3.0 **Module 3**

Fundamentals of Information Design:

18 hours (12 in school and 6 at home)

Design Skills

Design Sensitivity

Exposure 1   - Basics of Information Design
Exposure 2   - Basics of Information Mapping and structuring
Exposure 3   - Basics of Information Organisation and Visualisation

Task 3.1 (at School + Home)   - Visually mapping the journey from home to school

Task 3.2 (at School + Home)   - Design charts about the overall statistics of the school

Task 3.3 (at School + Home)   - Design an information signage for the school

Final Output   - Make a presentation of your documentation

   + Reflections, Self Assessment and References

3.0 Module 3

Fundamentals of Information Design:

18 hours (12 in school and 6 at home) = 18 credits

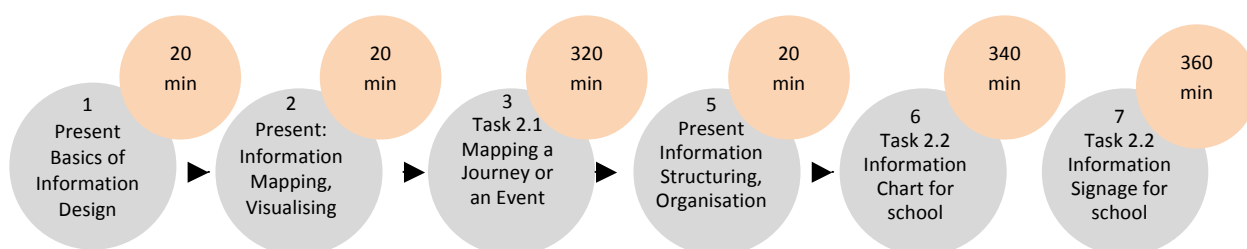Design Skills

Design Sensitivity
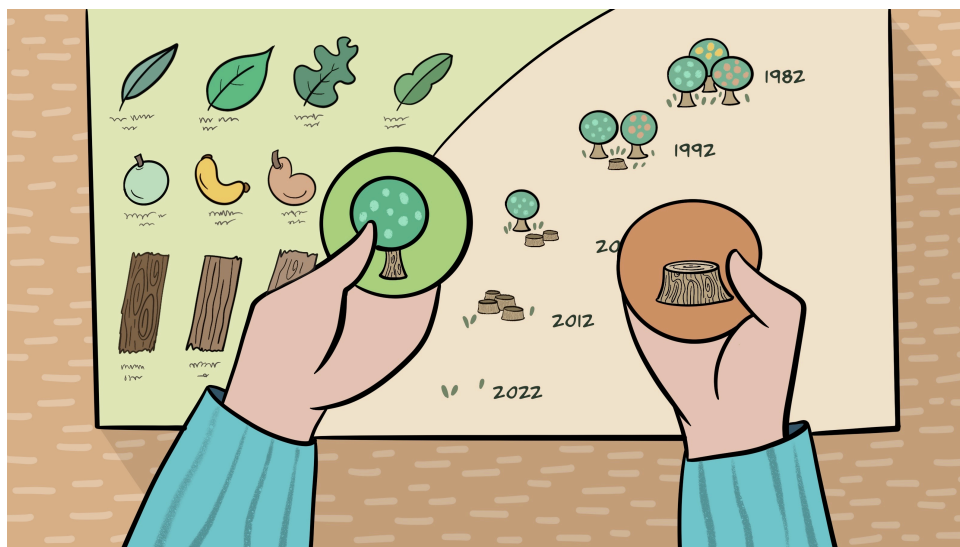
Introduction:

Information Design makes it easier to understand data in form of numbers and figures. This could be a map showing the density of population in different countries, a graph depicting the number of tigers in our forests, a map showing the path of the rivers, markings on a vessel to show its quantity and such. Examples of the use of information design are traffic lights that use colour to manage traffic, speedometer in a vehicle to let you know the speed, signage at the airport to show the direction to its facilities, and the design of the interface on a mobile or website to find information. You must have noticed that facts and figures visualized as information makes it easier to understand situations during elections and sports events (for example - information graphics during cricket and football matches).

Information Design involves organizing and structuring information in form of text, visuals and data to make it easy to understand, compare and analyse.

Aim of the Course:

To expose school students (Grade 11) to basic fundamentals of Information Design. The students will do the following three tasks: (a) visually map their journey from home to school or represent an activity or event without the use of any text or words, (b) make a chart about the overall statistics of the school and (c) design information way-finding signage for their school.

The students should be able to use this knowledge while designing books, magazines, websites, blogs, interfaces for objects and mobile applications and be able to communicate better while representing information in maps, charts and diagrams.

Place:

Place: Task 3.1 and Task 3.2 done at School and at home

Grouping:

Grouping: Class tasks are done in groups of 3-4 and Home tasks are individually

Equipment:

Equipment: Sketchbooks for sketching, Stationary (Pencils, Pens, Colours, Tracing paper), students are advised to use digital devices like computers or tablets (if available, but not necessary)

Exposures

Exposure 1: Basics of Information Design
Exposure 2: Basics of Information Mapping and Visualisation
Exposure 3: Basics of Information structuring and Organisation

Task Sequence

Task 3.1 + Task 3.2 + Task 3.3

| 1 Present Basics of Information Design | 20 min | 2 Present: Information Mapping, Visualising | 20 min | 3 Task 2.1 Mapping a Journey or an Event | 320 min | 5 Present Information Structuring, Organisation | 20 min | 6 Task 2.2 Information Chart for school | 340 min | 7 Task 2.2 Information Signage for school | 360 min |

Design Thinking & Innovation Process involvement:

This task involves the following phases of the DT&I Process:
Phase 1. Observe/Empathise/Research (observation of Information)
Phase 2. Understand/Analyse/Define (Fundamentals and Principles of organizing Information)
Phase 3. Ideate/Alternate/Create (trying creative alternatives)
Phase 4. Build/Prototype/Detail (making the output and the presentation)
Phase 5. Evaluate/Reflect/Implement (feedback from others)

Mapping SDG Goals:

The following SDG goals need to be considered while solving this task. While documenting elements and expressions, do think of gender equality and reduced inequalities and concern for life on our planet.

Design Thinking and Innovation Task-book - Grade 11

Task 3:	**Task 3 = 3.1 + 3.2** School Hours: 8, Home hours: 4

Task 3.1

Task 3.1
School Hours: 4 hours in school and 2 hours at home,
Done individually both at School and at Home

Task Topic:

Visually Map your Journey from Home to School

This task is to visually draw a map of the journey from your home to school. If there are multiple paths, draw multiple paths to reach the school. The mapping will involve both quantitative figures as well as qualitative figures, Quantitative figures could be the distance and time to reach the school, the number of trees, vehicles, people, shops, buildings, lamp posts, etc., even interesting things like number of people wearing colour red dress, talking on mobile, sleeping animals, etc. can be observed and noted.
Qualitative figures could be your energy level, the brightness of the sunshine, sound levels, excitement/enthusiasm level, etc.
1. Observe 3 quantitative variables and 3 qualitative variables during the journey from your home to school
2. Map the path of the journey on an A3 size sheet of paper. If there are multiple paths do note down these paths
3. Draw and write the names of the major landmarks in your journey on the map according to their location. The size of buildings, trees, etc. needs to be scaled down
4. Mark 5 points along the map and visually show both the quantitative and qualitative variables at these points
Output 3.1: Present this Visual Mapping to the whole class

Task 3.2

Task 3.2
School Hours: 4 hours in school and 2 hours at home,
Done in groups of 3-4 at School and individually at Home

Task Topic:

Design Charts about the Statistics of your School

A chart visually represents data or information in the form of numbers and figures. These are some of the common forms of charts: (a) Bar Chart, (b) Line Chart and (c) Pie Chart.
One can make these charts easy to understand by including visuals in its representation. The challenge for you is to look at different statistics concerning your school and make a poster with these charts.
The students should work in groups of 3 and 4, take up different statistics concerning their school and represent it visually in an interesting and understandable manner.
1. Collect information about your school – could be the numbers about

students, different classes, teachers and staff members, classrooms, facilities, results, competitions, events, holidays, timings, etc.

2. Each group selects at least 4 different statistics to do information design

3. Ideate how to represent these figures so that they can be understood easily and is interesting to look at

4. You should sketch alternatives, discuss how to improve them and select the best ones to take forward

5. Draw/ Illustrate these as well as you can (you could use colours and textures)

Output 3.2: The final output should be on an A3 size paper showing all 4 charts together next to each other

Task 3.3

Task 3.3

School Hours: 4 hours in school and 2 hours at home,
Done in groups of 3-4 at School and individually at Home

Task Topic:

Design Directional Signage for your School

A Signage System helps in wayfinding and locating facilities. It makes use of directional arrows to show direction, visuals to represent the facility and text as additional support. These are used in public spaces like airports, railway/bus stations, hospitals, schools, metros, roadways, museums, etc.

The task is to design a signage system for your school to make it easy for identification and locating a facility. The signage can include even fun and interesting elements – using graphics and murals on walls, ceilings and floors.

1. Make a list of all the facilities in your school – Classrooms, labs, staff rooms, library, workshops, toilets, playground, etc.

2. Each group selects at least 6 different facilities to do signage design

2. Ideate how to represent the facilities so that they can be identified easily and is interesting to look at

3. You should sketch alternatives, discuss how to improve them and select the best ones to take forward

4. Draw/ Illustrate these as well as you can (you could use colours) along with text and directional arrows

5. Make paper models of the signage

Output 3.2: The final output should be a presentation on A3 size papers showing all the signage for the 6 facilities

Reflection:

Questions to ponder:
- Would you like to collate, organize structure and visualize information to make it easier to understand? Or to compare and analyse?
- Would you like to pursue this creative field and take up the profession of Information Visualization?
- Will you remember what you have learnt to make presentations that use charts and maps more interesting and easy to understand?

Self Assessment:
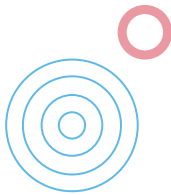
Assessment Criteria (Task 1.1 + 1.2 + 1.3) – Assess yourself:

- The visualization of the journey from home to school was done well with both the quantitative and qualitative elements represented (Group + Individual Assessment, Task 3.1)

☐	☐	☐	☐	☐
Beginning	*Developing*	*Promising*	*Proficient*	*Excellent*

- Design of the charts about the Statistics of the School was very well done. (Group + Individual Assessment, Task 3.2)

☐	☐	☐	☐	☐
Beginning		*Promising*		*Excellent*

- Design of the directional signage for the School was very well done. (Group Assessment, Task 3.3)

☐	☐	☐	☐	☐
Beginning		*Promising*		*Excellent*

Other References:

Other suggested References:
1. **References:**
Introduction to Information Design:
https://visme.co/blog/information-design/

https://piktochart.com/blog/information-design/

2. Signage Design
https://www.dsource.in/course/design-signage