

# Intellectual property

[Monty Python: What have the romans ever done for us?](#)

Science | Business



I have used the clip above as a small reference in my website, which I have made sure to reference with a footnote and a link to where the original movie is available for purchase

# Web Development Progress

Monday, 27 May 2019 11:03 AM

Please put snapshots of your work to date.

# Assessment 1.4 Task 2019

Wednesday, 5 June 2019 4:15 PM



## Assessment 1.4 Task 2019

Internal Assessment Digital Technology 1.4 v1 AS 91880 – 4 credits

Internal Assessment Digital Technology 1.8 v1 AS 91884 – 6 credits

**Task: Face to face with Climate Change**

### Internal Assessment Digital Technology 1.4 v1 AS 91880 – 4 credits

Develop a digital media outcome (4 credits)

Achievement	Achievement with Merit	Achievement with Excellence
Develop a digital media outcome.	Develop an <u>informed</u> digital media outcome.	Develop a <u>refined</u> digital media outcome.

### Internal Assessment Digital Technology 1.8 v1 AS 91884 – 6 credits

Use basic iterative processes to develop a digital outcome (6 credits)

Achievement	Achievement with Merit	Achievement with Excellence
Use basic iterative processes to develop a digital outcome.	Use basic iterative processes to develop an <u>informed</u> digital outcome.	Use basic iterative processes to develop a <u>refined</u> digital outcome.

#### Introduction/Kupu Arataki

This activity requires students to develop a refined digital media outcome that addresses the need to provide information for the local community about issues pertaining to climate change. In developing their refined digital media outcome, students should demonstrate the use of basic iterative processes to plan, trial, and test their refined digital outcome.

The goal of using an iterative process is to refine the outcome and improve its quality in an ongoing manner. Students develop their outcome through the application of appropriate digital media tools, techniques and design elements, thorough testing, addressing implications and end-user considerations.

**FORMATIVE FEEDBACK: JULY 31<sup>ST</sup>**  
(please check OLE for most accurate deadlines)

**SUMMATIVE DUE DATE: WED, AUGUST 16<sup>TH</sup>**  
(please check OLE for most accurate deadlines)

**Task/Hei Mahi**

**Face to face with climate change**

You are going to use the following article and art installation to think about your own local community and ways to provide information related to climate change that would hopefully inspire a change.



[Melting Chunks of Greenland Are Bringing Londoners Face-to-Face With Climate Change](https://www.gizmodo.com.au/2018/12/melting-chunks-of-greenland-are-bringing-londoners-face-to-face-with-climate-change/)

(<https://www.gizmodo.com.au/2018/12/melting-chunks-of-greenland-are-bringing-londoners-face-to-face-with-climate-change/>)

You are going to develop a refined digital media outcome that uses basic iterative processes to plan, trial, and test your outcome to improve its quality.

**Task: Face to face with Climate Change**

To develop your media outcome, you need to:

- Research issues regarding climate change and how it affects New Zealand and your local community.
- Decide on how you or your team can effectively present this information to the local community using digital media (web page, graphics, 3D models, Javascript animation, or traditional animation).
- Break down your outcome into the components that need to be included and add those into your planning

For example:

- If you are developing a web outcome, the components may include graphics, 3D models or HTML/CSS or jQuery scripts.
- If you are working as a member of a collaborative team, plan out who will be responsible for each component and how the components will work together in the final outcome.

Undertake your planning in a manner that suits the outcome and could include sketches, wireframes, storyboards, or mock-ups. You may use online interactive or collaborative planning tools (like wireframe.cc or Adobe XD).

Triall the components, tools and techniques to be included and refine your outcome based on evidence of your trialling.

- You must show evidence that you have trialled multiple components and/or techniques and have selected the ones that will work best for the purpose of the outcome.
- Your trialling should be done in an on-going, iterative manner.
- Carry out testing iteratively to improve and refine your outcome. You must show evidence that you have applied appropriate testing procedures to ensure accuracy of data and that your outcome functions as intended.

Describe a range of implications that are relevant to your outcome. Include evidence of how you have addressed these in the process of developing the outcome. For example:

- How have you addressed ethical or intellectual property issues?
- How have you ensured that your outcome is usable and functional for your end users?
- How have you ensured that your aesthetic elements are appropriate for your end users and have enhanced usability?

You are going to be assessed on how well:

- you apply appropriate tools, techniques and design elements in developing your digital media outcome
- you apply an iterative development process to improve and refine your digital media outcome
- your digital media outcome has synthesised information from your planning, testing, and trialling to improve the quality of the outcome
- you have described and addressed relevant implications in your final digital media outcome.

Internal Assessment Digital Technology 1.4 v1 AS 91880 – 4 credits

Internal Assessment Digital Technology 1.8 v1 AS 91884 – 6 credits

### **Task: Face to face with Climate Change**

#### **Specifications for the website.**

- At least three linked web pages.
  - You need to have some layout and colour theme applied to all of the web pages (using CSS).
  - Have a consistent look and feel for each page of the website.
  - Put a footer at the bottom of each page with your name in it.
  - Have text and at least one image/3D model/animation on each page.
  - A simple navigation bar
- A **design** which ensures the website is:
  - Easy to navigate
  - Attractive and appealing to the target users
  - Is readable and clear

#### **Final Submission:**

- Portfolio evidence gathered as you have completed the task that provides evidence of trialling and testing your outcome. This could include planning documents, sketches, annotated photographs, diagrams, short video clips, or code.  
Make sure you include any external links of work you have completed – github, sketchfab, etc.
- Check with your teacher how much information is required in your portfolio evidence. Quality is more important than quantity.
- The final digital media outcome.
- **Success Rubrics (for 1.4 and 1.8)**

#### **Resources/Ngā Rauemi**

<https://www.gizmodo.com.au/2018/12/melting-chunks-of-greenland-are-bringing-londoners-face-to-face-with-climate-change/>

<https://www.mfe.govt.nz/climate-change/likely-impacts-of-climate-change/likely-climate-change-impacts-new-zealand>

<https://www.mfe.govt.nz/climate-change/likely-impacts-of-climate-change/how-could-climate-change-affect-my-region/auckland>

<https://www.aucklandcouncil.govt.nz/environment/Pages/auckland-climate-action-plan.aspx>

Internal Assessment Digital Technology 1.4 v1 AS 91880 – 4 credits

Internal Assessment Digital Technology 1.8 v1 AS 91884 – 6 credits

**Task: Face to face with Climate Change**

<https://ourauckland.aucklandcouncil.govt.nz/articles/news/2019/03/our-climate-future-today/>

<https://www.wolfwhale.com/>

<https://www.awwwards.com/>

<https://www.adobe.com/nz/products/xd.html>

<https://wireframe.cc/>

<https://hackernoon.com/use-custom-domain-with-github-pages-2-straightforward-steps-cf561eee244f>

<https://sketchfab.com/feed>

# Student Instructions AS91880 and AS91884

Wednesday, 5 June 2019 4:13 PM

## Suggested Step by Step Tasks

### Getting Started

1. Think about the **purpose** of your website, check out the **resources** above and choose 5 website as **inspiration** (aesthetic and functional)
2. Create a new folder called "CLIMATE CHANGE" and save all work to that folder.
3. Create any other sub-folders you may require.
4. Start your portfolio of evidence – use the 5 steps listed in OneNote as headings for your portfolio

as91880 1.4 digital media 4 credits

STEP 1 - DESIGN AND DEVELOP A WEBSITE

STEP 2 - TESTING IN WEB DESIGN

STEP 3 - RELEVANT IMPLICATIONS

STEP 4 - ITERATIVE IMPROVEMENT

STEP 5 - APPLY DESIGN ELEMENTS EFFECTIVELY

as91884 1.8 iterative processes 6 credits

STEP 1 - PLANNING

STEP 2 - DECOMPOSITION

STEP 3 - TRIALLING AND TESTING

STEP 4 - RELEVANT IMPLICATIONS

STEP 5 - REFINE OUTCOME ITERATIVELY

5. Make sure you have understood your success rubrics for the two separate standards

### Task 2 – Create your pages with HTML/CSS/JS

6. Choose your **tool** for creating your outcome – list it in your documentation.
7. Add text and/or images related to the first page. Remember to use ALT tags for images.
8. Make your website look attractive.
9. Take snapshots of what you have done so far and annotate them in your portfolio of work

### Task 3 – Effective Use of Design Elements

10. For excellence you need to apply design elements effectively. This would include some of:

- |  |  |
|--|--|
| a. Consistent look and feel for all pages  | f. The site is easy to read (sufficient contrast, avoid dark text on dark background etc).                     |
| b. Correct use of heading tags (H1, H2 etc)  | g. Effective use of repetition (images all styles the same way, same borders, same layout, same color themes). |
| c. Headings and subheadings formatted to stand out.  | h. The site looks pleasing to the eye.   |
| d. Links all in the same location on each page.  | i. Relevant text and images have been used and are grouped together.   |
| e. Links all at the top or in a location that is easy to access (don't have to scroll to find them). |  |

### Task 4 – Data Integrity and Testing

11. Testing locally (on your machine using the live preview) and testing in situ (online), which requires an account with github.com  
<https://hackernoon.com/use-custom-domain-with-github-pages-2-straightforward-steps-cf561eee244f>
12. Check the first web page for **data integrity**, which would include checking some of the following.

- |  |   |
|--|---|
| a. Text data typed in correctly without errors (proof reading) | d. Correct image used in the correct place/page |
| b. No spelling mistakes  | e. ALT text matches image                       |
| c. No grammar errors (capital letters, commas, full stops etc) |   |

13. **Test** that the first page of your website works and record your testing results. Include screen shots of **BEFORE** and **AFTER**. Testing could include any of the following.

- |   |   |
|---|---|
| a. All pages required have been included  | k. Colours work well together <a href="https://coolors.co/">https://coolors.co/</a>   |
| b. All images and text required have been included  | l. Layout is presentable and works as expected<br><a href="https://www.w3schools.com/css/css_website_layout.asp">https://www.w3schools.com/css/css_website_layout.asp</a>   |
| c. Text is readable (not dark text on dark background, or difficult to read font – check your contrast!)<br><a href="https://webaim.org/resources/contrastchecker/">https://webaim.org/resources/contrastchecker/</a> | m. All pages have a consistent look and feel (heading, links etc are all in the same place on each page, each page has the same color scheme etc) <a href="https://html-color-codes.info/colors-from-image/">https://html-color-codes.info/colors-from-image/</a> |
| d. Images actually display  | n. <b>Validated</b> HTML and CSS (so HTML and CSS is correct)<br><a href="https://validator.w3.org/">https://validator.w3.org/</a> ; you need to take a snapshot of the error and fix it (ask for help if you need it)  |
| e. Images display in the correct size <a href="https://tinypng.com/">https://tinypng.com/</a>   | o. Tested in <b>at least two browsers</b> to ensure both display the web site as expected   |
| f. Images are free of unwanted elements (eg: remove unwanted stop sign in the background etc)   | p. All files are saved in one folder (with subfolders if needed)  |
| g. Images have ALT text   | q. Files and folders named correctly (no spaces, no capitals, well named etc)   |
| h. Page displays as intended  | r. All files have an extension (.html, .css, .jpg etc)  |
| i. Links work (for all pages)   |   |
| j. Elements function correctly (title works, clear hierarchy of headings and subheadings H1, H2 etc)  |   |

### Task 5 – Implications

14. **Describe** any implications relevant to your website and its creation. For merit you also need to **address these implications** in your website and record how you addressed the implications. Chose at least 1 bullet from any 3 boxes below.



<p><b><u>Social</u></b></p> <ul style="list-style-type: none"> <li>• Is the site suitable for the intended audience (images and text targeted to right age group etc)</li> <li>• What does the client want? Does the site deliver?</li> </ul>	<p><b><u>Cultural</u></b></p> <ul style="list-style-type: none"> <li>• Culturally appropriate image and text, especially if international audience</li> <li>• Is the content age appropriate</li> </ul>
<p><b><u>Legal</u></b></p> <ul style="list-style-type: none"> <li>• Did you avoid breaking copyright</li> <li>• Did you get permission to use images, text</li> <li>• Did you simply copy and paste from somewhere else</li> <li>• Did you reference where you got your text/images from if necessary <a href="https://pixabay.com/images/search/ice/">https://pixabay.com/images/search/ice/</a></li> </ul>	<p><b><u>End-user considerations</u></b></p> <ul style="list-style-type: none"> <li>• What does the user want, and can you provide it</li> <li>• Who is using your site – old people need bigger fonts, young people will view on phones <a href="https://www.w3.org/standards/webdesign/accessibility">https://www.w3.org/standards/webdesign/accessibility</a></li> <li>• Appropriate content for gender, age, ethnic groups viewing your site</li> <li>• Colour-blind users considerations? <a href="http://www.checkmycolours.com/">http://www.checkmycolours.com/</a></li> </ul>
<p><b><u>Ethical</u></b></p> <ul style="list-style-type: none"> <li>• Site avoids racist, sexist content</li> <li>• Has appropriate words/content</li> </ul>	<p><b><u>Aesthetics</u></b></p> <ul style="list-style-type: none"> <li>• Making something beautiful, giving it a pleasing appearance <a href="https://www.awwwards.com/sites/wolf-whale">https://www.awwwards.com/sites/wolf-whale</a></li> </ul>
<p><b><u>Accessibility</u></b></p> <ul style="list-style-type: none"> <li>• Use ALT text for blind users</li> <li>• Use color blind friendly colours</li> <li>• Don't rely on color to convey information (e.g.: Red = error, use an icon or text as well)</li> <li>• Use of limited colours (for color blindness)</li> <li>• Consideration of dyslexia (special font, left aligned text, spacing around text and images to separate them out)</li> </ul>	<p><b><u>Sustainability and future proofing</u></b></p> <ul style="list-style-type: none"> <li>• Compressed images to reduce server space and bandwidth</li> <li>• Using up-to-date HTML CSS</li> <li>• Avoiding deprecated tags</li> <li>• Using external CSS to let you maintain site easily</li> <li>• Responsive design for small and large screens</li> <li>• Comments in code</li> <li>• Validating my code to ensure it is correct</li> <li>• Semantically correct HTML &amp; CSS</li> </ul>
<p><b><u>Privacy</u></b></p> <ul style="list-style-type: none"> <li>• Don't use photos of people without permission</li> <li>• Don't include private information</li> </ul>	<p><b><u>Health and safety implications</u></b></p> <ul style="list-style-type: none"> <li>• Ensuring the project isn't too big so won't overwhelm or wear you out</li> <li>• Taking regular breaks (rest eyes, rest hands from typing, circulate blood etc)</li> </ul>
<p><b><u>Functionality</u></b></p> <ul style="list-style-type: none"> <li>• What is the purpose of the website, and does it achieve this? (Trade Me should let you buy and sell so do these functions work?)</li> <li>• Do the main navigational links match up to the main objectives of the site (e.g. Trade Me needs buy and sell links at the top, not terms and conditions)</li> <li>• Do the links all work as expected, are any dead links?</li> <li>• What does the client want? Does the site deliver?</li> <li>• Do the images all appear, do they have ALT text?</li> <li>• Do any videos work properly?</li> </ul>	<p><b><u>Usability</u></b></p> <ul style="list-style-type: none"> <li>• Consistent look and feel for all pages</li> <li>• Links at top and in same place for each page</li> <li>• Navigational menus don't cover important information on page</li> <li>• Hierarchy of headings, headings stand out</li> <li>• Scalable content, testing on multiple devices</li> <li>• Organized content (easier to find things on the site)</li> <li>• Readable font</li> <li>• Using search feature to find information, or site map</li> <li>• Is the information on the site correct and up to date</li> </ul>

-

#### **Task 6 – Create and test any additional media or features on your website**

- Design and create a 3D Model based on the theme of your website – use at least 2 different tools to create the same model (i.e. Blender, Three.js, or alternative)
- Check these models are embedded in the webpages and work as intended (check against the initial plan). Excellence students need to show evidence they tested, refined, tested and refined.

#### **Task 7 – Provide Evidence**

- Make sure you have all of your files saved as these will be your evidence that you created a web site.
- Make sure you have provided evidence of describing and addressing any relevant implications
- Make sure you have provided evidence of your testing.

# as91880 1.4 digital media 4 credits

Monday, 13 May 2019 4:14 PM

## Achievement Standard

**Subject Reference** Digital Technologies and Hangarau Matihiko 1.4

**Title** Develop a digital media outcome

**Level** 1 **Credits** 4 **Assessment** Internal

**Subfield** Technology

**Domain** Digital Technologies

**Status** Registered **Status date** 23 November 2017

**Planned review date** 31 December 2019 **Date version published** 23 November 2017

This achievement standard involves developing a digital media outcome.

### Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Develop a digital media outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an informed digital media outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a refined digital media outcome.</li> </ul>

### Explanatory Notes

- This achievement standard is derived from Level 6 of the Technology learning area in *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007; and is related to the material in the *Teaching and Learning Guide for Technology*, Ministry of Education at <http://seniorsecondary.tki.org.nz>.

Further information can be found at <http://www.technology.tki.org.nz/>.

Appropriate reference information is available in *Safety and Technology Education: A Guidance Manual for New Zealand Schools*, Ministry of Education at <http://technology.tki.org.nz/Technology-in-the-NZC/Safety-in-Technology-Education-revised-2017>, and the Health and Safety at Work Act 2015.

This standard is also derived from *Te Marautanga o Aotearoa*. For details of *Te Marautanga o Aotearoa* outcomes to which this standard relates, see the [Papa Whakaako](#) for the relevant learning area.

- Develop a digital media outcome* involves:
  - using appropriate tools, techniques and design elements for the purpose and end users
  - applying appropriate data integrity and testing procedures in the development of the outcome

- describing relevant implications.

*Develop an informed digital media outcome* involves:

- using information from testing procedures to improve the quality and functionality of the outcome
- addressing relevant implications.

*Develop a refined digital media outcome* involves:

- iterative improvement throughout the design, development and testing process
- applying design elements effectively.

- 3 Examples of relevant implications include:

- social
- cultural
- legal
- ethical
- intellectual property
- privacy
- accessibility
- usability
- functionality
- aesthetics
- sustainability and future proofing
- end-user considerations
- health and safety implications.

- 4 Conditions of Assessment related to this achievement standard can be found at <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards>.

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### Replacement Information

This achievement standard replaced AS91072 and AS91073.

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### Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233

# Brainstorming Ideas for Climate Change project

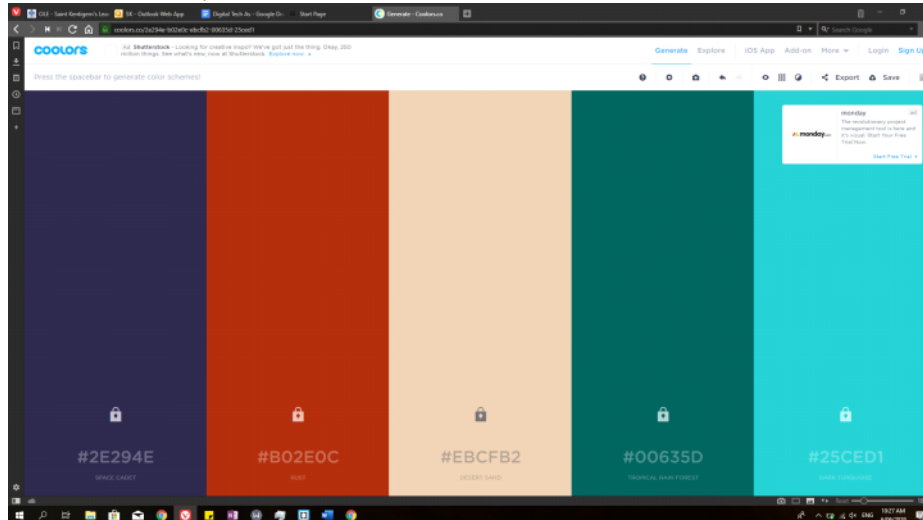
Thursday, 6 June 2019 10:04 AM

Please insert your links, sketches, snapshots from websites and inspiration here.

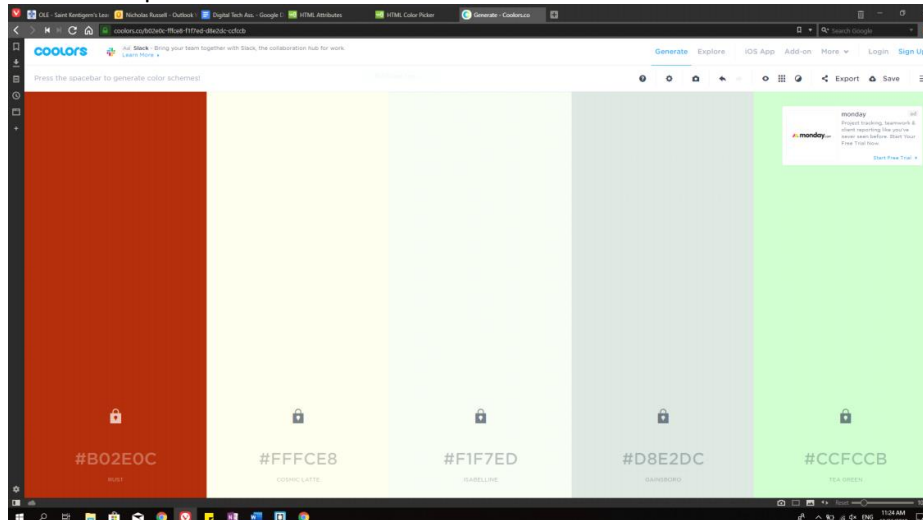
Possible theme: Greenhouse gasses (Effects from emissions, emission sources)

Colour Scheme generation using Coolers.co

Colour scheme option 1:



Text colour possibilities:



#fff5b3

#b6c9bd

#a7ccd7

#cbb25b

#6ec498

Greenhouse gasses (each gas has its own page, named by formula):

Water vapor (H<sub>2</sub>O)

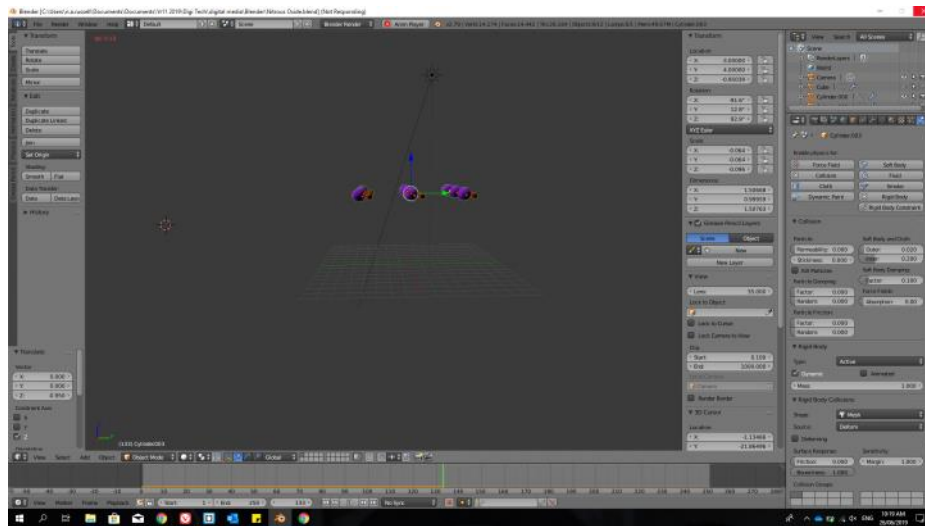
Carbon dioxide (CO<sub>2</sub>) - main models could be Oil well or Coal power plant

Methane (CH<sub>4</sub>)

Nitrous oxide (N<sub>2</sub>O)

Ozone (O<sub>3</sub>)

Chlorofluorocarbons (CFCs) and Hydrofluorocarbons (includes HCFCs and HFCs) (Both on one page)



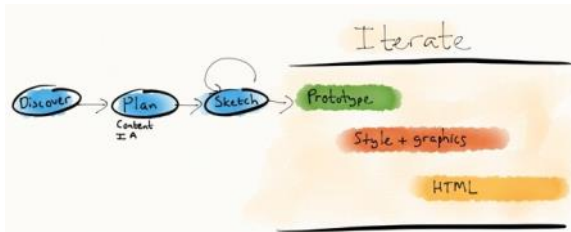
Slowly rendering multiple models with collision and rigid bodies to have them bounce and eventually turn this into a GIF

# STEP 1 - DESIGN AND DEVELOP A DIGITAL MEDIA OUTCOME

Monday, 13 May 2019 8:25 PM

## Evidence required for **DESIGN**:

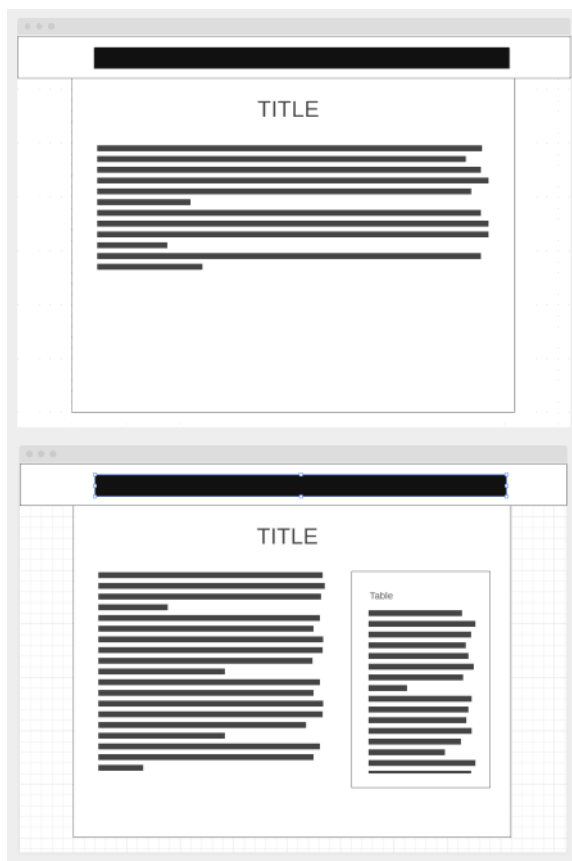
- web design:



1. discover: show you have researched existing solutions - 5 websites for inspiration, with annotations (what do you like/don't like )
2. plan/sketch: <https://wireframe.cc/>, drawings, sketches on paper, or, more advanced: **Adobe XD**
3. initial prototype: make sure it is clear that you have a prototype in mind!
4. have you thought of layouts? show evidence
5. have you thought about font selection (google fonts)? show evidence
6. have you thought about color choices? show evidence
7. THEN USE BRACKETS!

[https://en.wikipedia.org/wiki/Carbon\\_dioxide](https://en.wikipedia.org/wiki/Carbon_dioxide)

I like the tables Wikipedia uses to display the info of the topic of the page, in brief. But I do not like anything past that



This first screenshot shows how I possibly will layout the homepage of my website, with the black bar being the nav bar with all of the needed pages. The second screenshot shows the layout of each greenhouse gas page, which will all be the same and will feature an animated background of each molecule bouncing around as a 3d model. The same black bar is the nav bar. The colour palette I am using is on the brainstorming page.

# Component - Colour

Monday, 1 July 2019 12:20 PM

Before

The collage illustrates the initial design phase for a climate change website. The top left screenshot shows a web browser displaying a placeholder website titled "Climate Change" with a red background and a list of greenhouse gases: Home, Carbon Dioxide, Nitrous Oxide, Methane, Water Vapour, and Ozone. The top right screenshot shows a OneNote page titled "Brainstorming Ideas for Climate Change project" with notes on themes and color schemes. The bottom screenshot shows the Coolers.co website with a generated color palette of five colors: #B02E0C, #FFFC E8, #F1F7ED, #D8E2DC, and #CCFCCB.

Climate Change

Home Carbon Dioxide Nitrous Oxide Methane Water Vapour Ozone

**Climate Change**

Greenhouse gases warm the atmosphere by absorbing some of the thermal radiation released from the Earth's surface. Incoming solar radiation is transferred to the Earth's surface through the atmosphere. Instead of being transferred back to space, some of the thermal radiation is absorbed by greenhouse gases, and the atmosphere is warmed up. Due to human operations, greenhouse gas levels in the environment are growing. The major greenhouse gases directly affected by human activity are carbon dioxide (CO<sub>2</sub>), methane (CH<sub>4</sub>), nitrous oxide (N<sub>2</sub>O), chlorofluorocarbons (CFCs), hydrofluorocarbons (HFCs) and ozone (O<sub>3</sub>). Water vapor (H<sub>2</sub>O) is a major greenhouse gas as well. This website will explain the major greenhouse gases, where they come from and the impact of each on the environment.

Brainstorming Ideas for Climate Change project - OneNote

Level 1 Digital Technology

1.4 DIGITAL MEDIA ASSESSMENT EVIDENCE

1.7 PROGRAMMING ASSESSMENT

Please insert your links, sketches, snapshots from websites and inspiration here.

Possible theme: Greenhouse gasses (Effects from emissions, emission sources)

Colour Scheme generation using Coolers.co

Colour scheme option 1:

Text colour possibilities:

#fff5b3  
#b6c9bd  
#a7ccd7  
#cb25b  
#6ec498

coolers.co

Press the spacebar to generate color schemes!

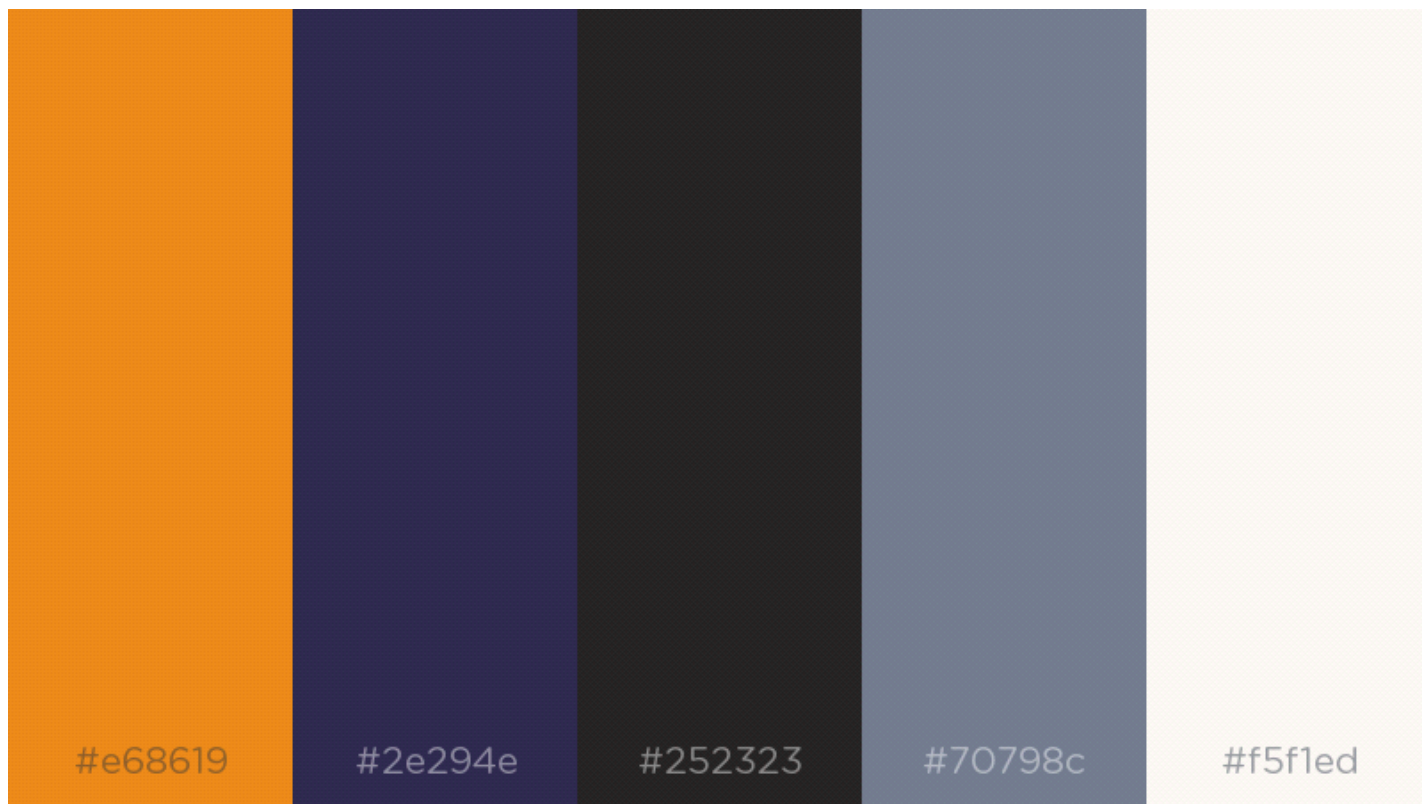
#B02E0C  
#FFFC E8  
#F1F7ED  
#D8E2DC  
#CCFCCB

monday

Project tracking, teamwork & client reporting like you've never seen before. Start Your Free Trial Now.

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colors

colors.co/e68619-2e294e-252323-70798c-f5f1ed

After:

Carbon Dioxide Gas

127.0.0.1:58279/web/%20design/CLIMATE%20CHANGE/CO2.html

Home Carbon Dioxide Nitrous Oxide Methane Water Vapour Ozone Hydro/Chloro-fluorocarbons

## Carbon Dioxide Gas

### Why Carbon Dioxide?

Carbon dioxide is one, if not the main, Greenhouse gas people normally think of when asked about climate change. Carbon dioxide is the by-product of many human processes and has been for centuries, since the Industrial Revolution. Carbon emissions from this point onwards have been continually increased, due to the large amounts of manufacturing processes, power plants and other sources continuously increasing. These emissions, all of which caused by human decision, are often split into three different sources, which are Fossil fuels, Land Use changes and Industrial processes. The percentage of these emissions is shown on the graph below.

Source	Percentage
Fossil fuels	87%
Land use changes	8%
Industrial processes	5%

Source: Le Quéré, C. et al. (2013). The global carbon budget 1959–2011.

### Fossil Fuels & CO2

Fossil Fuels make up 87% of all Carbon emissions from human actions. Fossil fuels are categorised by how they are produced/found. The main types of Fossil Fuels are Oil and Coal.

**Carbon Dioxide**

**Info**

The Product of respiration (breathing out)

Windows Taskbar: 1:28 PM 2/27/2019

# review of design elements and QUIZ

Wednesday, 3 July 2019 1:47 PM

# Review

There is one more general guiding principle of Design (and of Life):  
**Don't be a wimp.**

Don't be afraid to create your Design (or your Life) with plenty of blank space—it's rest for the eyes (and the Soul).

Don't be afraid to be asymmetrical, to uncenter your format—it often makes the effect stronger. It's okay to do the unexpected.

Don't be afraid to make words very large or very small; don't be afraid to speak loudly or to speak in a whisper. Both can be effective in the right situation.

Don't be afraid to make your graphics very bold or very minimal, as long as the result complements or reinforces your design or your attitude.

Let's take the rather dull report cover you see below and apply each principle to it in turn.

## What Goes Around Comes Around

Lessons from hitchhiking

across the country

Robin Williams

January 1, 2005

*A rather dull but typical report cover: centered, evenly spaced to fill the page. If you didn't read English, you might think there are six separate topics on this page. Each line seems an element unto itself.*

## Proximity

---

If items are related to each other, group them into closer proximity. Separate items that are *not* directly related to each other. Vary the space between to indicate the closeness or the importance of the relationship.

---

### **What Goes Around Comes Around**

**Lessons from hitchhiking  
across the country**

**Robin Williams  
January 1, 2005**

*By putting the title and subtitle close to each other, we now have one well-defined unit rather than six apparently unrelated units. It is now clear that those two topics are closely related to each other.*

*When we move the by-line and date farther away, it becomes instantly clear that although this is related information and possibly important, it is not part of the title.*

## Alignment

---

Be conscious about every element you place on the page. To keep the entire page unified, align every object with an edge of some other object. If your alignments are strong, *then* you can *choose* to break an alignment occasionally and it won't look like a mistake.

---

**What Goes Around  
Comes Around**  
Lessons from hitchhiking  
across the country

Robin Williams  
January 1, 2005

Even though the author's name is far from the title, there is a visual connection between the two elements because of their alignment.

The example on the previous page is also aligned—a centered alignment. As you can see, though, a flush left or right alignment (as shown in the example on this page) gives a stronger edge, a stronger line for your eye to follow. A flush left or flush right alignment also tends to impart a more sophisticated look than does a centered alignment.

## Repetition

Repetition is a stronger form of being consistent. Look at the elements you already repeat (bullets, typefaces, lines, colors, etc.); see if it might be appropriate to make one of these elements stronger and use it as a repetitive element. Repetition also helps strengthen the reader's sense of recognition of the entity represented by the design.

**What Goes Around ►  
Comes Around ▼**  
Lessons from hitchhiking  
across the country

▲  
**Robin Williams**

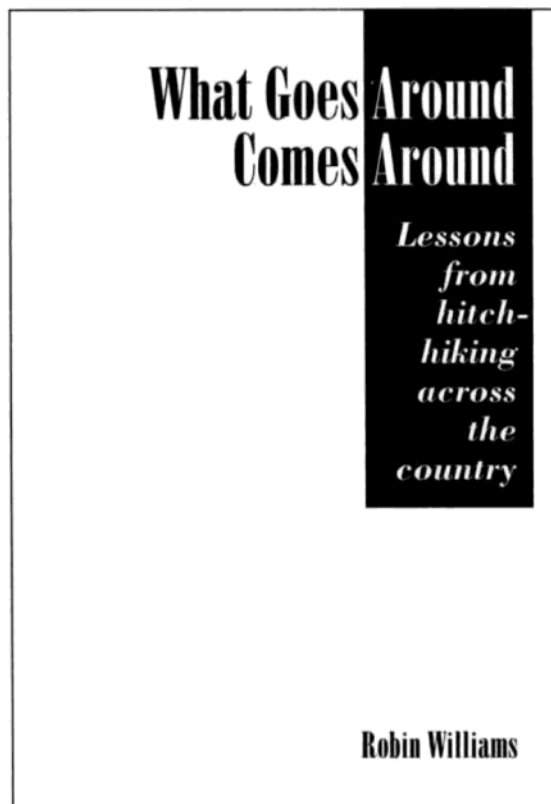
*The distinctive typeface in the title is repeated in the author's name, which strengthens their connection even though they are physically far apart on the page.*

*The small triangles were added specifically to create a repetition. Although they each point in a different direction, the triangular shape is distinct enough to be recognized each time.*

*The "color" of the triangles is also a repeated element. Repetition helps tie separate parts of a design together.*

## Contrast

Would you agree that the example on this page attracts your eye more than the example on the previous page? It's the contrast here, the strong black versus white, that does it. You can add contrast in many ways—rules (lines), typefaces, colors, spatial relationships, directions, etc. The second half of this book discusses the specific topic of contrasting type.



Adding contrast to this was simply a matter of adding the black box.

I added a bit of contrast in the type by making the subtitle italic vs. the roman of the title and by-line. (The title is Bodoni Poster Compressed; the subtitle is Bodoni Italic.)

Can you describe where the principles of proximity, alignment, and repetition are also being used in this example?

## Little Quiz #1: Design principles

Find at least seven differences between the two sample résumés below. Circle each difference and name the design principle it offends. State in words what the changes are.

Résumé: Dorothy Gail  
Rural Farm Road #73  
The Plains, Kansas

Education

- Plains Grammar School
- Plains High School, graduated with highest honors
- School of Hard Knocks

Work Experience

1956 Down on the Farm  
1954 Up on the Farm  
1953 Around the Farm

References

- Glinda the Good Witch
- The Great and Powerful Oz

**Résumé**

- ▼ Dorothy Gail
- Rural Farm Road #73
- The Plains, Kansas

**Education**

- ▲ Plains Grammar School
- ▲ Plains High School, graduated with highest honors
- ▲ School of Hard Knocks

**Work Experience**

- ▲ 1956 Down on the Farm
- ▲ 1954 Up on the Farm
- ▲ 1953 Around the Farm

**References**

- ▲ Glinda the Good Witch
- ▲ The Great and Powerful Oz

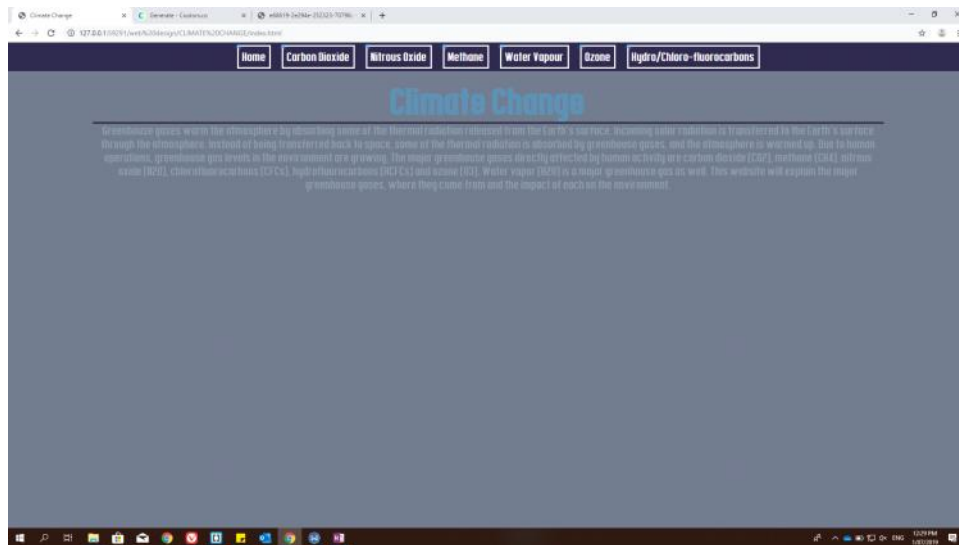
- 1 \_\_\_\_\_  
Contrast, the lower resume has a lot more of it
- 2 \_\_\_\_\_  
The proximity of the info in the top is different
- 3 \_\_\_\_\_  
The top one has a border
- 4 \_\_\_\_\_  
The bottom one has repeated the boldness of the titles
- 5 \_\_\_\_\_  
The bottom one is aligned to left, where the top is not aligned
- 6 \_\_\_\_\_  
The bullet points are different
- 7 \_\_\_\_\_  
The text size is different, and the title have a different font on the bottom one.



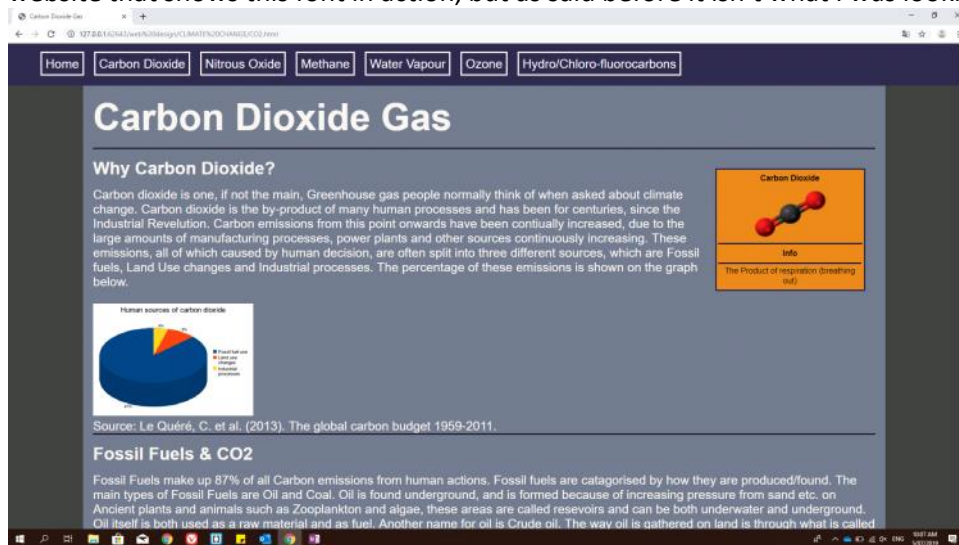
# Fonts

Friday, 5 July 2019 10:01 AM

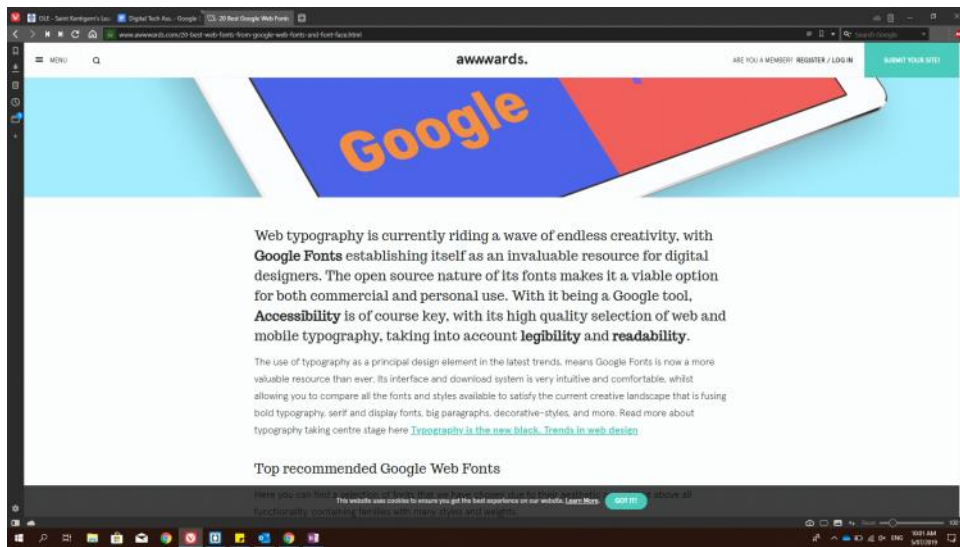
Originally I started out with a font that was a derivative of the font used in one of my favourite games (rainbow six siege) logo, called Confidel regular. This screenshot below shows the font, which is not all to readable, which is why I changed it to my next font choice.



My next font choice was straight of the space giant itself, NASA, which is much more readable than the last, but is still a bit too out of place for what I was going for. Below is another screenshot of my website that shows this font in action, but as said before it isn't what I was looking for.



After a quick google search for "top 10 website fonts", I came up with the website below, which I will pick a font from to change too.

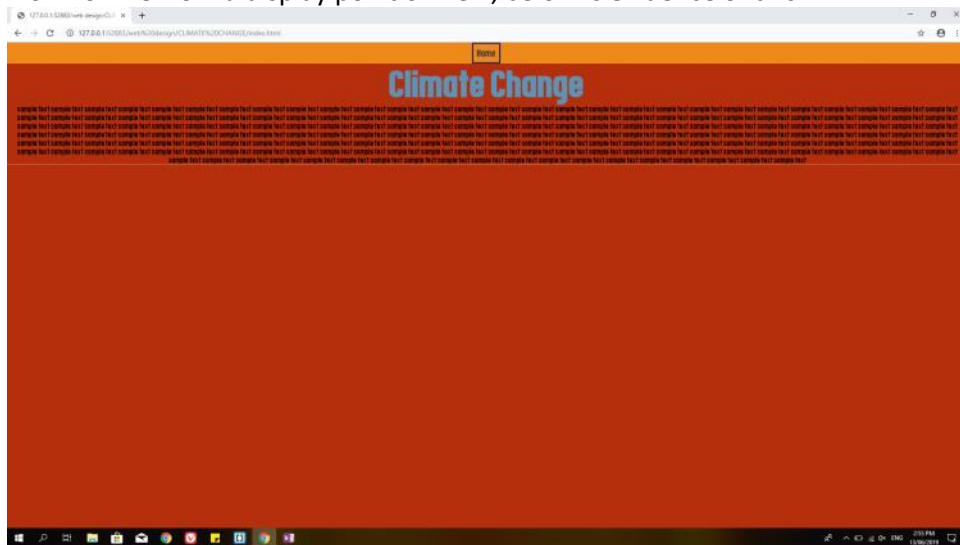


The font chosen was B612, which I thought fit perfectly on my website, and after looking at some of the documentation associated with it, it was designed to be used in airplanes, which I thought was very neat and solidified my choice.

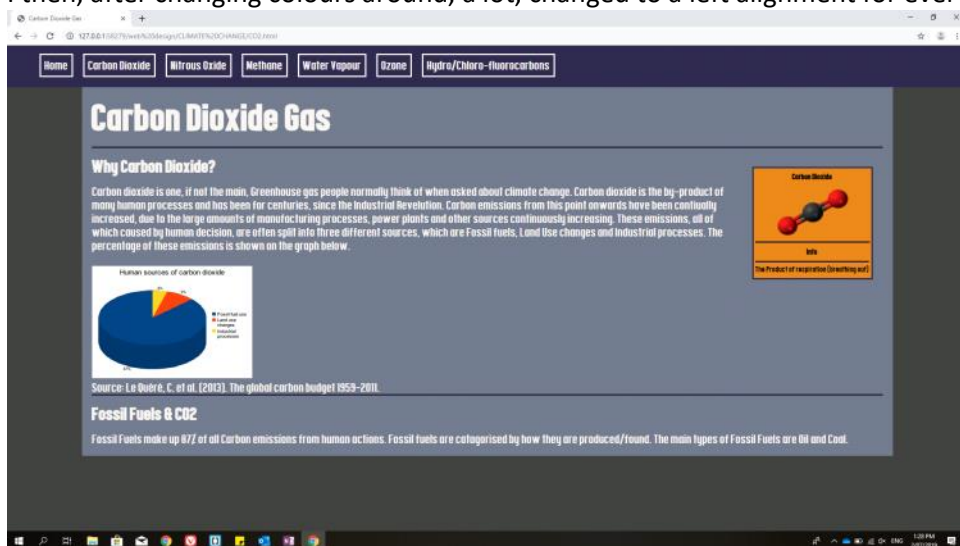
# Component - Alignment

Friday, 5 July 2019 10:25 AM

Originally I started out with, on the hideous mess that it was, a central alignment which didn't really work for me from a display point of view, below is evidence of this.



I then, after changing colours around, a lot, changed to a left alignment for everything, shown here.



Now I am trying to change how everything looks to tighten up the page, and make it look much better.

I will consider changing the alignment of my main page elements so that stuff aligns tightly to the right etc.

# Testing

Wednesday, 10 July 2019 11:20 AM

I have tested and made sure that all elements work locally, and I have also created a repository on github, which I have published here:

<https://nick17773.github.io/NickRussellClimateChange/>