

Proposal for a Design History Timeline

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Project Description:

This project will use the format of a timeline as a learning object that helps students study related objects or events during different historical periods. For example, a student might compare a medieval book, an art nouveau book, and a digital book. Differences and similarities would be identified and the effects of culture, technology, and geographic location would be considered. Students would collaboratively develop the content as part of a class assignment in DHA 4131 History of Visual Communication. In future semesters, students would continue to develop new examples to be placed in the timeline, and could use the existing timeline as a reference. The timeline would be an organic learning object that would grow with each new session of the course.

Project Goal:

To help students see the connections between objects and events across time periods

Project Objectives:

While developing content for the timeline students will:

- identify and select three significant objects/ events in the history of visual communication
- develop a set of objectives stating what they wish viewers to learn from their comparison
- write a comparative analysis of the objects that discusses the effects of culture, technology, and location on the content and physical form of the object/event
- identify essential terms that may be unfamiliar to users and define those terms in a glossary
- critically review their own, and at least three other projects, using a rubric developed by the class and instructor

While using the timeline students will:

- identify cultural, geographic, and technological influences on visual communication
- define critical terms
- compare objects/events across historical periods
- discuss differences and similarities between the objects/events

Timeline:

Fall Semester 2003

Initial content developed by students; framework for timeline developed;
12-15 student projects inserted by instructor/DMC consultants

Spring Semester 2004

Fine tuning of timeline; evaluation of assignment and functionality

Fall Semester 2004

Another 12-15 student projects are developed and added to timeline;
Students use the timeline as a reference for developing their projects and as a support for course content.

Student Assignment (draft)

Working in collaborative groups of 3-4 people, students will develop a set of three related objects/events from different historical time periods. The group will begin by developing a set of learning objectives for their set of images. What do they want the user to learn by viewing their project?

Objectives

each student group will:

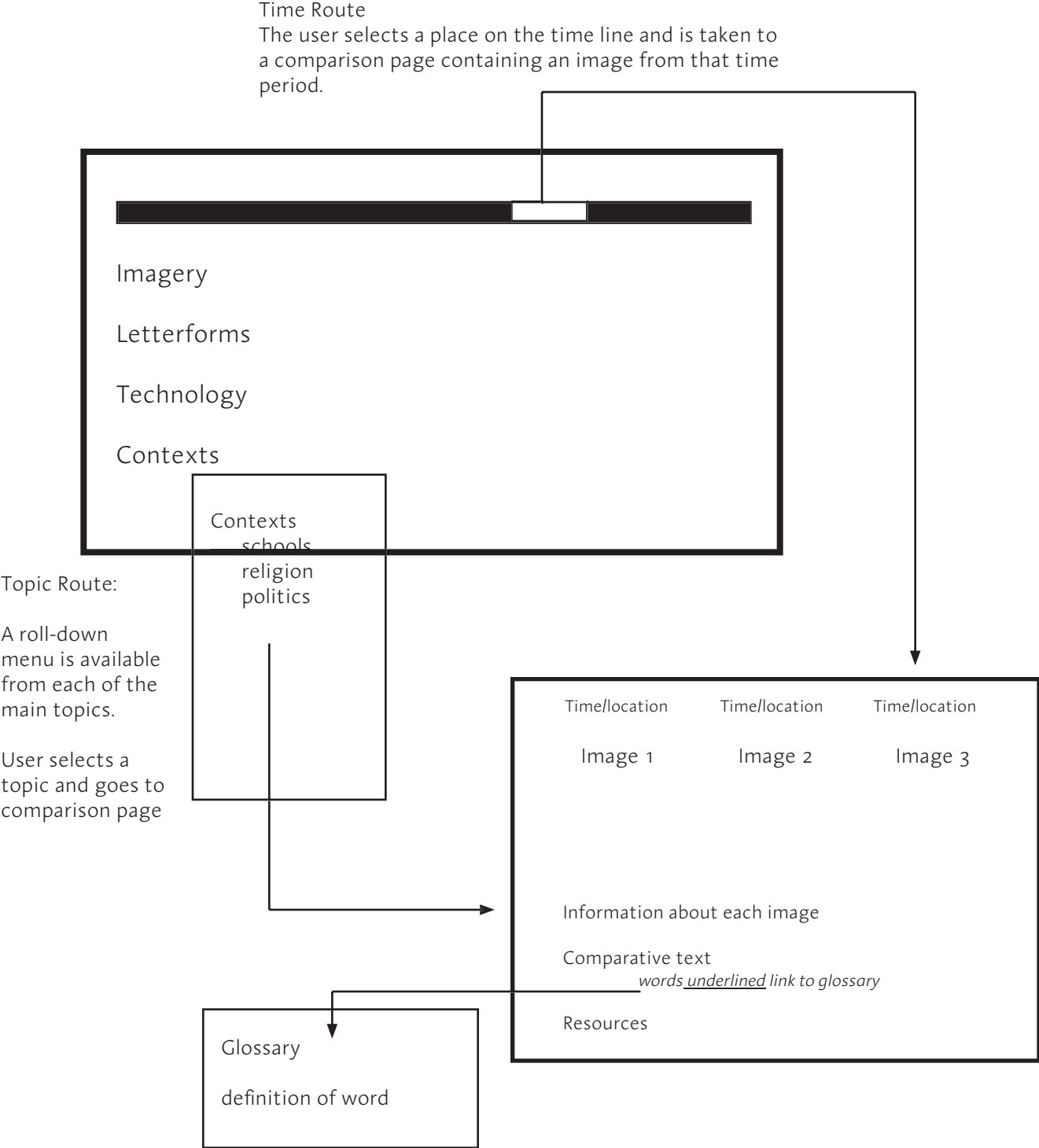
- complete research on a specific type of object over history.
- select three objects (objects should be selected from disparate time periods or from disparate geographic locations).
- develop a set of educational objectives that specify what they want viewers to learn from their project
- develop accompanying text that compares and constrasts the objects
- identify and define terms that may be unfamiliar to readers and prepare a glossary
- prepare a layout according to the specified style sheet provided by the instructor and present their project using the presentation tool in WebCT.
- collaboratively develop a rubric that will be used to evaluate each project
- use the rubric to evaluate their own, and at least three other projects
- submit a complete digital file to be inserted into the timeline

Draft of format for student projects to be submitted via WebCT presentation tool, prior to becoming part of the timeline (these would be reviewed by instructor and class using a class-developed rubric prior to publication in the timeline):

Project Title: Group Members:			
Learning Objectives:			
<table border="1"><tr><td>image 1</td><td>image 2</td><td>image 3</td></tr></table>	image 1	image 2	image 3
image 1	image 2	image 3	
Title: Date: Location: Information			
Text comparing and constrasting images:			
Glossary Terms:			
Resources:			

Concept of how the timeline could be developed

The timeline would be organized by time (horizontal axis) and topics (vertical axis). Eventually, after content has been added, viewers can use two routes to attain information: a time-based route by selecting a point on the timeline and a topic route by selecting a title from a list of topics.



Issues for more thought:

- ideally, the timeline would get up and running within the same semester that the content is developed so that students can see the fruits of their labor! Perhaps this assignment could be given early in the semester and due at midterm. If the template for the timeline content pages are ready, it should be quite easy to paste information into the templates and get the site up and running.
- there are a several ways to evaluate this project:
 1. evaluation of the assignment
 - student and instructor developed rubrics
 - improvement on compare/contrast section of test: can individual students effectively compare two images shown on test?
(in past semesters this part of test has been very challenging for many students)
 2. evaluation of the timeline as a learning object:
 - peer review process via publication
 - improved student achievement on tests