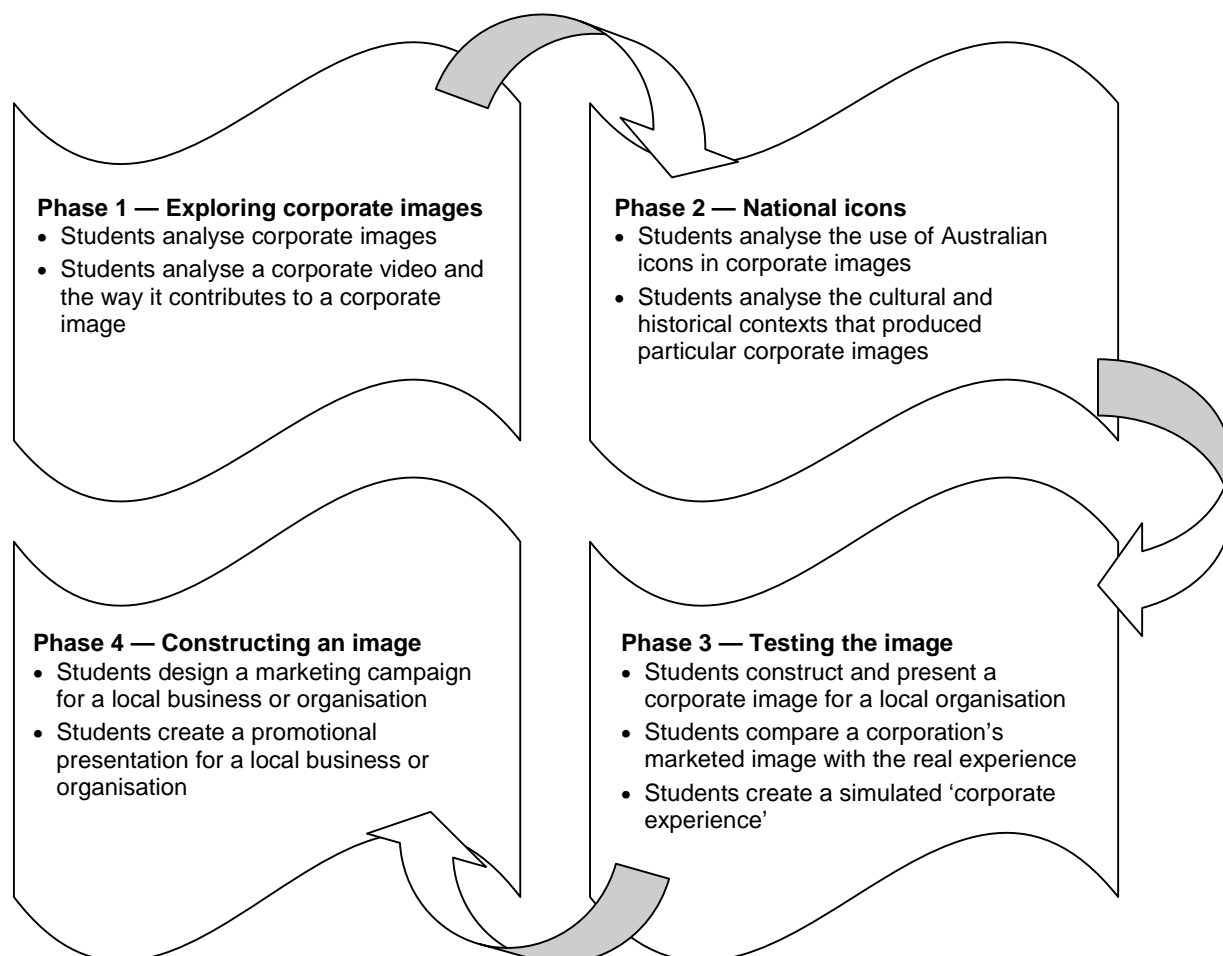# Corporate image

Strand
Media

Purpose

Students build an understanding of the construction of corporate identities by exploring the texts used by corporations to promote themselves, and engaging in the creative process themselves. Students construct and present logos, deliver promotional presentations and design marketing strategies for real contexts in their community.

Overview

Activities in this module are designed to promote student-centred learning using four sequential phases.

Phase 1 — Exploring corporate images
- Students analyse corporate images
- Students analyse a corporate video and the way it contributes to a corporate image

Phase 2 — National icons
- Students analyse the use of Australian icons in corporate images
- Students analyse the cultural and historical contexts that produced particular corporate images

Phase 4 — Constructing an image
- Students design a marketing campaign for a local business or organisation
- Students create a promotional presentation for a local business or organisation

Phase 3 — Testing the image
- Students construct and present a corporate image for a local organisation
- Students compare a corporation's marketed image with the real experience
- Students create a simulated 'corporate experience'

Using this module

Focus and links

This module provides suggestions for planning, teaching and assessing using core learning outcomes and core content from the *Years 1 to 10 The Arts Syllabus. Corporate Image* presents one way of planning with the core learning outcomes and may be adapted to suit the particular context of a school.

Activities in this module contribute to learning in literacy, numeracy, lifeskills and a futures perspective, and can be used for gathering evidence about students' development in these cross-curricular priorities. Students are engaged with the operational dimension of literacy when they develop the ability to recognise and use the systems of signs and patterns of codes related to the media texts involved in marketing a corporate image. By exploring the cultural and historical contexts surrounding texts, asking questions about why they are designed in certain ways and identifying the target market, the students are also developing the cultural and critical dimensions of literacy.

Aspects of numeracy are included in graphical design when the student must consider proportion, symmetry and balance, and in editing when students estimate frame numbers and time. Students engage in the lifeskills of personal development skills, social skills, and self-management skills when they are involved in collaborative projects with local organisations and develop critical viewing of images portrayed in the media and marketing material. A futures orientation in the activities encourages students to consider possible and probable future marketing strategies that may emerge as well as the implications of these.

Some students with physical, sensory, hearing or vision impairment may need assistance with some of these activities. Obtain advice from their support teachers.

Module organisation

The module is designed to be flexible in delivery and to respond to individual class contexts. The activities do not correspond to lessons, which means they can be planned in shorter or longer timeframes as is most appropriate to the timetable.

At the end of the activities in each phase, you will find suggested Focus questions that may be useful at various times throughout that phase. Teaching considerations are also included to provide ideas, suggestions and clarification relevant to the activities.

Prior learning

To devise a unit of work appropriate for your class, consider students':
- prior learning in the five concepts that form the core content in media (see core content, syllabus, pp. 48–49)
- skills relating to collaboration and group work
- skills in the technological processes involved in video production and online design
- analysis skills when responding to media texts.

Unit planning

This module supports the development of discrete units of work for demonstration of the media learning outcomes in the following ways.
- Planning could focus on Phases 1 and 2 to enable students to have recorded demonstrations of core learning outcomes 5.1 and 5.3a within a responding unit in Media.
- Planning could focus on Phases 3 and 4 to enable students to have recorded demonstrations of core learning outcomes 5.1, 5.3b and 5.2 within a production unit in Media.
- Planning could focus on all Phases as a unit that enables students to have recorded demonstrations of all of the Level 5 Media core learning outcomes within the context of a unit that requires students to engage in all of the Media strand processes.

Evaluation of a unit of work
After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Core learning outcomes

This module focuses on the following core learning outcomes from the Media strand of the *Years 1 to 10 The Arts Syllabus.*

Level statement: Level 5
Students apply their knowledge and skills of media languages and technologies to shape the meanings they produce. They are able to plan their productions and market them for audiences.

Students use research and comparative analysis to expand their knowledge of representations. They examine the specific processes that media institutions use to distribute and present media to various audiences.

Students make connections between their knowledge about the media and their own experiences as creators and audiences.

ME 5.1   Students construct and reconstruct meaning through the application of languages and technologies in the design and production of media texts.

ME 5.2   Students emulate industry practices to promote, deliver and exhibit media texts in a range of contexts.

ME 5.3a   Students research and analyse various media representations within their cultural and historical contexts.

ME 5.3b   Students research and examine the media institutions that are involved in the production, distribution and exhibition of the media they consume as audiences.

Core content

This module provides a learning context for the following concepts and skills, which are developed from Level 5 core content from the syllabus in addition to the core content from previous levels.

media languages	• special effects • technical codes • synchronised and non-synchronised sound • anchorage
media technologies	• promote • record moving images
audience	• cross-media promotion • market research • niche audience • sponsorship
institution — purpose	• education • promotion
— form	• popular culture • marketing merchandise • web
— context	• cultural and historical influence on production and reception of text
representation	• concepts • cultural beliefs • ideas • ideology

Assessment

The following table provides examples of opportunities for gathering evidence and making judgments about students' demonstrations of The Arts core learning outcomes in this module. When making an on-balance judgment about demonstrations of the learning outcomes, consider all the points in the 'Making judgments' column. The table is neither exhaustive nor mandatory. Assessment opportunities should be negotiated with students to maximise their demonstrations of these outcomes in a variety of ways. Reflect with students on evidence gathered to make judgments about their demonstrations.

Outcomes	Gathering evidence	Making judgments
ME 5.1 Students construct and reconstruct meaning through the application of languages and technologies in the design and production of media texts.	**Students may:** • create a magazine advertisement • construct or redesign a corporate image for a local community organisation. **The teacher may use:** • peer- and self-assessment • focused analysis • teacher observation (see Teacher resource 1) **recorded in:** • journals/production diary • checklists • criteria sheets.	**When creating and constructing texts, do students:** • establish a clear, congruent image for the organisation? • produce a desired perception of the product or service? • distinguish the organisation from the competitors in the target market? • apply their knowledge and skills of media languages, using design conventions of marketing texts? • apply their knowledge across media forms for marketing campaigns? • apply their knowledge and skills in available technologies to design and produce texts in particular media forms, such as advertisements or marketing merchandise?
ME 5.2 Students emulate industry practices to promote, deliver and exhibit media texts in a range of contexts.	**Students may:** • design a marketing strategy • display and exhibit their corporate image for a local organisation in the local community. **The teacher may use:** • focused analysis • teacher observation noting participation and contributions to the activities **recorded in:** • journals/production diary • checklists • criteria sheets.	**When emulating industry practices, do students:** • utilise methods such as PowerPoint presentations, advertising, posters, launches, oral pitches to promote their own media texts? • consider and utilise a range of contexts within the school and local community, such as school assembly, intranet, school web site, fete, open day, shopping centre, library and community centre? • where appropriate, follow the processes used by the media industry? • apply their knowledge of industry practices to select the most appropriate practices for the context? • apply their knowledge of industry practices in their own design and production processes? • adopt industry roles when collaborating?

Outcomes	Gathering evidence	Making judgments
ME 5.3a Students research and analyse various media representations within their cultural and historical contexts.	**Students may:** • compile a media folio • analyse a corporate video or advertising campaign • research the development of a variety of corporate images • compile a newspaper file • research a reconstructed corporate image • compare the real experience with the marketed experience. **The teacher may use:** • student–teacher consultation including discussion and questioning • focused analysis **recorded in:** • checklists • criteria sheets.	**When researching or analysing, do students:** • research from primary and secondary sources, including media texts, corporate publications, industry publications and historical records? • deconstruct the image presented by marketing texts, such as press clippings, press releases, corporate videos, brochures, advertising, signage? • deconstruct the use of media languages in the representation, such as music, jingles, slogans, images, voice-over, editing and lighting? • deconstruct the marketed image within the context of the time in history it is developed, the culture within which it is developed or received, the business culture within the corporation or the economic/political culture of the society? • compare the real experience with the elements promoted in the marketed image?
ME 5.3b Students research and examine the media institutions that are involved in the production, distribution and exhibition of the media they consume as audiences.	**Students may:** • research the role of market researchers • give a forum presentation about media institutions involved in the marketing of an organisation • write a report about a media organisation and the corporate image it projects • conduct a survey about the public perceptions of a media institution. **The teacher may use:** • student–teacher consultation including discussion and questioning • focused analysis **recorded in:** • criteria sheets • checklists.	**When researching and examining media institutions, do students:** • investigate the role of various institutions in the marketing of corporations? • identify the media forms and techniques that are used to market media organisations? • examine the way the media is used to market themselves and promote their services and products? • deconstruct the image marketed by media organisations by examining the use of each of the media languages and institutions? • examine the public perception of a media organisation and compare it with the marketed image?

Teacher resource 3 provides additional information for use in making judgments about students' demonstrations of the core learning outcomes at Levels 4, 5 and 6.

Background information

Students live in a world that is saturated with visual communication, and this module takes a look at one aspect of that communication, the world of corporate identities and the marketing of that identity through the media. This module provides students with the opportunity, as consumers of these images, to look beyond them and behind the glossy exterior so they can be empowered to challenge the public persona delivered through marketing.

Graphic design and the corporate video industry are popular career paths for visual art and media students so it is important for them to be provided with insights into the creative processes involved. Whether they become painters or politicians, many students may find themselves in professions or industries that rely on the effectiveness of their marketed image for their success. The knowledge gained from this module will be a starting point for learning more about the role of media and marketing in our world today.

Terminology

Students have opportunities to become familiar with and use the following terminology in this module:

advertorial	endorsement	national symbol
brand loyalty	focus group	press kit
client brief	icons	product placement
client services	ideology	promo
clientele	internal communication	promotional texts
consumerism	living legend	simulated experiences
corporate image/identity	logo	sponsorship
corporate video	market research	telemarketing
cross media promotion	marketing	testimonial
cultural context	marketing strategies	typography
cultural image	merchandise	
design	national icon	

School authority policies

Be aware of and observe school authority policies that may be relevant to this module. Education Queensland policies on Health and Safety considerations for Media may be found at www.education.qld.gov.au/corporate/doem/sindex/m-ind.htm.

For policies and guidelines for the Catholic sector, refer to the Queensland Catholic Education Commission website at www.qcec.qld.catholic.edu.au/www/index.cfm.

Equity considerations

This module provides opportunities for students to increase their understanding and appreciation of equity and diversity within a supportive environment. It includes activities that encourage students to:

- be involved within a supportive environment
- work individually or in groups when creating and responding to media
- value diversity of ability, opinion and experience
- value diversity of language and cultural beliefs
- support one another's efforts
- become empowered to take on roles in the design and construction of corporate images
- negotiate and accept change to their design ideas
- become empowered to communicate freely during their analyses and in the presentation of their ideas.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Support materials and references

The following resources may be helpful additions to your professional library. Review material before using it with students. Resources referred to in this module are identified with an asterisk (*).

Information relating to copyright issues may be found at the Australian Copyright Council's *Online Information Centre* at www.copyright.org.au/index.htm. Please note the licence conditions applying to downloading and printing information sheets from this site.

Print

Teacher Reference

Curriculum Concepts, 1996, *Media Today — Interpreting Newspapers, Magazines, Radio, TV, Movies and the Internet*, Globe Fearon Educational, New Jersey.

Department of Education, Queensland, 1994, *Media Curriculum Guide for Years 1 to 10 Constructing Realities*, Publishing Services Department of Education Queensland, Brisbane.

Fowler, M. 1996, *Viewing and Presenting*, Longman Paul, Auckland.

Fusillo, A. 1997, *Network Media — Reading and Interpreting the Media*, Oxford University Press, Sydney.

Gilroy, K. 1996, *Advertising the Hard Facts not the Hard Sell*, Advertising Federation of Australia, Sydney.

Niven, C. and Youngson, C. 1989, *Introducing Media Studies — Advertising in Action*, Hodder and Stoughton, London.

Stewart, C. and Kowaltzke, A. 1997, *Media — New Ways and Meanings*, Jacaranda Wiley, Milton.

Superbrands: An Insight into 65 of Australia's Superbrands, 1997, Sydney (Author unknown).

Electronic

Websites
(All websites listed were accessed in April 2002)

Australian Broadcasting Authority: www.abc.net.au/triplej/triplej.htm

Australian Children's Television Federation: www.actf.com.au/

Body Shop: www.thebodyshop.com.au/

Fair Wear: http://fairwear.org.au/

Mambo: www.mambo.com.au/

Mclibel: www.mclibel.com/

International Olympic Committee: www.olympic.org/uk/index_uk.asp

Network Ten: www.ten.com.au/

Ninemsn: www.ninemsn.com.au/

Powerhouse Museum: www.phm.gov.au/home2.htm

Queensland Transport: www.transport.qld.gov.au/

SBS: www.sbs.com.au/

Seven Network: www.i7.com.au/

Screensound Australia National Screen and Sound Archive: www.screensound.gov.au/index.html

Snow surf: www.ozemail.com.au/~snowsurf/

Videos

Creating a Corporate Image, 1994, 25 mins, Australia, distributed by Video Education Australasia Pty Ltd, Bendigo, Victoria.

Mambo — Wearing the Image, 1995, 20 mins, Australia, distributed by Video Education Australasia Pty Ltd, Bendigo, Victoria.

McLibel, 1998, 53 mins, United Kingdom, distributed by Video Education Australasia Pty Ltd, Bendigo, Victoria.

Selling Australia, 2001, 4x 26 minute episodes, Film Australia, Producers Ed Punchard and Julia Redwood.

Organisations

Australian Teachers of Media Queensland Inc: www.pa.ash.org.au/atomqld/

Queensland School Curriculum Council: www.qscc.qld.edu.au/

School Authority Policies

Education Queensland policies: www.education.qld.gov.au/policies/doem

Software Programs

Corel Draw

Microsoft PowerPoint

Front Page

Photoshop

Flash

Fireworks

Phase 1 — Exploring corporate images

Students:
- analyse the construction of corporate images and their placement in media texts
- analyse a corporate video and how it contributes to a corporate image.

Outcomes	Media activities	Gathering evidence
ME 5.1 Students construct and reconstruct meaning through the application of languages and technologies in the design and production of media texts	Students: • brainstorm well known labels and companies — for example, music labels, clothing labels, car and food companies. • devise a class top ten list of the best known corporations (see Student resource 1). • choose a company from their top ten list and identify the media forms the corporate image is marketed through — for example, billboard, web page, newspaper, advertisements, bus signs and catalogues. • research how a corporate image is supported by forms of communication such as business cards, letterheads, annual reports, trade display signage and internal communication. • are introduced to the concepts of corporate image and marketing, discussing the role of emotions and perceptions in influencing consumer spending. Consider brand loyalty, recognition and perceptions of quality. • brainstorm basic marketing strategies such as advertising, jingles, competitions, celebrity endorsements, coupons, free samples, reward systems and sponsorship. • compile a folio of examples of marketing strategies and write explanations on how they contribute to a positive image of the company. • discuss the use of logos in creating an identifiable image by analysing well known logos and the use of typography, colour, form, shape, size, layout, symbols, patterns and images.	**ME 5.1** *Assessment techniques:* • *peer- and self-assessment* • *student–teacher consultation* Do students: • apply their understanding of languages to construct a clear, congruent image of themselves? • apply their skills in available technology when they design and produce their logo? **ME 5.3a** *Assessment techniques:* • *focused analysis* • *student–teacher consultation* Do students: • research the construction of the corporate image? • analyse the way the media represents the corporation? • analyse the image within the context of the culture of the company/society/economy?
ME 5.3a Students research and analyse various media representations within their cultural and historical contexts.	• create a logo for a personal business card or clothing label using initials, name or nickname, and explain their decisions. • analyse a corporate video or advertising campaign from a large corporation and discuss what values are associated with the texts (see Student resource 2). • trace the development of a well established corporate image by constructing a timeline and identifying times when significant changes were made to the image, suggesting reasons for the change. Discuss links between the image construction and the cultural context of the time. • explore the rise of new marketing strategies such as advertorials, product placement, fly buys, bonus points, sponsorship, promotional stunts, telemarketing, web banners, cross-media promotion, mobile phone text messages, school incentive programs, press kits and product launches. Discuss reasons for the invention of new techniques and the trends to target niche groups or individuals rather than the masses. • analyse the use of online marketing techniques such as banners and tickers using Student resource 2.	

This table is continued on the next page…

Outcomes	Media activities	Gathering evidence
	• suggest possible and probable marketing techniques of the future and the implications surrounding them. • collect news articles about a high profile corporation over a few weeks and summarise the image that is portrayed by the media. Compare the media portrayal with the corporate image. • discuss the role of in-house marketing departments and their control over the press coverage through press releases and conferences. • compare the marketing conducted by a global company in Australia to that used in another part of the world by sourcing web sites and overseas publications. • research a case study of a corporation whose image is reconstructed after a controversy or business problem — for example, an airline that has had a series of plane accidents or a food company that has had a poison scare. • discuss how the new image addresses the concern of the customers and attempts to portray a positive image. • consider the role of the client/customer in determining when and how a corporate image needs to be reconstructed.	

Focus questions:
- Which corporations have an easily identified corporate image?
- What does the visual communication created by corporations reflect about their image and values?

Teaching considerations
Choose corporations that have a variety of marketing material readily available. For historical material, consider Screen Sound Australia, National Screen and Sound Archive (see Resource list). Where possible, select corporations or local organisations with which students will have some familiarity.

Phase 2 — National icons

Students:
- analyse Australian corporate images and the media texts that contribute to their marketed images
- analyse the cultural and historical context that has produced the national icons.

Outcomes	Media activities	Gathering evidence
ME 5.3a Students research and analyse various media representations within their cultural and historical contexts.	Students: • are introduced to the concept of a national icon/symbol and the associated values attached to specific examples. • brainstorm images associated with Australia by creating individual or group freeze frames for figures such as larrikin, Donald Bradman, Pro Hart, Dame Edna, Mel Gibson, 'bronzed aussie', swagman, 'Norm', Ned Kelly, or collect magazine/literary images of national symbols such as the slouch hat, bush landscapes, flags, kangaroos, coat of arms and Vegemite™.	**ME 5.3a** *Assessment technique:* • *focused analysis* Do students: • investigate a company? • analyse the image projected by the company? • analyse the use of 'Australian' images or sounds in the marketed image?
ME 5.1 Students construct and reconstruct meaning through the application of languages and technologies in the design and production of media texts.	• list individuals or groups of people from the past and present that have become associated with Australia — diggers, lifesavers, sporting identities, Crocodile Dundee, Dawn Fraser, Steve Irwin etc. • are assisted by the teacher to choose an Australian character and suggest the values and ideas associated with this character. Are there any people who would not consider this an appropriate image to represent positive views of Australia (see Teaching considerations)? • choose a company that incorporates images or sounds of Australia or patriotism into its own image. Describe how the company has identified with Australia and suggest why you think it has. • make a list of corporations and the celebrities used in marketing campaigns. Suggest the values they want to be identified with. • prepare a marketing strategy for a corporation using images from Australia or Australian individuals or groups that are often absent. • create a magazine advertisement or other text by adapting or using images of Australian people and places, paintings, advertisements, post cards and posters. Consider images of women, men, urban and rural scenes that reflect an aspect of the Australian culture that would bring a positive image to a company. • identify slogans connected with Australia or buying Australian products and explain the values being attributed to the product or service. • create a slogan for a corporation using images of Australia as stimulus and describe the message being communicated to the audience. • design a marketing strategy for a company that wants to be identified with Australia or values attributed to Australians. • trace the development of the corporate image of an Australian organisation or brand name and make suggestions as to why it has changed over time. Consider Australia at the time of the release of each campaign by examining significant events, leisure pursuits of the Australian people, prominent values and attitudes, and other campaigns being distributed at the same time.	**ME 5.1** *Assessment technique:* • *focused analysis* Do students: • apply their understanding of languages to construct a distinct image for a corporation? • apply their knowledge and skills in available technology when they design and produce their ad or slogan? • construct an image that has some meaning for clients or customers?

Outcomes	Media activities	Gathering evidence
	• discuss why the company would want to copyright and trademark its image. Identify those media forms it has copyrighted. • discuss links between the social context and the image that is constructed, allowing for alternatives to the dominant reading. • discuss the phenomena of the rise of corporations promoting themselves as ethical organisations to investigate the influence of social contexts on the construction of corporate images.	

Focus questions:
- How much influence does the social context have on the construction of a corporate image?
- Why are the uses of patriotic messages and national icons effective marketing techniques?

Teaching considerations

Make students aware that different groups in Australia may have different points of view about particular Australian icons. For example, Aboriginal and Torres Strait Islander people may not associate positive values with Captain Cook, and individuals who are not interested in sports may not consider some of our sporting heroes worthy of icon status. Consider also that some individuals adopt icon status and some remain unknowns because different values are applied to the recognition of their achievements.

Recognise that explicit teaching must occur to develop students' understanding of values that underpin national icons and symbols.

Be aware that some students may not have access to media texts due to cultural, socioeconomic circumstances or religious beliefs. It may be necessary to either make media texts available to individual students and familiarise them with the relevant media forms or consider alternative ways that individual students can explore the media concepts and demonstrate the learning outcomes.

Collect resources for this module by requesting companies to mail copies of their corporate materials or by researching corporate web sites. Consider including the corporate images constructed by organisations such as sporting groups, cultural festivals, local councils, cities, environmental and lobby groups. Include examples from the local community because their visual recognition and marketing effectiveness may be very strong and more meaningful for students than national or global examples.

Phase 3 — Testing the image

Students:
- investigate how a large corporation's marketed image compares with the real experience of their product or service
- construct a simulated 'corporate experience'.

Outcomes	Media activities	Gathering evidence
ME 5.3b Students research and examine the media institutions that are involved in the production, distribution and exhibition of the media they consume as audiences.	Students: • describe the key features being promoted about a large corporation that supplies a client service or a range of services such as travel, fast food, sporting event, arts festival, entertainment, food or beverage. • describe the client services available to customers or clients, such as discount cards, club membership, reward schemes, bonus points, events bookings and publications. See Teaching considerations. • research the media institutions involved in marketing the corporation, including the advertising agency, web design company, radio and television stations or newspapers where their advertisements appear. • describe a customer's experience with the corporation, based on personal experiences or interviews, and explain the ways the image is presented and reinforced to the customer through a variety of means such as signage, tickets, souvenirs, uniforms, badges, customer service, menus and interior design. • do a comparative analysis of the actual experience with the marketed image and present it to the class. • collaboratively construct a simulated experience to demonstrate the use of marketing, such as a visit to a tourist attraction that utilises marketing from the point of ticket sales to merchandise in the gift shop at the exit. • brainstorm a list of media corporations, including film studios, publishers, television networks, cinema chains, video stores and music recording companies. • are introduced to the concept of media institutions through footage of news 'promos', network 'promos', news articles or documentary footage of media moguls. • discuss the construction of radio or television network images through 'promos', billboards, celebrity appearances, print advertising and the use of media languages in conveying the projected image. • collaboratively research one media corporation and write a report about what it does and the corporate image it projects through its publicity material. • survey people to find out if the public perception matches the marketed image and present their findings to the class. (See Teacher resource 2.) • research current issues affecting media institutions and present a report to the class.	**ME5.3b** *Assessment technique:* • *focused analysis* Do students: • investigate the role of various institutions in the marketing of corporations? • identify the media forms and techniques that are used to market media organisations? • examine the way the media is used by media organisations to market themselves and promote their services and products? • deconstruct the image marketed by media organisations? • examine the public perception of a media organisation and compare it with the marketed image?

Focus question:
- Do the ways organisations operate match their marketed image?

Teaching considerations
Students should experience a wide selection of texts used in representing a company's corporate image such as magazines, advertorials, feature articles, advertisements, in-flight booklets, radio promotions, television advertisements, sponsorship and product placement.

The event or experience with an organisation needs to be a real life and extensive experience to enable students to compare the reality with the marketing of the product or service. Consider utilising events that students can have access to in their community, such as festivals, sporting events and fishing competitions that have a well defined, marketed image. Other examples of simulations may include a meal at a fast food restaurant, travel with a government or private transport company, a visit to a tourist attraction or theme park, or delivery of a service.

Phase 4 — Constructing an image

Students:
- construct a corporate image by designing a marketing campaign
- create an audiovisual presentation for a local organisation.

Outcomes	Media activities	Gathering evidence

ME 5.1
Students construct and reconstruct meaning through the application of languages and technologies in the design and production of media texts.
 	
ME 5.2
Students emulate industry practices to promote, deliver and exhibit media texts in a range of contexts.
	Students:
	• locate a local organisation or school for which to construct/redesign a corporate image.
	• collect data or conduct audience surveys to support and justify a change in the present corporate image, using market research techniques (see Teacher resource 2).
	• nominate the media texts they will produce for their marketing strategy:
	  – logos, business cards, signage, web site, billboard, uniform design
	  – promotional materials in newsletters, school magazine, community newspaper or advertisements
	  – audiovisual presentations such as a PowerPoint demonstration.
	• develop a design concept that will drive the creative process.
	• present their marketing strategy with drafts of logos and designs.
	• construct an image targeting a specific audience with a logo, considering typography, colour, form, shape (see Teaching considerations).
	• devise a catchy slogan or use a celebrity for endorsement.
	• present their planning processes, media texts and future directions to the class, pointing out the effectiveness of the corporate image in the targeting of an audience.
	• share planning with peers and give feedback.
	• amend their ideas in light of the feedback from peers.
	• create business cards utilising available software programs, including Corel Draw, PageMaker or Photoshop. Consider colours, typography, form, shape and layout.
	• view a series of teacher-prepared PowerPoint slides about the school and then workshop the creation of those slides with teacher-led activities.
	• experiment with the basic features of PowerPoint: slide, layout and views.
	• review the toolbars and icons needed to prepare the promotional presentation: standard, formatting, common tasks, design templates etc.
	• use the PowerPoint program to create a blank presentation, creating slides with each of the auto layout slides, inserting a clip art image and importing scanned photographs, inserting sound and preset animations for links between slides.
	• discuss the design considerations for promoting a company, utilising corporate colours, importing the logo and photographs of company leaders, representatives, business premises, retail outlets, products and video footage of testimonials from satisfied clients.
	• revisit the elements of a corporate image and material of corporations with well recognised images.
		ME 5.1
		Assessment technique:
		• *focused analysis*
		
		Do students:
		• apply their understanding of media languages to construct a distinct image for a corporation?
		• apply their knowledge and skills in available technology when they design and produce their advertisement or slogan?
		• construct an image that has some meaning for clients or customers?
		
		ME 5.2
		Assessment techniques:
		• *observation*
		• *focused analysis*
		
		Do students:
		• utilise methods such as PowerPoint presentations, advertising, posters, launches, oral pitches to promote their own media texts?
		• where appropriate, follow the processes used by the industry when employing these practices?
		• apply their knowledge of industry practices to select the most appropriate practices for the context?

Outcomes	Media activities	Gathering evidence
	• script each slide and design the layout for each slide, including text, images and sound (see Student resource 3). • pitch their ideas and then check with their clients that they are happy with the script and make necessary adjustments. • take photographs and video footage to be used in the presentation. • create the presentation by applying the tools of the program. • present their finished products to the client and make adjustments. • complete the product and present it in a public display.	

Teaching considerations

When designing logos, emphasise to students the value and timeless nature of simplicity. Explain the need to avoid fine detail that may be lost on a screen or on printed stationery. In many cases, the logo and the type for the name should never be separated and should be considered together in the design. Encourage students to experiment with Visual Arts media that will achieve the effect they want in terms of texture and aesthetics.

Make it clear to students that the selection of the mode of presentation should be based on which mode is the most effective in delivering the corporate image of the local organisation to an audience.

The type of text produced will also be dependent on the resources available in the school. Although PowerPoint is used in the activities, the same effects could be produced with a slide-tape sequence or application of other software programs. Students should be given the opportunity to explore the creative potential of the programs available at the school. It is important for students to construct a wide range of media texts for real purposes, audiences and contexts that replicate industry techniques such as presenting project proposals as a client pitch, planning designs and processes, storyboard ideas, or scripts for television or radio advertisements. In addition to the PowerPoint presentation, students could produce a main page for a corporate web site using templates from programs such as Front Page.

Sample teacher checklist for *Corporate image* — Teacher resource 1

ME 5.1: Students construct and reconstruct meaning through the application of languages and technologies in the design and production of media texts.

Students' names	During class/group discussions and work sessions		During group planning, work sessions and class discussions	
	demonstrates an **understanding of the purpose and audience** for the representation of a corporate image.	**applies knowledge of, and skills in, technologies** for the design and creation of corporate images.	makes contributions that demonstrate **knowledge of how to use media languages** to create a corporate image through words, sounds and images.	contributes to the **collaborative** design and production **processes** with ideas and skills.

Researching media   Teacher resource 2

Research is an important aspect of media studies and media industries. Many creative decisions are based on the research that is gathered. For students to develop an understanding of audiences and the important role they play in the creation of media, they need to undertake some audience research of their own. One form of research that is commonly used is market research. Two methods that could be used by students investigating shopping and packaging are surveys and focus groups.

Research helps to identify the profile of the target group, their likes and dislikes and the reasons behind their buying decisions. It attempts to determine what the buyer wants. This information may then be used to assist with the design of the campaign and the approach it may take. Some of the more identifiable approaches that have been used successfully in past campaigns are:
- Appeal to thrift: 'bargain buys', 'special deals' and 'lowest prices'.
- Appeal to novelty: 'new this season', 'hot new brands'.
- Appeal to science: 'miracle cure', 'tested in our laboratories'.
- Appeal to status: 'for women with style', 'for the executive in you'.
- Appeal to conformity: 'more people are changing to...'
- Appeal to self-indulgence: 'you deserve the best', 'you oughta be congratulated'.
- Appeal to desire for acceptance: 'be attractive to the opposite sex...'
- Appeal to desire for security: 'protection for your family'.
- Appeal to desire for manliness: 'real men...'
- Appeal to fantasy: 'escape to a desert island'.
- Appeal to sex interest: the beautiful woman or the gorgeous man.

Surveys
Surveys involve students creating questionnaires and recording responses.
Surveys are a useful technique for involving students in real-life contexts for audience research. This activity provides an opportunity for students to learn more about a process that they could participate in during their adult lives as researchers or participants.

Focus groups
Focus groups are a market research technique that involves bringing together a small group of people from the identified target market and discussing the product, ideas for the product and competitor products to gain information about how best to sell the product. Focus groups allow for a much more casual approach than surveys and can accommodate unpredicted responses from audiences. The questions are usually much more open than in surveys and the participants can respond to each other. Consider comparing the results between the focus group method and the survey method.

Teaching Hints
- Create a scenario for the students to work in, or identify roles for them to enroll in, using strategies from the Drama Strand of this Syllabus, e.g. You are from a marketing firm that has been employed by a clothing company, Scatz, to find out what 12–16 year olds want to wear.
- Make the focus narrow — one product or one idea to be tested.
- Keep the number and length of questions to a minimum.
- Have students consider different ways of surveying (face to face, telephone or focus groups) and weigh up the positives and negatives of each.
- Simulate telemarketing approaches to research by facing students back to back while they ask questions and record responses.
- Encourage students to represent their research in a visual way with bar graphs or pie graphs or to write a report summarising their findings.

Sample survey questions for market research
1. What attracts you to a new product?
    a)   the colour?
    b)   the advertising?
    c)   the brand or name?
    d)   a free sample?

2. Can you remember a billboard that you saw on the way to school?

3. What was it advertising?

Typical demonstrations — Levels 4, 5 & 6   **Teacher resource 3**

The following table outlines, at three levels, sample typical demonstrations of learning outcomes during activities in this module and offers advice to assist teachers in discriminating between one level and the next. These samples are not meant to be exhaustive or prescriptive and may be adapted to suit the school context.

	Level 4	Level 5	Level 6
Construct meaning in corporate media texts **4.1, 5.1, 6.1**	**Students may:** • make considered decisions about the selections and combination of media languages and technologies • apply their knowledge of publishing, camera and sound technologies during production • construct texts by following the genre conventions appropriate to the text, such as editing style.	**Students may:** • establish a clear, congruent image for the organisation • produce a desired perception of the product or service • distinguish the organisation from the competitors • produce an aesthetically pleasing text • apply their knowledge and skills of media languages, using design conventions of marketing texts • apply their knowledge and skills in technologies to design and produce texts in particular media forms.	**Students may:** • engage in a planning and design process before producing their texts • manipulate the languages and utilise the potential of the technologies • refine and re-edit their work to produce the desired image for an organisation • operate effectively individually or in collaborative production contexts.
Produce meaning for audiences and purposes in marketing presentations **4.2, 5.2, 6.2**	**Students may:** • select the appropriate media form for the presentation • apply known processes and skills with available technology to construct and present the marketing presentation • make decisions about the presentation to reach a targeted audience successfully.	**Students may:** • utilise industry methods to promote their own media texts • consider and utilise a range of contexts within the school and local community • apply knowledge of industry practices to select appropriate practices for the context • apply their knowledge of industry practices in their own design and production processes • adopt industry roles when collaborating.	**Students may:** • emulate industry practices to promote a text to a range of audiences • present their texts in a range of contexts, such as a community display or school web site • make appropriate decisions about which are the most effective forms and technologies for delivering the texts to the audience.
Respond to meanings in marketing texts **4.3, 5.3a, 6.3a**	**Students may:** • analyse the media languages and technologies used in their own constructions of representations of an organisation • discuss how the media uses conventions from different genres when they construct corporate images • analyse the representations the media constructs through marketing texts.	**Students may:** • research from primary and secondary sources • deconstruct the image presented by marketing texts • analyse the use of media languages in the representation of organisations • analyse the marketed image within the context of the time in which it is developed, the culture in which it is developed or received, the business culture or the economic/political culture of the society.	**Students may:** • evaluate the contribution marketing has made to an organisation's performance • evaluate how contextual influences effect the interpretation of a logo or marketing campaign • evaluate how the contextual influences affect the success of marketing.
Respond to meanings in marketing texts **4.3, 5.3b, 6.3b**		**Students may:** • investigate the role of various institutions • identify the media forms and techniques that are used • examine the way the media is used to market itself • deconstruct the image marketed by media organisations • examine the public perception of a media organisation and compare it with the marketed image.	**Students may:** • investigate the social, political and economic influences operating on the institutions • evaluate the impact of the influences on the image that is marketed • evaluate the importance of a strong image to the performance of the institution • evaluate the degree to which the institution matches its image.

Corporate survey   Student resource 1

Top ten corporations	The images, public identities and feelings associated with the corporation's name and identity.	Media forms: advertisements, billboards, branded clothing, brochures, bus signs, catalogues, cinema advertising, interactive CDs, jingles, logos, merchandising, packaging, slogans, trademarks, video, website, etc.

Get the look	**Student resource 2**

Definition: A corporate image is the image that is created for products in the minds of the target market.
Purpose: To establish the desired perception of the product or service relative to the competition.
The aim of any company is to project a clear, congruent, corporate image.

Task one

Analyse the media languages used in the construction of an organisation's image in a corporate video.

Student name: _____ **Text:**_____

Questions for class discussion:

1. What does the opening sequence suggest about the company to the viewer?
2. What role does the soundtrack play in reinforcing the messages delivered by the images?
3. List three major features about the company provided by the video.
4. How does the selection of shots, locations, editing or sound convey these messages?
5. List all the shots where the logo for the company appears. Why do you think this is a recurring image?
6. Is the company portrayed as a local, national or global company? How is this communicated to the viewer?
7. How would you describe the style of the video — a glossy magazine program, a documentary, a montage sequence? How does the style relate to the image of the company?
8. Who would be the audience for this video and in which contexts would it be shown?
9. What values or ideologies are being promoted by the video? How are these communicated through the sound and vision?
10. Is the image being projected consistent with the organisation's philosophy/description through its Mission or Vision statement?

Task two

Identify online advertising techniques:
Definition: Banners are advertisements that are animated (with limited or unlimited looping) and often appear at the top of the page and move across the screen.

Instructions: Identify the following forms of advertising from web sites and comment on their effectiveness.

a) Minibanner advertisement on the left or right hand side of pages, linked to navigational and functional tools.
b) Flash banner — banner that includes functionality, allowing the user to interact with the banner, for example, simple games.
c) Active information banner — scrolling tickers and links to URLs.
d) Expanding banners — roll the mouse over the image and it expands to reveal the complete image.
e) Messenger advertisement that appears in rotation.
f) Tile advertisement — a square of various sizes that appears on the pages.
g) Tickers — scrolling text that may or may not have an image that moves across the screen.
h) Web courier — an HTML page delivered to users that agree to receive it.
i) Toolbox advertisement — an advertisement that has a drop-down menu that can link to URLs.

Task three

Analyse web advertising by considering the following questions:

1. Do the banners target the same audience the web site is targeting?
2. How do they generate brand awareness?
3. Do they allow for brand involvement through games, competitions, sponsorship or voting?
4. What type of response do they generate in the user? Is it a click through to a corporate site?
5. How effective is the positioning of the advertisements and the effects?

Presentation script   Student resource 3

Include the text to be seen, a sketch of the image, description of the sound, voice-over or effects and the transition (preset animation) to be used.

TEXT	IMAGE	SOUND
Slide One		
Slide Two		
Slide Three		
Slide Four		
Slide Five		
Slide Six		
Slide Seven		
Slide Eight		

Defining the client brief   **Student resource 4**

When designing a corporate image for an organisation, it is important to arrange a meeting with the client to determine what their ideas and expectations are for the design.

Designer: _____

Client: _____

Brief: To achieve a strong visual identity and convey the corporate image of the organisation.

Budget: _____

How would you describe the 'personality' of your business?

What do you offer your clients that others in the market do not?

Who do you want the 'image' to appeal to?

Where do you want this 'image' to be seen? — for example, advertising, labels, merchandise, stationary, website etc.

How do you want to be perceived in the marketplace?

What do you want the 'image' to suggest about your business?

What elements of your existing corporate identity would you like to see incorporated into the new one?

Acknowledgments