-solving skills will build their confidence.

Strategy

Use the design process to problem solve in content areas.

Insight

Students who are struggling need a visual level of learning and more hands on content.


Strategy


Create content that supports visual learners. In an easy to follow format.

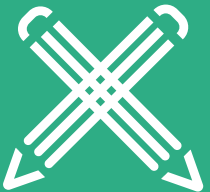
KEYFRAMES

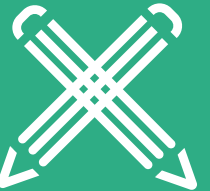
Website	

Content	
	Approx. 10 pages of content.
	Instructional videos.

Product Design	
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Content	
	Box design.
	Posters.
	Wall decals.
	Branding.

Interaction	

Content	
	Worksheets.
	Work books.
	Content Cards.