Project 8
Mini-yearbooks

Timing: 14 to 18 hours

Project overview

A yearbook, or annual, is frequently used to record, commemorate, and highlight a school year. At most institutions, student teams publish yearbooks. Some countries and organizations also publish yearbooks as annual summary reports. In this project, students form teams to develop and create a yearbook. The students create templates of several double-page layouts and create reusable graphics and illustrations to implement thematic and design consistency throughout the yearbook.

Student product: Mini-yearbook

Note: Portions of the Mini-yearbooks 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

- Assigning and managing roles
- Creating and managing a production plan
- Creating a style guide

Design skills

- Designing and creating double-page layout spreads
- Bleeding photos across pages
- Gathering or creating reusable graphics and illustrations
- Designing and creating reusable page treatments
- Designing and creating thematically linked pages
- Designing and creating backdrops for photo pages
- Designing for multiple devices and outputs

Research and communication skills

- Communicating to peers, instructors, and the community
- Researching and investigating yearbooks
- Researching and gathering information on school activities
- Planning and selecting what information is important
- Planning and conducting focus groups
- Completing a review and redesign cycle
- Presenting a yearbook and reflection

Technical skills

InDesign

- Creating master pages
- Converting text to outline
- Using the Paste Into command
- Designing facing-page spreads
- Bleeding photos
- Working with the gutter
- Combining multiple files
- Using books
- Creating tables of content and indexes
- Applying stroke, scale, and skew to text

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- Using sections
- Using object styles
- Using alternate layouts
- Using liquid layouts

Illustrator

- Understanding Illustrator symbols
- Using the symbol sprayer
- Creating patterns

Project materials

- Adobe Photoshop CS6 installed on all machines
- Adobe InDesign CS6 installed on all machines
- Adobe Illustrator CS6 installed on all machines
- Adobe Acrobat X Pro installed on all machines
- Guide: Project plan
- InDesign guide: How to reuse objects
- InDesign guide: How to use document templates
- Guide: Peer review
- InDesign guide: How to fill text with an image
- InDesign guide: How to use master pages
- InDesign guide: How to use object styles
- InDesign guide: How to use books
- InDesign guide: How to create interactive documents with InDesign
- Illustrator guide: How to use symbols and patterns
- InDesign guide: How to use adaptive layouts
- InDesign guide: How to export for multiple screens

Background preparation resources

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

Project steps

Planning a mini-yearbook

(Suggested time: 100–150 minutes)

1. Discuss the goals of this project:
   - Create a small yearbook.
   - Build a yearbook, using templates.
   - Prepare yearbook for print production.
   - Prepare yearbook for HTML and EPUB display.

2. Show the class examples of yearbooks. Specifically focus on double-page layout spreads and thematic ways to integrate content by using illustrations, templates, imagery, and so on.

   Note: You might want to gather some examples of yearbooks to show students, including EPUB or online yearbooks. Additionally, discuss how themes are often used to unite the yearbook elements from the opening cover to the closing pages.

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3. For each example, discuss its purpose and its audience. Also discuss the elements of a yearbook. Some items to include are:
   - Cover
   - Theme
   - Double-page spreads
   - Ads
   - Index
   - Eyeline
   - Body copy
   - Headlines
   - Captions
   - Photos (dominant, supporting, bleed, etc.)
   - Graphics and illustrations
   - Page numbering

4. Discuss yearbook production terminology. Some items to include are:
   - *Opening and closing:* First and last spread pages introduce and conclude the theme.
   - *Title page:* First page of the yearbook; should include yearbook and school names and all relevant contact information.
   - *Signature:* Sixteen-page section of the book, made up of two sides of the page. The signatures are folded, stitched, and trimmed and then collated to make the yearbook.
   - *Flat:* Eight-page section of the book. For instance, one flat of the first signature of the yearbook is pages 1, 4–5, 8–9, 12–13, and 16; the other flat is pages 2–3, 6–7, 10–11, and 14–15.
   - *Spread:* Side-by-side or facing pages in the yearbook; for instance, pages 2–3, 4–5, 6–7, and so on.
   - *Ladder:* Page-by-page plan of the yearbook, planned in flats and signatures.
   - *Gutter:* Vertical space where the two pages of a spread meet.
   - *Internal margin:* Space between elements on a page.

   Note: Explain how color is purchased in flats and signatures and the way it impacts the cost of a yearbook. For instance, if they purchase 1-16 (one signature) and then put color on the facing page to 16 (page 17) then they will be billed for another full flat of color.

5. Form student teams of two or three people. Where possible, mix members with different strengths, such as visual design or technical skill. Discuss the concept of working as a team and roles in yearbook production.[1.3] Roles to cover include:
   - Editors
   - Writers
   - Art directors
   - Photographers
   - Designers

   Note: Remind students in a particular role that they are simply the task manager for the role. Students work cooperatively on all tasks, but team members individually are responsible for tracking quality and completeness based on their roles. You can combine or split roles as necessary to accommodate the number of members on a team.

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6. Introduce the project by explaining the guidelines for the yearbook. Guidelines might include:
   - Length is 15 to 20 pages.
   - Incorporate various yearbook elements, especially theme, discussed earlier.
   - Two to four distinct page layout templates used throughout the yearbook.
   - At least one double-page layout spread.
   - Three to four sections (for instance, select one class, one academic, one sport, and one extracurricular activity to feature; select one to two "fun" sections such as candid photos or superlatives).
   - Sustainable design: Be sensitive to the environmental impact of your design and make an effort to comply with economic, social, and environmental sustainability principles. (For more information on sustainable design, see *Background preparation resources*.)
   - Print and electronic versions of the yearbook. Note that the electronic version may require a different page size depending on the target viewing device.

7. Allow teams time to assign roles for task managers and brainstorm the theme and goals for the yearbook.

8. Allow teams time to create a project plan for their yearbook that includes number of pages, number of sections, content, and number and content of photographs. Ask students to complete the high-level milestones and tasks knowing they will add details once designs are finalized.

   Note: Remind students to plan for contingencies when setting due dates.

   Guide: Project plan [1.3]

9. In addition to the project plan, discuss a yearbook *ladder*—yearbook terminology for a page-by-page plan for the book. The ladder is an organizational device that helps determine the number of pages in a book and the content for each page and can become the blueprint for the yearbook. A ladder includes the number of pages for:
   - Opening theme
   - People section
   - Sports section
   - Ads
   - Index
   - Color pages

   Note: If you choose to have your students create a ladder, review the background resources section for specific guidelines for creating a ladder.

Designing a mini-yearbook

(Suggested time: 175–225 minutes)

10. Discuss streamlining the production process by creating reusable assets [3.4], a style guide, and templates (see Project 7 on newsletters).

    InDesign guide: How to reuse objects

    InDesign guide: How to use document templates

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11. Allow teams time to sketch layout designs on paper of their yearbook sections. Explain that they should provide descriptive words of the theme and layout and make a note of any design aspects that will be exclusive to the electronic version of the yearbook. Within each team, ask students to approve two possible designs for yearbook sections. Using Photoshop, ask students to create design comps for each section to test with peers.

12. Pair student teams and have them conduct a peer review of each team's design comps and theme. Then allow teams time to incorporate feedback to have one approved design for each section.

    Guide: Peer review [1.4]

13. Based on design decisions, ask students to fill details in their project plans.

14. Explain that each group should create a prototype in InDesign of 3–5 pages of their yearbook and then organize a focus group of their peers to obtain feedback from their potential yearbook customers. Explain that they need to prepare questions for the focus group and then redesign their prototype based on feedback.[1.4]

    Note: You might want to review with students the purpose and tips for conducting a focus group from Project 4.

15. As student teams prepare to create a layout design, they might need to use one or more of the following advanced InDesign techniques based on their yearbooks. Student should also consider how their designs will work for an electronic version of the yearbook and consider adding interactive assets that take advantage of the electronic format. Demonstrate these techniques to help students implement their layout designs:
    - Fill text with an image.
    - Use master pages.
    - Create and use object styles to maintain consistency.
    - Use books that can share styles, swatches, master pages, and other items.

    InDesign guide: How to fill text with an image

    InDesign guide: How to use master pages

    InDesign guide: How to use object styles

    InDesign guide: How to use books

    InDesign guide: How to create interactive documents with InDesign

16. Instruct students to make any necessary redesign changes to the yearbook layout, according to the focus group feedback, and settle on their final layout designs.

17. According to the project plan and each team member's role, allow students time to gather and prepare elements for their yearbooks. Ask students to revisit project plans and check in with you to provide progress reports during this process, adjusting content or milestones based on the challenges they encounter.

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Building a mini-yearbook

(Suggested time: 500–550 minutes)

18. Explain that students will continue to learn how to use Illustrator to create vector-based graphics and illustrations they can use to make the yearbook content interesting and entertaining. Using the "I do, we do, you do" method, demonstrate how to use the symbol sprayer and patterns to create interesting backdrops.

Illustrator guide: How to use symbols and patterns

19. Allow each team time to build and finalize their yearbook according to their project plan. Remind students to reassess their project plans to be sure they are still on track, meeting with you to provide regular updates.[1.3]

Note: Remind students to get permission for any images they have not created themselves.

20. Explain that students can create one layout for the mini-yearbook and export the layout in multiple different formats for viewing the yearbook on different devices. However, students must consider the form factors of devices that viewers will use to view their mini-yearbook. Targeting multiple devices may require alterations to the design of the mini-yearbook. Demonstrate how to use the liquid layout functionality in InDesign to enable the mini-yearbook design to scale appropriately for different devices. Then demonstrate the alternate layout functionality to define vertical and horizontal layouts for a mini-yearbook that will display different layouts depending on the orientation of the users device.

InDesign guide: How to use adaptive layouts

21. Allow each team time to adapt their layouts for an electronic version of the yearbook.

22. When all yearbook elements are finalized and delivered, prepare the final yearbook for the printer in flats and signatures. Prepare the final yearbook for electronic delivery by exporting to an HTML or EPUB format.

InDesign guide: How to export for multiple screens

23. For the print yearbook, help students print and bind their yearbooks if resources allow. For the electronic yearbook, help students publish their HTML yearbook on a web server or their EPUB yearbook for an EPUB reader like Adobe Digital Editions.

Presenting a mini-yearbook

(Suggested time: 50–100 minutes)

24. Instruct each team to create a presentation of their final yearbook, explaining the design principles they employed throughout the process, the experience of working as a team, their tracking project milestones, and what they learned through each review and redesign cycle.

Extension activities

You can extend the project in the following ways:

- *Marketing and sales plan:* To help students continue to learn about yearbook production, have them take the next steps: planning how to sell advertisements and how to market and sell the yearbook.

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- *Yearbook business:* Ask students to investigate the business of making yearbooks to understand the roles and opportunities available in this field. You might have them research and create a report on the structure of the business and the types of opportunities that exist for individuals.
- *Real-world experience:* Ask your school's yearbook coordinator to speak to the class about the production and costs of producing a full-length yearbook. Ask the yearbook coordinator to be a part of the review and redesign cycle of the mini-yearbooks.
- *Yearbook iPad application:* If resources allow, your students can use the Adobe Digital Publishing Suite to generate an iPad application from the InDesign layout. Consider adding interactive elements like videos, animations, and other rich media that take advantage of the iPad's touch interface.

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 yearbooks 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 Illustrator, see Illustrator 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:
  - Lupton, E. (2004). *Thinking with Type: A Critical Guide for Designers, Writers, Editors, & Students.* New York: Princeton Architectural Press. Review the companion website: www.thinkingwithtype.com.
  - 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.
  - Akers, M.; Ender, P.; Schaub, L. (1999). *Scholastic Yearbook Fundamentals*. New York: Columbia Scholastic Press Association.

Yearbooks

- Article on how to plan a school yearbook: www.ehow.com/how_2205627_plan-incredible-school-yearbook.html
- How to organize a yearbook and create a ladder, a yearbook term for documenting the yearbook's content page by page: www.associatedcontent.com/article/2105311/organizing_the_high_school_yearbook.html.

- Example of how a theme was used throughout a yearbook: www.yearbooks.biz/?event=FAQ.Detail&category=12&faq=157.
- Examples and design ideas for yearbooks based on categories: www.yearbooks.biz/?event=Showcase.Main.
- Yearbook design tips for layout and photographs: http://expressly-yours.net/yearbook_design/how_to.php.

Digital publishing

- Digital Publishing show on Adobe TV: http://tv.adobe.com/show/digital-publishing
- InDesign getting started tutorials, including EPUB and other digital publishing options: www.adobe.com/support/indesign/gettingstarted/index.html
- Adobe Digital Editions help: www.adobe.com/products/digitaleditions/help

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

Key terms

- flat
- gutter
- internal margin
- ladder
- spread
- signature
- title page

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

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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:

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

3. Research and Information Retrieval

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

a. plan strategies to guide inquiry.
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
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.
c. demonstrate personal responsibility for lifelong learning.

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

1.3 Demonstrate knowledge of project management tasks and responsibilities.

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

3.4 Demonstrate knowledge of producing and reusing images.

Assessment

	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Brainstorm	Absent or incomplete.	Identified theme and goals of yearbook. Assigned roles and responsibilities and provided descriptive words and sketch of layout ideas.	Identified theme and goals of yearbook. Assigned roles and responsibilities and provided descriptive words and sketch of layout ideas with clear purpose and goal.
Project plan	Absent or incomplete.	Project plan details the estimated hours, the delivery date, and the owner of specific tasks in each project phase: the project definition phase, the design phase, the building phase, the delivery phase. Project plan identifies assets requiring copyright or fair use permission. Students accurately track and report on milestones.	Project plan details the estimated hours, the delivery date, and the owner of specific tasks in each project phase: the project definition phase, the design phase, the building phase, the delivery phase. Project plan identifies assets requiring copyright or fair use permission. Students accurately track and report on milestones.
Focus group	Absent, incomplete, or unfocused.	Focus group questions ask for feedback on yearbook design and layout. Focus group is planned, scheduled, and conducted with potential yearbook customers. Focus group findings are recorded and summarized. Teams review their design comps and redesigns according to focus group feedback.	Focus group questions ask for specific and pointed feedback on the yearbook design and layout. Focus group is planned, scheduled, and conducted with a variety of potential yearbook customers. Focus group findings are recorded and summarized with specific redesign notes. Teams review their design comps and redesigns according to focus group feedback.

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	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Yearbook – content	Absent, incomplete, or unfocused.	Yearbook's theme and goals are for multiple student audiences. Yearbook is 15–20 pages and incorporates yearbook elements (cover, photos, captions, headlines, and so on). Yearbook properly applies copyright and fair use guidelines. Yearbook's content is written for 3–4 different sections.	Yearbook has an original and compelling theme and goals that are evident from the opening to closing pages. The yearbook is 15–20 pages and incorporates appropriate yearbook elements (cover, photos, captions, headlines, and so on). Yearbook properly applies copyright and fair use guidelines. Yearbook's content is well-written, copyedited, and covers 3–4 different sections.
Yearbook - design	Absent, incomplete, or unfocused.	Yearbook utilizes 2–4 layout templates with at least one double-spread layout. Yearbook employs consistent design and typography. Yearbook is prepared in flats and signatures for a professional printer. Yearbook is prepared for electronic delivery by exporting to an HTML or EPUB format.	Yearbook utilizes 2–4 layout templates with at least one double-spread layout. Team hands in yearbook ladder and InDesign book showcasing master pages, styles, and so on. Yearbook employs clear, consistent, and appropriate design and typography. Yearbook is prepared in flats and signatures as PDF files for a professional printer. Yearbook is prepared for electronic delivery by exporting to an HTML and EPUB format.
Presentation	Absent, incomplete, or unfocused.	Presentation explains the design principles employed throughout the process, the experience of working as a team, and reflection and analysis on what students learned from each review and redesign cycle.	Presentation is clear and compelling. Presentation evaluates and explains design principles employed throughout the process. Presentation clearly explains peer interaction, collaboration, teamwork. Presentation reflects on and analyzes what students learned from each review and redesign cycle and details the focus group experience.

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	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
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 to client and approval for design comps, content, and a final product.	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 yearbook. Teams efficiently and effectively plan and manage multiple steps to ensure delivery to client and approval for design comps, content, and a final product.
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.

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