

Project 6

Brochures

Timing: 10 to 13 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 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. 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

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
- Redesigning based on feedback
- Reusing content
- Creating designs that meet client requirements
- Creating comps

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

Project materials

- Adobe Photoshop CS3 Extended installed on all machines
- Adobe InDesign CS3 installed on all machines
- Adobe Acrobat 8 Professional installed on all machines
- Worksheet: Client interview: Brochure
- Worksheet: Review and redesign of brochure
- Acrobat guide: How to use comment 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
- 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
- Worksheet: Client debriefing
- Guide: Peer review (from Project 5)

Technical skills

Photoshop

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

InDesign

- Understanding InDesign frames
- 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

Acrobat

- Using commenting tools

Background preparation resources

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

Project steps

Planning and designing a brochure

(Suggested time: 200–300 minutes)

1. Introduce students to goals of the project:
 - To create and build a tri-fold brochure for a client.
 - Use color management, filters, and retouching tools to create a graphics element.
 - Conduct a client review of brochure project.
 - 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.
 - Cost of printing: How is it affected by color choice?
 - Content: Is it well written, copy-edited, succinct, and to the point?

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

3. 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.

Note: Depending on the level of your students, you might want to review and approve the interview questions or have students conduct practice interviews 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

4. Have students meet with clients to interview them. From the results of their interviews, have students 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
 - Agreeing upon paper type, color, and cost for final product
5. Have students 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.

Note: Encourage students to use e-mail, commenting tools in Acrobat, web conferencing (such as Adobe Acrobat Connect Professional), and other online collaborative tools to review designs with their client.
6. Have students engage in review and redesign cycles with their clients as in the previous project, until a final design is agreed on.

Worksheet: Review and redesign of brochure

Building a brochure

(Suggested time: 300–350 minutes)

7. 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 might 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.

8. Have students 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 commenting 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. Have students get approval for their final copy from the client.
9. 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: How to use comment tools

10. 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
 - Using blending, feathering, and smoothing

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

11. Allow students time to use Photoshop to create any needed graphics elements identified in their final comp.
12. Have students create a rough prototype and plan a focus group session to test the brochure focus and content appropriateness with the target audience. Have students synthesize feedback from focus groups to incorporate into their brochure.

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

13. 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
- 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

14. Allow students time to create a tri-fold layout in InDesign CS3 and build their brochures, incorporating any graphics elements they created earlier.

Note: To scale down the page layout element of this project, you might allow students to use the brochure templates in InDesign available through Adobe Bridge.

InDesign guide: How to import files

15. 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.

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

Reviewing a brochure

(Suggested time: 100–150 minutes)

17. Advise the students to have a debriefing session with their client for reviewing the final brochure and discussing their experiences. Some areas you might have students 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?
- **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

18. After the process and product have been reviewed with the client, partner the student groups and have students 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 (from Project 5)

19. 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.
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Extension activities

You can extend the project in the following ways:

- *Peer teaching:* Have students take the Photoshop advanced image-manipulation guides, learn the techniques, 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
- *Online brochures:* Have students examine the difference between building a brochure for print and taking that information online. Have them identify how putting the information online would impact their design, typography, and layout decisions as well as the amount of information they might include. Ask students to propose a small website that would inform in the same way as the brochure and use Adobe Dreamweaver CS3 to build the site. You might use the materials from the Digital Design curriculum to teach students the basics of designing and creating web pages.
- *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. Have students 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.
- 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.
- You might supplement this project with the following design books:
 - Lawler, B. (2006). *The Official Adobe Print Publishing Guide, Second 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.
- Ten tips for creating a brochure: www.bham.wednet.edu/technology/TechWeb/Desktop_Publishing/PblBroc10Tip.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.

Key terms

- tri-fold
- gradient maps
- vanishing point
- blending
- feathering
- smoothing
- placeholder text

ISTE NETS*S Standards 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 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 technological tools based on the appropriateness to specific tasks.

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 and image composition.
- 2.4 Demonstrate knowledge of color correction.
- 3.3 Demonstrate knowledge of layers and masks.
- 4.1 Demonstrate knowledge of working with selections and measurement.
- 4.4 Adjust the tonal range and correct the color of an image.
- 4.5 Demonstrate knowledge of retouching and blending images.
- 4.8 Demonstrate knowledge of filters.

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.

	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.

	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Brochures – 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.
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.

	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 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.
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.

	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Client debriefing	Absent or incomplete.	Teams debrief with the client to assess 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 assess: <ul style="list-style-type: none"> • 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.