Portfolios

Project Overview

Portfolios communicate accomplishments, works in progress, or personal history. Individuals use portfolios to showcase their work when applying for a job, pitching to clients, or applying for higher education. Traditionally a portfolio is a book containing design samples. Portfolios can also be electronic, easily and quickly sharing a designer's work with anyone in the world.

In this project, students create the elements of a portfolio that features work they have completed and work to be completed, concentrating on a particular career area. As students create their portfolios, they plan, implement, and test their designs; students then reflect on and evaluate their work.

Student product: Portfolio

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

Project Objectives

Project management skills

- Planning and creating a portfolio
- Describing the goals and uses of a portfolio
- Identifying the purpose and audience for a portfolio
- Organizing and managing content
- Creating flowcharts

Design skills

- Selecting appropriate content
- Designing for a specific audience and purpose
- Providing consistency and accessibility
- Providing universal navigation

Research and communication skills

- Investigating and researching career areas
- Communicating information to particular audiences
- Defining the goals and uses of a portfolio
- Soliciting and providing feedback
- Writing and editing content
- Selecting the important information
- Researching relevant job skills and career opportunities

Technical Skills

General skills

- Building a portfolio
- Formatting and adding portfolio content
- Updating a portfolio
- Testing a portfolio

Project Activities

- *Activity:* Planning a portfolio
- *Activity:* Career research
- *Activity:* Research and writing for design projects
- *Activity:* Design project review and redesign
- *Activity:* Presenting design projects

Background preparation resources

Technical and content information

Keywords

ISTE NETS*S Standards for Students

Adobe Certified Associate objectives

Project Steps

1. Discuss the goals of this project:
   - Understand the goals and uses of portfolios.
   - Research career areas in design and/or video production.
   - Plan and create a flowchart for a portfolio.
   - Select and organize content for a portfolio.
   - Construct, review, redesign, and finalize a portfolio.
   - Explain they will create two portfolios. One at the midway point of the course or term, and the final version at the end of the course or term.

2. *Activity:* Planning a portfolio

   (Suggested time: 100–200 minutes)

   ACA Exam Objectives: 1.1, 1.2, 2.5, 1.1, 1.1, 1.2, 1.1, 1.2, 1.1, 1.1

   This activity introduces the concept of a portfolio, its purpose, and its audience. It also explains how to select and organize content using flowcharts and the many different formats for portfolios. It is recommended when teaching this activity to gather some examples of portfolios and show the class a variety of print and online portfolios and discuss their purpose and audience.

   Note: You may want to review the *Information architecture* activity or *Analyzing website* activity, focusing on how to design for usability.

3. *Activity:* Career research

   (Suggested time: 50-150 minutes)

   Use this activity to teach students how to research career areas and job titles in their desired career area. They will create a career research document and select the focus for their portfolios based on their research.

   Note: Ask students to amend any content selections or their flowcharts if they're career interests have changed as a result of their research.

4. *Activity:* Research and writing for design projects

   (Suggested time: 50-100 minutes)

   ACA Exam Objectives: 1.2, 2.1

   Follow these steps to utilize this activity for this project:

   a. In this activity you will introduce your students to how to research and write content for theme, purpose, and audience, specifically the following:
      - Writing, editing, organizing, and managing content
      - Communicating information to particular audiences
      - Accessing, evaluating, and, synthesizing content from multiple sources
      - Understanding the journalistic code of ethics.

b. When they have selected their content, ask your students to write some or all of the following for their portfolios:

- An introduction or mission statement that focuses on the goals of the portfolio.
- A learning plan.
- Narratives for each project, including how it showcases their skills. For example, one way to integrate a client project into a web portfolio is to create a summary web page in the portfolio and link it to the client site, instead of adding a client site link to the main navigation. This summary page should contain a description of the client site, its goals, and its audience.
- Titles for each project to include in the opening of their portfolio.

5. Depending on the type of portfolio a student is building and the skills of your students, remind the students about the benefits of the following when creating their portfolios:
- Using design principles, including sustainable design
- Using reusable design
- Designing for usability and accessibility
- Designing for multiple screens
- Creating design comps
- Creating wireframes
- Creating any needed images and graphics
- Conducting technical and usability testing

6. Allow students time to create any additional summaries or written elements and build any design elements for their portfolios, with Photoshop and Illustrator, using the various techniques they have learned. Remind them that the look of their graphic elements should coordinate with their portfolio designs.

7. Ask students to build their portfolios based on their flowcharts. Depending on their portfolio type, they may need to create wireframes and design comps before proceeding with the construction of the portfolio.

   Note: Depending on their content and career goals, some students may need to create a portfolio in multiple formats.

8. Below are some specific technical skills to consider, depending on the type of portfolio:
- For print portfolios:
  - Using master pages and consistently applied styles in InDesign.
  - Printing options and preparing print-ready page layouts.
- For web portfolios:
  - Using CSS and templates.
  - Creating a form – as contact or feedback form as a way for potential employers or other people to contact them.

9. *Activity:* Design project review and redesign

(Suggested time: 50 minutes)

ACA Exam Objectives: 1.1, 2.6, 1.1, 1.4, 1.1, 2.6, 1.1, 2.6, 1.1, 1.4, 1.1, 1.4

Use this activity to teach your students how to engage in a formal review and redesign process to help them improve and expand their design skills. Considering the feedback, allow students time to implement any changes to their portfolios based on the results of the review.

Note: You may want to review the *Peer review activity* guidelines as they prepare to conduct their review and redesigns.

10. *Activity:* Presenting design projects

(Suggested time: 50-100 minutes)

ACA Exam Objectives: 2.6, 1.4, 2.6, 1.6, 1.4, 1.4

Follow these steps to utilize this activity for this project:

a. Use this activity to teach your students how to present their work to an audience.

b. For the mid-point portfolio it is recommend that they include the following in their presentation:
   - Their career goals.
   - The first iterations of their portfolios to show how they improved or changed their design or content and explain why they chose to make those changes.
   - The types of jobs they are seeking, using specific examples from their research.
   - The skills, qualifications, training, and so on necessary for a job in their career area.

c. For the final portfolio it is recommended that students also include the following in their presentation:
   - How they meet or plan to meet the requirements and skill set of the jobs they are seeking.
   - What they have learned by making a portfolio and throughout the course.
   - What they feel they still need to learn to realize their career goals.
   - How they improved or changed their content or design and how their changes grew out of their revised purpose and target audience.

Extension Activities

You can extend the project in the following ways:

- *Portfolios*: Ask students to plan a portfolio that showcases their best work from all their courses.
- *Reflection supplement*: Ask students to write up the decisions they made in the planning process for their portfolios. This document will help students reflect on their process and provide a framework for the next time they plan a website.
- *Reviewing audience and purpose*: Looking at examples of portfolios can help students better understand the possibilities for their own designs. Have a student seminar group find examples and report to the class about the audience and purpose of each portfolio. This presentation can serve as a good introduction to the activity.
- *Fast finishers*: For students who complete their portfolios early, have them create a multiple versions, including a mobile version, of their portfolio website.

Assessment

This is a high level view of what student should create during this project. Refer to the assessment rubrics in each activity for more detailed/specific assessment rubrics for each part of the project.

	0 – Does not meet expectations	3 – Meets expectations	5 – Exceeds expectations
Portfolio content	Absent or incomplete.	Portfolio content highlights student's completed projects and the information is geared toward a specific career goal and audience. The portfolio includes descriptive narratives for each project, highlighting skills relevant to the career area of interest.	Portfolio highlights student's completed projects, is well organized, and the information is geared toward a specific career goal and audience. Portfolio includes clear and descriptive narratives for each project, highlighting skills relevant to the career area of interest.
Portfolio design	Absent or incomplete.	Overall design of portfolio and highlighted projects employs appropriate use of design principles, layout design, image composition, color theory, and typography. Portfolio reflect flowchart elements, includes good usability and accessibility, and consistent design elements. Portfolio showcases student's technical skills.	Overall design of portfolio and highlighted projects employs design principles, layout design, image composition, color theory, and typography that allow the portfolio to meet the goal of showcasing student work to potential employers. Portfolio reflect flowchart elements, includes good usability and accessibility, and consistent design elements. Portfolio clearly showcases student's technical skills.
Learning plan	Absent or incomplete.	Learning plan identifies the skills and concepts the student is interested in learning.	Learning plan clearly identifies the skills and concepts tied to the job or higher education program areas the student is interested in pursuing.

Background preparation resources

- For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: http://edex.adobe.com/

Keywords

- audience
- flowchart
- information architecture
- portfolio
- purpose
- visualization

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.

ISTE NETS*S: Curriculum and Content Area Standards – NETS for Students

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.
   d. identify trends and forecast possibilities.

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:
   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 digital 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.
   d. use multiple processes and diverse perspectives to explore alternative solutions

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.

  d. transfer current knowledge to learning of new technologies.

Adobe Certified Associate Exam Objectives

Adobe Certified Associate, Web Authoring objectives

1.1 Identify the purpose, audience, and audience needs for a website.

1.2 Identify web page content that is relevant to the website purpose and appropriate for the target audience.

2.5 Demonstrate knowledge of flowcharts, storyboards, wireframes, and design comps to create web pages and a site map (site index) that maintain the planned website hierarchy

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

Adobe Certified Associate, Visual Communication objectives

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

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

Adobe Certified Associate, Video Communication objectives

1.1 Identify the purpose, audience, and audience needs for preparing video.

1.2 Identify video content that is relevant to the project purpose and appropriate for the target audience.

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

Adobe Certified Associate, Interactive Media objectives

1.1 Identify the purpose, audience, and audience needs for rich media content.

1.2 Identify interactive media content that is relevant to the purpose of the media in which it will be used (websites, mobile devices, and so on).

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

Adobe Certified Associate, Graphic Design & Illustration objectives

1.1 Identify the purpose, audience, and audience needs for preparing graphics.

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

Adobe Certified Associate, Print & Digital Media Publication objectives

1.1 Identify the purpose, audience, and audience needs for preparing page layouts.

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

2.1 Demonstrate knowledge of the appropriate properties of page layouts for print, web and digital publishing.

For more information

Find more teaching materials for using Adobe software in your classroom on the Adobe Education Exchange: http://edex.adobe.com/.