Project 6
Brochures

Timing: 12 to 15 hours

Project overview

Brochures can be found everywhere, describing tourist destinations, providing information about services, or giving an overview of an organization. A brochure is traditionally a paper collateral that informs people about a product, service, or location. Informing with a brochure can be quick and cost-effective. In working with clients, students will further enhance their design and technical skills by creating a brochure, using advanced image manipulation techniques and page layout design. Students will create a paper brochure for physical distribution and an interactive digital brochure for distribution on the web. You might choose to limit the scope of this project by being the client or selecting a client in the school for each student group. You might also choose to work with local businesses and organizations.

Student product: Brochure

Note: Portions of the Brochures project align to the Adobe Certified Associate, Visual Communication objectives. Within the instruction steps and technical guides, the specific learning objectives for the exam are referenced with the following format: [1.1]

Project objectives

At the completion of the project, students will have developed the following skills:

Project management skills

- Designing for a client
- Conducting review sessions
- Tracking milestones
- Managing files and using file-naming conventions
- Repurposing content

Design skills

- Designing tri-fold layouts
- Designing interactive brochures
- Redesigning based on feedback
- Reusing content
- Creating designs that meet client requirements
- Creating comps
- Understanding sustainable design principles

Research and communication skills

- Analyzing and evaluating brochures
- Questioning to focus and clarify
- Presenting designs to a client
- Gathering and synthesizing information from a client
- Creating compelling brochure content
- Giving and receiving peer review comments
- Reflecting on how to improve product
- Conducting focus groups

Technical skills

Photoshop

- Using color management tools
- Using filters
- Using blending tools
- Transforming images
- Retouching images

InDesign

- Understanding InDesign frames

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- Using placeholder text
- Designing in columns
- Using character and paragraph styles
- Wrapping text around objects (including using anchors)
- Applying effects to text
- Placing objects on page
- Creating shapes and borders
- Creating interactive documents
- Exporting multiple versions of the brochure for different screens

Acrobat Pro

- Using commenting tools

Project materials

- Adobe Photoshop CS6 installed on all machines
- Adobe InDesign CS6 installed on all machines
- Adobe Acrobat X Pro installed on all machines
- Worksheet: Client interview: Brochure
- Worksheet: Review and redesign of brochure
- Acrobat guide: Using Acrobat Comment and Markup tools
- Photoshop guide: How to use gradient maps
- Photoshop guide: How to use advanced color techniques
- Photoshop guide: How to use the Vanishing Point filter
- Photoshop guide: How to blend, feather, and smooth
- Photoshop guide: How to warp images
- InDesign guide: How to work with layers
- InDesign guide: How to use placeholder text
- InDesign guide: How to apply effects to text
- InDesign guide: How to wrap text around objects
- InDesign guide: How to use character and paragraph styles
- InDesign guide: How to import files
- InDesign guide: How to create interactive documents
- InDesign guide: How to export for multiple screens
- Worksheet: Client debriefing
- Guide: Peer review

Background preparation resources

- Technical and content information
- Key terms
- ISTE NETS*S Standard for Students
- Adobe Certified Associate, Visual Communication objectives

Project steps

Planning and designing a brochure

(Suggested time: 220–320 minutes)

1. Introduce students to goals of the project:
   - To create and build a tri-fold brochure for a client.
   - To build an interactive web-based version of your client brochure.
   - Use color management, filters, and retouching tools to create a graphics element.
   - Conduct a client review of brochure project.

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- Write a short reflection on the process of creating the brochure.

2. Share examples of tri-fold brochures and discuss the following with students:
   - *Use of tri-fold layout with six panels and tips for constructing a tri-fold such as:*
     - The first panel, or cover, should be grab attention, like an advertisement.
     - The second, third, and fourth panels (the inside of the brochure) should contain the bulk of the content. Headlines, graphics, images, and content can spread across all three interior panels, not just each individual panel.
     - The fifth panel is usually a good place for customer testimonials or endorsements.
     - The sixth panel is a good place for a "call to action": a statement that tells the audience what they should or need to do.
   - *Purpose of the brochure:* Is it clear and effective?
   - *Graphics:* Make sure they are compelling.
   - *Design principles:* Use white space, typography, and color effectively.[2.2]
   - *Cost of printing:* How is it affected by color choice?
   - *Sustainable design principles:* Does the brochure make an effort to comply with economic, social, and environmental sustainability principles?
   - *Content:* Is it well written, copy-edited, succinct, and to the point?

   Note: You might want to gather examples of tri-fold brochures for the class discussion.

3. While the web-based version of the brochure will contain the same content and should align to the previously discussed best practices, there are additional issues to consider with the web-based format. Share examples of interactive web-based brochures and discuss the following with students:
   - Effective uses of animation and interactivity to add interest and engagement, while not overwhelming viewers.
   - Usability issues in navigating through the brochure and viewing the content.
   - Tranferring content from the tri-fold layout to a structure more conducive for the web.

   Note: You might want to gather examples of interactive brochures for the class discussion.

4. In preparation for the client interview, discuss information the teams need from their clients about the client's goals and target audience of the brochure. Have each design team discuss the interview questions and add other questions they feel might be necessary to build their understanding of their client's needs.[1.1, 1.4]

   Note: Depending on the level of your students, you might want to review and approve the interview questions or ask students to practice interviewing to refine their interview style and questions. You might also choose to facilitate interviews that are conducted with clients outside the school.

   Worksheet: Client interview: Brochure

5. Ask students to meet with clients to interview them. From the results of their interviews, ask students to create a project plan. Remind students to plan contingencies based on their past experience with clients. These contingencies might include:
   - Adding more time for review cycles
   - Limiting the number of review cycles
   - Identifying where scope should be limited if certain milestones aren't met

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- Agreeing upon paper type, color, and cost for final products

6. Ask students to create three design comps for their client, using Photoshop, and present these comps in PDF format. In addition to the PDF comps, explain that the students must research paper choices and costs and present options to the client to gain approval of paper type and budget.

7. Ask students to engage in review and redesign cycles with their clients as in the previous project, until a final design is agreed on.[1.3]

   Worksheet: Review and redesign of brochure

Building a brochure

(Suggested time: 400–450 minutes)

8. Allow students time to research content for their brochure. As they research content, ask them to evaluate the validity, currency, and bias of the content they are including, specifically when they find the information on the web. Some items for them to consider include:
   - Content bias
     - Can you tell why the site was created? Is an organization associated with the site, and if so, what type of organization?
     - Is it clear which portions of the site's content are fact and which are opinion?
     - Is any bias presented in the information? Is there a hidden purpose?
   - Content currency
     - When was the information first placed on the page?
     - When was it last revised?
     - Are there any other indications that this information is current? What is the quality of the related links?
   - Content source
     - Who is responsible for this site?
     - What qualifications or expertise does the author have to write about the topic on this site?
     - Does the site include a way to verify the legitimacy of the author, such as an e-mail address, phone number, or mailing address?
     - Who sponsors this site? Has the site been reviewed or won any awards?
     - Are any other sources cited on this site?
     - What is the domain extension of the site? What does this extension tell you about the site?
   - Content corroboration
     - What other sites have information on this topic?
     - Is the information the same?
     - Are these other sources valid?

   Note: You can determine how much to make a research and writing assignment of this project. For instance, in the interviews, the teams could collect previous brochures or marketing material from clients so they can synthesize information, repurpose it, and apply it.

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9. Ask students to write the brochure content according to their client's needs. Explain that they should conduct a review cycle within their team and encourage them to use the Acrobat comment tools for this review. Explain that each team should be reviewing for content and copy-editing. They might want to make specific team members responsible for reviewing different components of the writing. Ask students to get approval for their final copy from the client.

10. To help students utilize the commenting tools in Acrobat for their content review cycle, demonstrate how to use the commenting tools, using the "I do, we do, you do" method.

    Acrobat guide: Using Acrobat Comment and Markup tools

11. As students implement their designs, they might need to use one or more of these advanced image-manipulation techniques, depending on the needs of the client. Demonstrate these techniques to help students implement their designs:
    - Using gradient maps
    - Using advanced color techniques
    - Using the Vanishing Point filter
    - Blending, feathering, and smoothing
    - Warping images

    Photoshop guide: How to use gradient maps [4.4]

    Photoshop guide: How to use advanced color techniques [2.4]

    Photoshop guide: How to use the Vanishing Point filter [4.8]

    Photoshop guide: How to blend, feather, and smooth [4.1, 4.5]

    Photoshop guide: How to warp images [4.3]

    Note: As you demonstrate these advanced image-manipulation techniques, discuss the idea of non-destructive editing and emphasize to students the importance of using adjustment layers, filters, and other methods for making edits to the photo without changing the original image.[3.1, 3.2]

12. Allow students time to use Photoshop to create any needed graphics elements identified in their final comp.

13. Ask students to create a rough prototype of both formats of the brochure and plan a focus group session to test the brochure focus and content appropriateness with the target audience. Ask students to synthesize feedback from focus groups to incorporate into their brochure.[1.4]

    Note: You might review techniques from Project 4: *Advertisements*.

14. As students prepare to create their brochure layout design and combine their content and graphics elements in InDesign, they might find advanced layout techniques helpful. Using the "I do, we do, you do" method, demonstrate the following in InDesign:
    - Using frames and layers
    - Creating placeholder text
    - Creating text effects and wrapping text

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- Creating shapes and borders

InDesign guide: How to work with layers

InDesign guide: How to use placeholder text

InDesign guide: How to apply effects to text

InDesign guide: How to wrap text around objects

InDesign guide: How to use character and paragraph styles

15. Allow students time to create a tri-fold layout in InDesign and build their brochures, incorporating any graphics elements they created earlier.

InDesign guide: How to import files

16. Instruct students to print a draft and fold their brochure to make sure they have the correct paper size and layout dimensions for their design. Allow students time to make any necessary corrections.

17. Once students have the brochure properly aligned and folded instruct them to print the finalized brochure on the paper approved by the client.

18. In order to create the interactive web-based version of the brochure, students will need to use the interactive documents features in InDesign. Using the "I do, we do, you do" method, demonstrate the following in InDesign:

- Creating buttons for navigation between pages
- Adding page transitions between pages
- Inserting audio clips and movies in the brochure
- Creating simple animations
- Adding hyperlinks to websites or other pages in the document

InDesign guide: How to create interactive documents

19. Allow students time to create the interactive web-based version of the brochure. Ask students to test each page of their interactive brochure by using the Preview panel in InDesign.

20. Once students have created the interactive brochure, have them export an HTML file with embedded CSS or a Flash Player (SWF) file to show their client.

InDesign guide: How to export for multiple screens

Reviewing a brochure

(Suggested time: 100–150 minutes)

21. Advise the students to have a debriefing session with their client for reviewing the final brochure and discussing their experiences. Some areas you might ask students to focus on include:

- *Communication:* Considering the different methods of communication, which was the most effective? Was there enough communication during the project cycle? In what ways were communication challenges resolved? What are ways communication with clients should change (or not) the next time a project is started?

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- *Deliverables:* Was there a schedule of deliverables established? Did the client receive the expected deliverables on time? Were the deliverables the quality they expected? Were they in the expected format? Can the client suggest ways to improve the process of delivering materials?
- *Feedback:* Did the client feel they were given enough time and consideration for their feedback? Did the design team consider their feedback? How could the feedback process be improved?
- *Final product:* Does the final product address the target audience? Is the final brochure what the client expected? Why or why not?

Note: You might want to have the students brainstorm client interview questions, this time focusing on debriefing questions.

Worksheet: Client debriefing [1.4]

22. After the process and product have been reviewed with the client, partner the student groups and ask students to hold a peer review session in which each student group presents its brochure. Review the peer review process:

- When presenting the group's work for peer review, state the purpose, audience, and goals of the document and point out any concerns.
- After being presented work by a designer, the reviewing group's first response should be to reiterate the purpose, audience, and goals as they understand it.
- After the designing group's purpose, audience, and goals are clear, ask questions of the designing group, make comments, and offer suggestions.
- To conclude, the designing group will summarize the suggestions and offer a plan for revision.

Guide: Peer review [1.4]

23. Instruct students to write a 1- to 2-page reflection paper about the process of creating their product, identifying areas for improvement for their product and process. Encourage students to reflect on how they employed design, project management, and technical skills they have learned in this and previous projects and what they learned from the client debriefing. Encourage students to reflect on what skills and techniques they want to learn next to further their knowledge of design and print production.

Extension activities

You can extend the project in the following ways:

- *Peer teaching:* Ask students to learn the techniques in the Photoshop advanced image-manipulation guides and hold a mini-seminar to teach the rest of the class. Their presentation should include the following:
  - A working example
  - A short explanation of when and where to use the feature (design challenges it helps to solve)
  - A step-by-step demonstration of how to create the feature
- *Blue sky client scenario:* Have each student group create an exaggerated and fun organization and product or service that needs a brochure. Have each team place their idea in a hat, and then have teams draw an idea to determine who will be their client. Encourage your students be creative and take advantage of the features and effects in Photoshop and InDesign to create visual interest and clearly communicate product or service information in the brochure.

- *Teacher-led client scenario:* If outside clients are not available, you can be the client mimicking a local organization such as a boys and girls club. Ask students to design a brochure for the boys and girls club highlighting programs, recruitment, and values to the community.

Assessment

- Project rubric

Background preparation resources

- Review the student step-by-step guides referenced in this project.
- To view video tutorials aligned with the skills required to complete this project, visit the Visual Design CS6 show on Adobe TV: http://tv.adobe.com/show/visual-design-cs6/
- For more teaching and learning resources on brochures and other topics in this project, search for resources from the community on the Adobe Education Exchange: http://edexchange.adobe.com
- For an overview of the interface and for more information on the technical aspects of Photoshop, see Photoshop Help.
- For an overview of the interface and for more information on the technical aspects of InDesign, see InDesign Help.
- For an overview of the interface and for more information on the technical aspects of Acrobat, see Acrobat Help.
- You might supplement this project with the following design books:
  - Lawler, B. (2009). *The Official Adobe Print Publishing Guide, Third Edition.* Berkeley: Adobe Press.
  - Williams, R. (2007). *Robin Williams Design Workshop, Second Edition*. Berkeley: Peachpit Press.

Tri-fold layout

- A collection of links to articles and resources on designing brochures: http://desktoppub.about.com/od/brochures/Brochures.htm.
- Effective content and design techniques used in creating a tri-fold brochure: www.myprofessionaladvertising.com/Effective%20Brochure%20Design.htm.
- Six tips for writing brochure content: http://advertising.about.com/gi/dynamic/offsite.htm?zi=1/XJ/Ya&sdn=advertising&cdn=money&tm=10&f=00&tt=14&bt=0&bts=0&zu=http%3A//www.levison.com/copywriter.htm.
- Tips on brochure folding options: www.designspice.com/main/tutorials/articles/art_folds.php.

Sustainable design

- An independent online toolkit for sustainable graphic design: www.re-nourish.com
- The Living Principles for Design framework: http://www.livingprinciples.org/framework/introduction/
- The Living Principles Resources: http://www.livingprinciples.org/resources/context/overview/
- You might supplement this project with the following sustainable design books:
  - Dougherty, B. (2009). *Green Graphic Design*. New York: Allworth Press. www.greengraphicdesign.net/

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- Jedlicka, W. (2009). *Packaging Sustainability: Tools, Systems and Strategies for Innovative Package Design*. Hoboken, New Jersey: John Wiley & Sons, Inc.

Key terms

- blending
- feathering
- gradient maps
- interactive brochure
- placeholder text
- smoothing
- sustainable design
- tri-fold
- vanishing point

ISTE NETS*S Standard for Students

This project is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this project aligns to your state requirements.

1. Creativity and Innovation

   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

   a. apply existing knowledge to generate new ideas, products, or processes.

   b. create original works as a means of personal or group expression.

2. Communication and Collaboration

   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

   a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.

   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

   d. contribute to project teams to produce original works or solve problems.

3. Research and Information Retrieval

   Students apply digital tools to gather, evaluate, and use information. Students:

   a. plan strategies to guide inquiry.

   c. evaluate and select information sources and technology tools based on appropriateness of specific task.

4. Critical Thinking and Problem Solving

   Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students::

   a. identify and define authentic problems and significant questions for investigation.

   b. plan and manage activities to develop a solution or complete a project.

5. Digital Citizenship

   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology.
b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

6. Technology Operations and Concepts

   Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

   a. understand and use technology systems.
   b. select and use applications effectively and productively.

Adobe Certified Associate, Visual Communication objectives

1.1 Identify the purpose, audience, and audience needs for preparing image(s).

1.3 Demonstrate knowledge of project management tasks and responsibilities.

1.4 Communicate with others (such as peers and clients) about design plans.

2.2 Demonstrate knowledge of design principles, elements, and image composition.

2.4 Demonstrate knowledge of color correction using Photoshop CS6.

3.1 Identify elements of the Photoshop CS6 interface and demonstrate knowledge of their functions.

3.2 Demonstrate knowledge of layers and masks.

4.1 Demonstrate knowledge of working with selections.

4.3 Transform images.

4.4 Adjust or correct the tonal range, color, or distortions of an image.

4.5 Demonstrate knowledge of retouching and blending images.

4.8 Demonstrate knowledge of filters.

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Assessment

	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Interview	Absent or incomplete.	The interview identifies the client's goals, the target audience, and the intended purpose of the brochure. The interview identifies the content and information crucial to the brochure. The interview identifies the client's preferred design requirements and includes any additional relevant questions.	The interview clearly identifies the client's goals, the target audience, and the intended purpose of the brochure. The interview clearly identifies the content (both original and repurposed) and information crucial to the brochure. The interview identifies the client's preferred design requirements and documents specific examples. The interview includes additional relevant and thorough questions to get or clarify specific information.
Project plan	Absent or incomplete.	Project plans are thorough and complete and document all the phases and tasks for the project.	Project plans are thorough and complete and document all the phases and tasks for the project. Milestones and deadlines reflect appropriate timeframes and learnings from previous projects.
Focus group	Absent or incomplete.	Focus groups are well planned and well run. Student questioning probes effectively at understanding audience needs. Data gathered from focus groups is synthesized and informs the brochure design.	Focus groups are well planned and well run. Plans and process reflect learning from previous sessions. Student questioning probes effectively at understanding audience needs. Data gathered from focus groups is synthesized and informs the brochure design.

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	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Review and redesign	Absent or incomplete.	The review and redesign process identifies whether the design comp meets the initial goals, requires new goals, and reflects good design principles. The review and redesign process details redesign changes for the final brochure.	The review and redesign process clearly and explicitly identifies how the design comp meets or does not meet the initial goals, whether the brochure requires new goals, and how the brochure reflects good design principles. The review and redesign process details changes for the final brochure and identifies new design principles and technological techniques to incorporate. In the course of reviewing the design comps, students use commenting tools and placeholder text to help them select the final layout design.
Brochures – content	Absent, incomplete, or unfocused.	The brochure is appropriately written and communicates information to the target audience(s). Brochure content reflects accurate information gathered from reliable sources.	The brochure is original, creative, and eye-catching. The brochure is well written and communicates information effectively to the target audience(s). The brochure's content synthesizes information from the interview and through research, and conveys a specific message. Brochure content reflects accurate information gathered from reliable sources.
Tri-fold brochure – design	Absent, incomplete, or unfocused.	The brochure employs design principles through the layout and uses such techniques as wrapped text, columns, and borders.	The brochure clearly and efficiently employs appropriate color theory, page layout, and design principles to help communicate the purpose and goal. The brochure incorporates such techniques as wrapped text, headlines, text effects, columns, shapes, and borders. Selected images use photo-manipulation techniques such as filters and blending tools.

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	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Interactive brochure - design	Absent, incomplete, or unfocused	The brochure employs design principles through the interactivity and uses such techniques as buttons and page transitions.	The brochure clearly and efficiently employs appropriate design principles through the interactivity. The brochure incorporates such techniques as buttons, page transitions, movies and audio clips, hyperlinks, and animations.
Reflection paper	Absent, incomplete, or unfocused.	The reflection paper explains the brochure design and production process. The reflection paper explains what students learned from the client debriefing.	The reflection paper clearly and concisely explains the brochure design and production process and makes relevant and clear connections to using and expanding upon the design, project management, and technical skills students have learned in the current and in previous projects. The reflection paper clearly analyzes what they learned from the client debriefing and identifies what they want to learn next to further their design and print production skills.
Team work	Absent or incomplete.	Student collaborates with other students as required to provide feedback or assistance. Fulfills assigned team roles and contributes equally to project work. Sometimes consults with other team members on major project decisions but makes minimal effort to help others build skills. Teams plan and manage multiple steps to ensure delivery and approval for design comps, content, and a final product to client.	Student collaborates freely with other students to provide feedback or assistance. Fulfills assigned team roles and contributes equally to project work. Consults with other team members on major project decisions and voluntarily helps others build skills to complete the project. Teams efficiently and effectively collaborate and interact with peers, experts, or others to create design comps and final brochure. Teams efficiently and effectively plan and manage multiple steps to ensure delivery and approval for design comps, content, and a final product to client.

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	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Time management	Absent or incomplete.	Student allots time for each phase of the design and development process. Completes most phases on schedule.	Student thoughtfully and effectively allots time for each phase of the design and development process. Completes all phases on schedule.
Client debriefing	Absent or incomplete.	Teams debrief with the client to access the level and degree of communication, the satisfaction with deliverables, the experience with feedback, and perceptions of the final product.	Teams debrief with client and access: • Effective forms and appropriate level of communication. • Communication challenges and ways to improve communication. • Schedule and expectation of deliverables. • Ways to improve deliverable process. • Time and ability to give and receive feedback. • Expectations of the final product.

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