Challenge 2: Social Bookmarking Tools

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Challenge 2: Social Bookmarking ToolsDrafted Artifact Description:This artifact is a public link to a collection 1 titled "." This collection curates [Number] high-quality articles, videos, and web resources on this topic, with each entry including a short annotation explaining its relevance.Drafted Reflection Content:The acquisition of this skill involved exploring and comparing several social bookmarking platforms, including Pocket, Pinterest, and Wakelet.1 Wakelet was selected for its ability to organize diverse media types (articles, videos, tweets) into a single, cohesive collection and to add annotations, which is key for instructional use.The primary application of this skill is in "Personal Knowledge Management" (PKM) and professional development. The field of LDT changes rapidly. This tool directly supports the competency "Participate in professional development activities" 1 by providing a system to capture, organize, and retrieve emerging ideas, case studies, and new technology reviews. This ensures that instructional design practice is informed by the most current research and trends.The second, more direct application is curation as an instructional product. Not all learning problems require a formal "course." Often, learners simply need access to good, well-organized resources. A curated Wakelet or Pocket collection can be a perfect "performance support" tool or "informal learning" resource. This collection can be linked within a formal course or provided as a standalone resource hub, allowing learners to explore a topic at their own pace.Finally, this tool is highly effective during the "Analysis" phase of ADDIE. When conducting an "environmental scan" or "content analysis" 1 to identify existing instructional materials, a social bookmarking tool is used to collect and annotate potential resources. This prevents redundant work and supports the "SELECT OR MODIFY EXISTING INSTRUCTIONAL MATERIALS" competency 1 by creating a repository of pre-existing materials that can be integrated into a new design.Challenge 3: Mindmapping & Brainstorming ToolsDrafted Artifact Description:This artifact is an embedded mind map created in.1 It visually deconstructs the learning goals for, breaking them down into terminal objectives, subordinate skills, and prerequisite knowledge.Drafted Reflection Content:Proficiency in mindmapping was developed through its application in LDT projects. While the concept was familiar, its rigorous use as an analytical tool was a new skill acquired through practice. This involved using [Mindmeister] to move beyond simple brainstorming and into systematic instructional analysis.This skill is one of the most powerful and direct applications of technology to the PLANNING AND ANALYSIS (Supra-Badge).1 A mind map is the single best tool for conducting a "goal analysis" and "task analysis." It provides a visual method to "determine subordinate and prerequisite skills and knowledge".1 By starting with the terminal objective, a mind map allows the designer to branch out, asking "What must the learner know or do before they can achieve this?" This process is repeated until all prerequisite skills and entry-level knowledge are identified. This visual map ensures no critical steps are missed in the instructional plan.This analysis flows directly into the DESIGN AND DEVELOPMENT (Supra-Badge).1 The hierarchical structure of the completed mind map serves as the blueprint to "Identify and sequence instructional goals".1 The visual flow of the map (from the outside branches in) often dictates the logical and most effective sequence for instruction, ensuring that foundational knowledge is built before more complex skills are introduced.Furthermore, collaborative tools like [Padlet]1 can be used during initial brainstorming to "solicit... feedback" 1 from learners or SMEs. This

ensures the analysis is grounded in the learners' real-world needs and captures expert knowledge accurately from the very beginning of the project.Part 4: Drafting 'Presentation Tools' Badge ContentPage Title: Presentation ToolsBadge Image:Purpose: "Presentation tools are those technologies that facilitate the development and delivery of information and content to the audience/learners... To obtain this badge, you will demonstrate how to use tools to create standard presentations, adapted presentations that involve animations, and additional resources for your presentation in the form of infographics".1Competency Connection: This badge serves as a primary artifact for the PROFESSIONAL FOUNDATIONS IN LDT Supra-Badge. The challenges below demonstrate competency in "Acquiring and applying new technology skills in instructional design practice," as defined by the LDT program criteria.1Requirements SummaryChallenge 1: Presentation Design (Storyboards/Design Documents)Drafted Artifact Description:This artifact is a [Number]-page PDF storyboard for a short animated video titled "." It was created as the blueprint for the artifact in Challenge 3. It outlines each scene, the on-screen text, the corresponding voice-over narration, visual descriptions, and any developer notes.Drafted Reflection Content:The professional skill of storyboarding was acquired and refined through LDT coursework, particularly in. This process involved translating a set of learning objectives from an analysis document into a visual, sequential plan for development. This artifact represents the most critical component of the "DESIGN" phase of the ADDIE model.The application of this skill is central to the DESIGN AND DEVELOPMENT (Supra-Badge).1 A storyboard is not just a plan; it is the deliverable that translates abstract analysis into a concrete product. The storyboarding process is precisely where the instructional designer must "Identify instructional strategies that align with instructional goals and anticipated learning outcomes".1 For every scene, a deliberate choice is made: "Does this learning objective require a text summary, a character scenario, a visual diagram, or an interactive question?" This document is the evidence of that alignment.Furthermore, the storyboard is a critical project management and communication tool. It is the primary document used to "solicit, accept, and provide constructive feedback" 1 from Subject Matter Experts (SMEs). Gaining SME sign-off on the storyboard before development (e.g., video production, e-learning authoring) begins is the single most effective way to "comply with organizational constraints" 1 like time, budget, and scope. It prevents costly re-work and ensures all stakeholders are aligned on the final product, a process that is fundamental to professional instructional design practice.Challenge 2: Simple Presentation Development (e.g., Google Slides)Drafted Artifact Description:This artifact is a [Number]-slide Google Slides presentation 1 titled "." It provides an instructional overview of. The design is intentionally clear, concise, and visually organized to serve as an effective learning resource.Drafted Reflection Content:Proficiency in presentation software like Google Slides or PowerPoint 1 was acquired over many years, but its application to instruction (rather than simple presentation) was a skill honed in the LDT program. This challenge involved moving beyond text-heavy bullet points and applying principles of visual design and cognitive load theory.The application of this skill directly supports two LDT competencies. First, it demonstrates the ability to "Deliver presentations that effectively engage audiences and communicate clear messages".1 This goes beyond public speaking and applies to the design of asynchronous presentations. By using strong visuals, limited text, and a clear narrative structure, the presentation is designed to "effectively engage" the learner.Second, this artifact is a direct response to the "DESIGN INSTRUCTIONAL INTERVENTIONS" challenge to "Use appropriate message and visual design principles".1 The design choices reflect key visual design principles: Contrast (e.g., dark text on a light background for readability), Repetition (e.g., consistent fonts and color palette),

Alignment (e.g., intentional placement of text and images), and Proximity (e.g., grouping related items). These principles are not merely aesthetic; they are cognitive. They reduce extraneous cognitive load by making the information easier to process, allowing the learner to dedicate their mental resources to understanding the content, which is the core of effective instructional message design.Challenge 3: Adapted/Animated Presentation (e.g., Vyond)Drafted Artifact Description:This artifact is a-second animated "explainer" video created in.1 It explains the using animated characters, on-screen text, and voice-over narration. This artifact was built based on the storyboard from Challenge 1.Drafted Reflection Content:Skills in animated presentation tools were acquired through self-directed learning, including online tutorials and experimentation with the [Vyond] platform. The process involved writing a script, selecting characters and scenes, synchronizing animations to the voice-over, and exporting the final video.This skill is a key component of the DESIGN AND DEVELOPMENT (Supra-Badge) 1, specifically for the challenge to "Apply appropriate motivational design principles".1 Animation tools like Vyond are uniquely suited to applying John Keller's ARCS Model of Motivation:Attention: Animation and character scenarios are far more effective at gaining and holding learner Attention than static text.Relevance: By using character scenarios that mirror the learner's work environment, the instruction demonstrates clear Relevance to their job.Confidence: Animation can break down complex, abstract processes (like a system flow or a theoretical model) into simple, visible steps, which builds learner Confidence.Satisfaction: The engaging and often entertaining nature of the medium leads to greater learner Satisfaction.This tool is also a powerful instructional strategy for "Develop[ing] materials that align with the content analyses".1 When an analysis determines that learners are struggling with a complex or "dry" topic, animation is a strategic choice to increase engagement and improve knowledge transfer by making the abstract concrete and the complex simple.Challenge 4: Resource Creation (Infographics, e.g., Canva)Drafted Artifact Description:This artifact is an infographic created in1 that summarizes. It uses a combination of icons, color, and concise text to present key information in a format that is easily scannable and visually appealing.Drafted Reflection Content:Proficiency in graphic design tools like Canva was acquired through the LDT program as a means to create visually compelling, professional-grade instructional materials. This involved learning to select templates, apply visual design principles (like proximity and alignment), and edit content to be extremely concise.The most direct application of this skill is the creation of "job aids" and "performance support tools." An infographic is a perfect example of a "non-instructional intervention".1 It does not teach a new, complex skill from scratch, but it supports performance at the moment of need. For example, an infographic summarizing the steps of a process can be posted in a workspace or linked in a resource hub. This directly addresses performance improvement needs identified in the "gap analysis".1Beyond job aids, this skill has a high-level application in the EVALUATION AND IMPLEMENTATION (Supra-Badge).1 A critical part of an instructional designer's job is communicating results to stakeholders. An infographic is the ideal format to "Create a plan for the dissemination and/or the diffusion of the interventions".1 Complex "summative evaluation" data (e.g., from Kirkpatrick's Four Levels) 1 can be translated into a clear, concise, and visually compelling infographic. This allows the designer to "communicate a clear message" 1 to leadership, demonstrating the project's impact and return on investment (ROI) in a format that is quickly understood and highly effective.Part 5: Final Review & Submission StrategyA. Summary Reflection for the "Professional Foundations" PageThe following text block is a drafted summary. It is recommended that this text be placed on the main portfolio page for the PROFESSIONAL FOUNDATIONS IN LDT (Supra-Badge). It serves to synthesize the technology-focused activities and

explicitly connect them to the program's core competencies.Drafted Summary Reflection:The artifacts presented in this section, specifically the LDT Technology Badges, serve as evidence for the "Acquire and apply new technology skills in instructional design practice" competency.1 The completion of the 'Basic Tools,' 'Research Tools,' and 'Presentation Tools' badges represents more than technical proficiency; it demonstrates a systematic integration of these technologies into a professional instructional design workflow.As the individual reflections for each badge demonstrate, these skills are applied across the entire ADDIE model. Technologies are used to:Analyze: Conduct goal and task analyses (e.g., Mindmeister) and synthesize front-end analysis data (e.g., OneNote).1Design: Apply motivational design principles (e.g., Vyond) and visual design principles (e.g., Google Slides), and create the core instructional blueprint (e.g., Storyboards).1Develop: Create performance support job aids (e.g., Canva) and micro-learning videos (e.g., Screencastify).1Implement & Evaluate: Manage project assets and stakeholder feedback (e.g., Google Drive) and create materials to disseminate evaluation results (e.g., Canva).1This collection of skills represents a commitment to lifelong learning and the professional competency of selecting and applying the appropriate technology to solve specific learning and performance problems.B. Portfolio Gate Review ChecklistThe following checklist is based on the reminder email regarding the "Portfolio Gate Review" (from the user query). It should be used to confirm all requirements are met before the deadline.[ ] 12 Challenges: Are 12 total challenges (from any of the Supra-Badges) fully documented with both an artifact and a reflection?[ ] Functional Links: Has every external link on the portfolio website (especially links to artifacts like screencasts, blogs, and Wakelet collections) been clicked and verified as functional?[ ] Consistent Formatting: Does the portfolio website have a consistent and professional visual design, including fonts, headings, and page structure, as requested?[ ] Tracking Sheet: Is the LDT Competency Portfolio Tracking Sheet (like the.csv templates 1) fully updated to reflect the 12 completed challenges?[ ] Submission Bundle: Are both the "Portfolio Website Link" & "Tracking Sheet" ready for submission?[ ] Submission Location: Is the submission being made to the correct location: "Brightspace in the Portfolio Gate Review Course in the discussions area created for Group 7- Fall 2025"?[ ] Deadline: Is the submission being completed on or before the final deadline of Monday, November 17, 2025?Works citedLDTCompetencyPortfolio_TrackingSh-0316d207b1d22338.xlsxaccessed December 31, 1969, https://sites.google.com/view/competency-portfolio-lgallo/homeaccessed December 31, 1969, https://sites.google.com/view/hardyldtportfolio/homeaccessed December 31, 1969, https://mabemickey.wixsite.com/mysite-1accessed December 31, 1969, https://sites.google.com/view/lou-wongldt-website?usp=sharingDaydream Technology Badge Content CreationThe "Daydream Initiative" Technology Badge Submission PortfolioPart I: Presentation Tools - Challenge 1: The Design DocumentDesign Document: The Daydream Initiative as a Performance Psychology Sandbox1. Presentation Topic and FocusTopic: The Daydream Initiative: A Pedagogical Blueprint for a Rust-Powered Learning Ecosystem.Focus: This presentation is instructional in nature, designed to inform an academic audience (specifically Learning Design and Technology faculty and peers) how the Daydream platform functions as a "Performance Psychology Sandbox." The presentation will be instructional by demonstrating the process of using narrative psychology (Joseph Campbell's Monomyth) and AI-driven metacognition ("AI as a Mirror") to cultivate psychological resilience, self-awareness, and a growth mindset in adolescent learners.1 The total presentation time is designed to be approximately 5 to 6 minutes.22. Target Audience AnalysisThe instructional content of the Daydream platform itself is designed for

two distinct personas, and this presentation explains how we meet their needs 1:Primary Audience (The "Buyer"): The "Achievement Enabler" Parent.Attributes: This demographic is characterized by a deep concern over their children's consumption of passive, non-productive digital entertainment, or "junk food screen time".1 They are actively seeking solutions that are both educationally productive and engaging. They are often exhausted by the "study battle" required to enforce traditional learning methods (e.g., flashcards) and desire a tool that provides tangible academic outcomes (e.g., SAT-level vocabulary preparation) without creating family conflict.1Instructional Need: This audience needs to understand why Daydream is a "serious educational tool" and a worthwhile investment, distinct from a purely recreational video game.Secondary Audience (The "User"): The Adolescent Student (Grides 8-12).Attributes: This user enjoys immersive stories, player-driven narratives, and Role-Playing Games (RPGs).1 They are often resistant to traditional, decontextualized learning methods but are highly motivated by instructional environments that provide autonomy, interactivity, and real-world relevance.1Instructional Need: This user needs to understand how to interact with the platform and why it is more intrinsically motivating and engaging than their current educational applications.This presentation is designed to be delivered to LDT faculty, but it describes the platform's instructional design for these specific end-users.3. Instructional ObjectivesUpon completion of this 6-minute presentation, the audience (LDT faculty) will be able to 2:Define the "Edutainment Gap" as the specific pedagogical problem that the Daydream Initiative is designed to solve.1Explain how the "Hero's Journey" (Monomyth) is applied as a constructivist scaffold for situated learning, contrasting this method with traditional, decontextualized vocabulary drills.1Describe the mechanics and pedagogical purpose of the "AI as a Mirror" feature, identifying its specific role in fostering metacognition and psychological safety.1Articulate the platform's holistic learning design by synthesizing its components using the "Know|Feel|Do" framework.14. Detailed Presentation OutlineThe following table details the key instructional elements, sub-elements, and sequencing for the 6-minute presentation 2:Part II: Presentation Tools - Challenge 2: The Core Presentation & Screencast2.1. Recommended Tool & Feature IntegrationTool: Google Slides.2Justification: Google Slides is a web-based presentation tool, aligning perfectly with the ethos of the Daydream project (a web app) and the LDT program's focus on accessible, shareable, and collaborative technologies.2Required Feature Integration (Meeting 2-3 Affordances) 2:"Share" Feature (Real-time Collaboration): The primary link submitted for this badge challenge will be a demonstration of this key affordance. The presentation is instantly accessible and reviewable from any location.Embedded Multimedia & Graphics: The presentation will "incorporate visual pictures, graphics," etc., by embedding key visual concepts from the project. Specifically, Slide 3 will feature a visual mockup of the "Open Book" UI 3, and a later slide (or an appendix) could embed the infographic developed for Challenge 4.2Speaker Notes: The "Speaker Notes" feature will be used to house the full, synchronized narration script (provided in section 2.3) for the screencast recording. This demonstrates a key affordance for professional presentation delivery and preparation.2.2. Visual Presentation Slide-by-Slide Blueprint2.3. Full Narration Script (Target Time: 5:40)(Slide 1: Title)(0:00) Hello. My name is, and this is the instructional blueprint for the Daydream Initiative, a project I am framing as a "Performance Psychology Sandbox." This presentation will demonstrate how this project meets key instructional goals for the LDT Technology Badge.2(Slide 2: The Edutainment Gap)(0:15) The core problem this project addresses is what I call the "Edutainment Gap".1 Right now, the educational technology market is largely polarized. On one side, you have AI-driven entertainment platforms like AI Dungeon. These offer limitless, unscripted, and captivating narratives that adolescents love, but they possess

zero pedagogical structure. They are purely recreational.1(0:40) On the other side, you have gamified educational applications like Duolingo or Quizlet. These are highly effective at teaching discrete facts, like vocabulary, through structured lessons and spaced repetition. But their narrative elements are superficial?just a thin veneer over repetitive drills, failing to foster deep emotional engagement.1(0:57) Daydream is strategically designed to fill this gap.(Slide 3: The Hero's Journey)(0:58) The pedagogical backbone of Daydream is Joseph Campbell's monomyth: the "Hero's Journey".1 This universal narrative structure?a call to adventure, a series of trials, and a triumphant return with new knowledge?provides a powerful, natural scaffold for constructivist and situated learning theories.1(1:20) This represents a significant departure from decontextualized learning. For instance, instead of memorizing a word from a static flashcard, a Daydream user acquires and applies new vocabulary?specifically from the SAT and Academic Word List?to overcome tangible, narrative-driven challenges.1(1:40) As you can see in this mockup 3, a student doesn't just learn the word "precarious." They must understand and apply the word "precarious" to successfully navigate a crumbling bridge and retrieve a quest artifact. This embeds the learning within a purposeful, goal-oriented process, transforming the student from a passive learner into the active protagonist of their own educational epic.1(Slide 4: Jungian Archetypes)(2:00) To deepen this psychological experience, the character creation system is also a pedagogical tool. It forgoes traditional RPG stats like 'strength' or 'intelligence'. Instead, Daydream employs Carl Jung's archetypes?The Hero, The Mentor, The Shadow, The Trickster.1(2:20) As seen in this mockup, a user builds their character by defining their personality along a scale for each archetype.1 This isn't just a novel game mechanic; it's a bridge to pedagogy. It provides the user with a rich vocabulary for understanding human motivation and behavior. This identity framework then becomes the foundation for the platform's core innovation.1(Slide 5: AI as a Mirror)(2:45) That core innovation is a feature I call "AI as a Mirror".1 This system is engineered to move beyond simple content delivery and foster deep, metacognitive reflection.(3:00) At the conclusion of major story arcs, the platform triggers a special "Reflection Quest".1 During these sequences, the AI's persona visibly shifts. It changes from a neutral "Narrator" that tells the story, into a Socratic "Contemplative Guide" that facilitates reflection.1(3:18) This Guide then prompts the user with personalized questions designed to encourage self-analysis of their in-game choices, connecting those decisions back to their real-world values and their chosen character archetypes.1(Slide 6: Psychological Safety)(3:33) For instance, the Guide might ask, "Your character, who embodies the Caregiver archetype, chose to sacrifice the artifact to save the villager. How does that reflect your own values when faced with a choice between personal gain and helping others?".1(3:50) Critically, this feature is engineered to create a space of high psychological safety.1 The one-on-one, private interaction with a non-human, non-judgmental AI guide creates an environment where students can be vulnerable. It allows them to explore their own motivations, ethical dilemmas, and mistakes without the fear of peer scrutiny that so often stifles authentic reflection in a group setting.1(Slide 7: Know, Feel, Do)(4:17) This entire experience is consciously designed to align with the "Know, Feel, Do" framework, ensuring a holistic educational experience.1(4:24) Users Know the explicit learning objectives: the definitions and contextual applications of hundreds of SAT-level words.1(4:33) Users Feel a strong sense of agency. They feel empathy for their character, curiosity about the narrative, and the profound satisfaction of overcoming difficult challenges, engaging the affective domain.1(4.46) And users Do things constantly. They actively construct text commands, they make critical decisions at story junctures, they apply new vocabulary to solve puzzles, and they write thoughtful, reflective responses in their journals.1(Slide 8: A Living Laboratory)(5:04) This

synthesis of narrative, psychology, and a high-performance AI architecture makes the Daydream Initiative a fertile, pre-conceptualized "living laboratory".1 It is a platform poised for cutting-edge research in AI-mediated learning, motivational design, and performance psychology.(5:21) In recognition of this potential, this project is formally proposed as a gift of all intellectual property to the Purdue Learning Design and Technology program, to serve as a platform for future student projects and faculty research.1(Slide 9: Conclusion)(5:35) Thank you for your time.Part III: Presentation Tools - Challenge 3: The Animated Adaptation & Process Analysis3.1. Animated Video Concept & StoryboardTool: Powtoon 2Topic: The "AI as a Mirror" Feature: Fostering MetacognitionCharacters:"Alex": A student avatar (using Powtoon's "Modern Edge" style)."The Guide": An animated character representing the Socratic AI. To emphasize its non-human, non-judgmental nature, this will be a "floating orb of light" or a "wise owl" character.2Style: Clean, modern, animated.Target Length: 3 minutes.3.2. Full Submission: "Benefits & Challenges" DocumentAnalysis of the Animated Presentation Process1. Animation Tool UsedFor this adapted presentation, I selected Powtoon.2 This decision was based on the tool's robust library of pre-built characters, props, and "cartoon-style" templates. These features are ideal for representing the abstract pedagogical and psychological concepts of the "Daydream Initiative" in a visually engaging, non-threatening, and accessible manner, which is difficult to achieve with standard presentation software.2. Key Benefits & Advantages EncounteredPedagogical Abstraction (The "Meta-Benefit"): The "AI as a Mirror" concept 1 is pedagogically complex, abstract, and psychologically sensitive. The primary benefit of using animation was its power of abstraction. By translating a "student" into a simple avatar ("Alex") and the complex, disembodied "Socratic AI" into a tangible, non-threatening "Guide" character (the orb of light), the animation makes the entire process feel safe, simple, and understandable. It demonstrates the concept of psychological safety by being, itself, a non-threatening visual metaphor.Fulfilling the "Feel" Objective: The "Daydream" project is built on the "Know, Feel, Do" framework.1 My standard presentation (Challenge 2) was excellent at the "Know" part (explaining the concepts). Animation, however, excels at the "Feel" part. Using Powtoon's character-based animation, I was able to visually represent and contrast emotions like boredom (with flashcards) and engagement (in the game world), which is far more impactful for an audience than a static bullet point.Dynamic Highlighting: The badge requirement to "highlight key information in an animated manner" 2 proved highly beneficial. In a standard presentation, academic terms like "Situated Learning" or "Psychological Safety" are just text on a slide. In Powtoon, I could have these terms "pop" onto the screen with sound effects, timed perfectly with the narration. This uses principles of multimedia learning (e.g., temporal contiguity) to reinforce the concept and draw the viewer's attention to the key takeaways.3. Challenges EncounteredBalancing Simplicity and Nuance: The primary challenge was balancing the pedagogical nuance of the "Daydream" project with the inherent simplicity of a drag-and-drop animation tool like Powtoon. The tool is not designed for deep, academic discourse. The risk was "dumbing down" the concept or making it feel trivial. I had to constantly fight the urge to add more explanatory text, and instead trust the combination of simple visuals and precise, concise narration to carry the complex meaning.The "Character" Constraint: The badge requires an "animated character" to present information.2 This was a conceptual challenge for representing an AI. I chose a "floating orb" to represent the Guide, but finding a balance between "non-human" and "expressive" was difficult. A more human-like character would have been "warmer" but would have undermined the key project concept of a non-human AI guide that reduces the social judgment and "peer" pressure that comes from human-like interaction.1 This constraint forced a critical design decision that ultimately strengthened the

video's conceptual integrity.The "3-6 Minute" Constraint & Production Time: My original presentation script was nearly 6 minutes. The animation process is significantly more time-consuming per-second-of-content than creating a slide. I had to ruthlessly edit my script down to a 3-minute core, focusing only on the "AI as a Mirror" feature.1 This was a challenge of "killing your darlings," but it resulted in a more focused, high-impact instructional video that respects the viewer's time and attention span.4. Link to Adapted Presentation VideoPart IV: Presentation Tools - Challenge 4: The Infographic Resource4.1. Infographic Content & Layout (Option 1 - Pedagogical Framework)Title: The Daydream Pedagogical FrameworkSubtitle (Minimal Text): A 3-pillar approach to transforming passive screen time into active, reflective growth.Visual Metaphor: A 3-pillar "Greek temple" or a 3-column modern layout. This design adheres to the "minimal text" and "heavy visual" guidelines.2Links: Include a QR code or link to the full "Daydream Blueprint" document.24.2. Infographic Content & Layout (Option 2 - Technology Stack)Title: The Daydream High-Performance Tech StackSubtitle (Minimal Text): A modern, Rust-powered architecture for a new generation of educational technology.Visual Metaphor: A 4-layer vertical "stack" diagram, with icons for each layer.Links: Include a QR code or link to the technical documentation or a GitHub repository.2Works citedThe Daydream Initiative: A Strategic Blueprint for...Technology Badge Repository - LDT _ Badge - Technology Badge Repository - LDT _ Badge.pdfDaydream ideasDaydream rust chat