

Designing a suite of business stationery



Strand	Organiser	Level						B6
		1	2	3	4	5	6	
Technology Practice	<i>Investigation</i>							
	<i>Ideation</i>							
	<i>Production</i>							
	<i>Evaluation</i>							
Information	<i>Nature</i>							
	<i>Techniques</i>							
Materials	<i>Nature</i>							
	<i>Techniques</i>							
Systems	<i>Nature</i>							
	<i>Techniques</i>							

Purpose

The activities in this module are designed to provide students with the opportunity to design and produce a suite of business stationery based on clients' needs and wants. They will have opportunities to ascertain user requirements and develop suitable alternatives.

Overview

The following table shows the activities in this module and the way in which these are organised into introductory, developmental and culminating phases.

Introductory	Developmental	Culminating
Brainstorm the items of stationery organisations might need. Collect samples of items of stationery from local organisations. Discuss the different design features of the stationery. Investigate how the production of stationery has changed over the years. Collect samples of stationery used in the past. Investigate the equipment that was used to create stationery.	Contact an organisation/client. Consult with the client. Investigate other sources for ideas. Develop a form to ascertain the client's needs and wants. Sketch possible designs ideas on paper. Present the design alternatives to the client. Design a series of stationery options to show the client. Modify the designs. Estimate the costs of reproducing the stationery. Consider aspects of appropriateness. Manage time, resources and constraints.	Select a suitable way to present the suite of stationery. Present the suite of stationery to clients, peers and teacher. Ask the client to complete an evaluation sheet. Evaluate their work.

Core learning outcomes

	This module focuses on the following core learning outcomes from the <i>Years 1 to 10 Technology Syllabus</i>
<i>Technology Practice</i>	<p>TP 5.1 Students analyse links between the knowledge, ideas and data gathered to meet design challenges and the design and development of new and improved products.</p> <p>TP 5.2 Students generate design ideas and communicate these in design proposals that indicate an understanding of factors influencing production of the option(s) they have selected.</p> <p>TP 5.3 Students meet predetermined standards as they follow production procedures to make quality products.</p> <p>TP 5.4 Students use predetermined criteria to judge how well processes and products meet the needs of specific users, and recommend modifications or improvements.</p>
<i>Information</i>	<p>INF 5.1 Students explain how changes to sources, forms and management of information affect design and production decisions.</p> <p>INF 5.2 Students compare and select techniques for processing, managing and presenting information for specific users.</p>

Core content

The core learning outcomes are the focus for planning learning activities and assessment tasks. Students will engage with core content (see pp. 37-40 of the syllabus) when they are provided with opportunities to demonstrate core learning outcomes. While the content is listed in strands for organisational convenience, no one part of that content is to be viewed as discretely associated with a single strand.

The organisation of content within a strand should not be considered hierarchical. Any of the content can be addressed at any appropriate level; not all of the content need be addressed at every level. Core content should be selected to suit students' needs, interests and abilities and to take account of their prior knowledge and experiences.

The core content should be studied in a range of contexts. These could include personal and global contexts, as well as contexts of agriculture, business, communities, home and family, industry, leisure and recreation, and school.

Using this module

The activities in this module are designed to provide opportunities for students to demonstrate Level 5 core learning outcomes. These activities can also provide opportunities for students to develop and demonstrate the related learning outcomes at other levels. In order to do this, teachers will need to prepare additional sets of anticipated evidence derived from the related learning outcomes at different levels. They may also need to modify aspects of the activities.

This module includes a variety of sequenced activities requiring varying amounts of time. Teachers can modify the design brief and related activities depending on the local contexts, particular needs and prior knowledge of students and the availability of materials and resources.

There are various design briefs that could be negotiated with the students across different contexts. The design brief could be modified to include a suite of wedding stationery or the label, booklet and insert for a music CD.

Advice to teachers

Students will need to have background knowledge and experience in the use of:

- a word-processing program
- the Internet
- a scanner.

Extra scaffolding may be necessary at the beginning of the unit to support students with limited knowledge and skills (see Teacher Resource 1).

Resources

Students' creativity in demonstrating core learning outcomes in this module should not be limited by the range and scope of resources and equipment provided by the teacher. A variety of resources should be collected over time, and should be safely stored and made available to students as required. In this module, students may wish to use different types of paper, card or publishing software.

Evaluation of a unit of work

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

- teaching strategies and activities used to progress student learning towards 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 to support future student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section of the sourcebook guidelines.

Links

Links to other key learning areas

Activities from this module can be used as part of an integrated unit that makes links to other key learning areas. When incorporating this module into an integrated unit of work, teachers can select activities that provide opportunities for students to demonstrate learning outcomes from other key learning areas. It is important, however, that the integrity of the processes and concepts within key learning areas is maintained

This module has links to the following key learning areas:

- The Arts
- English.

Contributions to the cross-curricular priorities

This module contributes to students' development of the cross-curricular priorities:

- **literacy** as students use electronic and print media to locate, interpret and store information, and recognise and use terminology and symbols associated with design and technology in a range of contexts
- **numeracy** as students estimate, count, collect, collate, graph, map and critique technological data and statistics
- **lifeskills** as students prepare for a variety of life roles by developing and demonstrating:
 - understandings of the designed world
 - skills in communicating technological information and ideas
 - interpersonal skills in cooperative learning situations
- **a futures perspective** as students consider the effects of technological development on individuals, communities and environments.

Valued attributes of a lifelong learner

The overall learning outcomes of the Queensland Years 1 to 10 curriculum contain elements common to all key learning areas and collectively describe the valued attributes of a lifelong learner.

The following points indicate how various activities in this module might contribute towards the development of these attributes.

Knowledgeable person with deep understanding

- understands principles used to design and develop products
- understands that particular fields of technology may have characteristic symbol, language and notational systems
- develops understandings about investigation, ideation, production and evaluation
- understands the nature of information, materials and systems and uses appropriate techniques to manipulate them

Complex thinker

- makes decisions and justifies choices in realising their designs
- appreciates the value and potential of participating in product development

Active investigator

- explores aesthetic, cultural, economic, environmental, ethical, functional and social implications

Responsive creator

- uses imagination, originality, intuition, enterprise and aesthetic judgment when meeting design challenges
- envisions and generates a range of potential solutions

Effective communicator

- uses accepted standards and forms for measurement, calculation and written and visual representations
- uses a variety of methods to communicate design ideas effectively to a range of audiences

Participant in an interdependent world

- works individually and collaboratively on a variety of design challenges with confidence and initiative
- becomes creative, self-motivated and capable of transferring skills to many different contexts

Reflective and self-directed learner

- reflects on their own practices to better manage time and resources when 'working technologically'
- displays self-motivation and perseverance in seeing projects through to completion.

Assessment strategies

The assessment opportunities outlined in this module are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts.

Suggestions for gathering information about student learning are provided in the activities section of this module. The anticipated evidence column in the table below provides descriptions of what students may do in order to demonstrate the learning outcomes. The table is neither exhaustive nor mandatory. Once sufficient evidence has been collected, judgments can be made about students' demonstrations of learning outcomes.

Core learning outcomes	Anticipated evidence	Sources of evidence
TP 5.1 Students analyse links between the knowledge, ideas and data gathered to meet design challenges and the design and development of new and improved products.	Identify needs and wants or opportunities to envision future products and investigate ways these could be developed. Interpret information from different sources.	Oral report. Observation of students' participation in activities Consultation.
TP 5.2 Students generate design ideas and communicate these in design proposals that indicate an understanding of factors influencing production of the option(s) they have selected	Devise a range of options and select viable design ideas. Record consultation with clients to confirm that design ideas reflect needs and wants. Consider issues related to appropriateness, context and management and how these affect the design and realisation of a product. Include annotations on mock-ups, drawings and specifications related to materials and costs.	Students' detailed design proposals. Technology project folios.
TP 5.3 Students meet predetermined standards as they follow production procedures to make quality products.	Identify product standards of quality. Follow production procedures to meet standards of quality. Manage resources within constraints. Respond to changes that occur during production.	Consultation with students to verify evidence. Work samples. Technology project folios.
TP 5.4 Students use predetermined criteria to judge how well processes and products meet the needs of specific users, and recommend modifications or improvements	Use criteria provided to evaluate products and processes. Make recommendations about ways to improve a product for clients. Describe how particular criteria were met or were intended to be met.	Oral reports. Work samples. Products.
INF 5.1 Students explain how changes to sources, forms and management of information affect design and production decisions.	Identify reasons for ongoing changes. Describe some impacts of changes to sources, forms and management of information.	Work samples. Observation of students' participation in activities.
INF 5.2 Students compare and select techniques for processing, managing and presenting information for specific users.	Compare and select techniques (when using a word-processing program, the Internet and scanners). Present information for specific users.	Technology project folios. Observation of students' participation in activities.

In gathering evidence to make judgments about students' demonstrations of core learning outcomes it may be necessary to look at the level before and after Level 5. The following table indicates evidence of the level before. Students may be demonstrating core outcomes at another level.

Core learning outcomes	Anticipated evidence	Sources of evidence
TP 4.1 Students use consultative methods to gather knowledge, ideas and data when researching alternatives within design challenges.	Consult people with relevant expertise. Interview or survey potential users.	Anecdotal records. Technology project folios.
TP 4.2 Students generate design ideas through consultation and communicate these in detailed design proposals.	Explain implications of consultation results for the design. Relate design decisions to results of research, survey and interview results and consultation.	Anecdotal records. Technology project folios. Oral presentations.
TP 4.3 Students identify and make use of the practical expertise of others when following production procedures to make products for specific users.	Identify and consult with peers or adults with expertise.	Anecdotal records. Observations of students' participation in activities.
TP 4.4 Students gather feedback to gauge how well their design ideas and processes meet design challenges and how effectively products meet the needs of specific users.	Present designs to others for feedback and use the feedback to inform their evaluation.	Oral reports. Work samples. Products.
INF 4.1 Students analyse sources and forms of information and match these to the requirements of design challenges.	Analyse and select fonts, icons, text, images to match design requirements.	Work samples. Observation of students' participation in activities.
INF 4.2 Students apply techniques for transforming and transmitting information for different audiences.	Transform and transmit information using text and images designed for specific effects on different audiences.	Technology project folios. Observation of students' participation in activities.

Background information

Terminology

In this module, students have opportunities to become familiar with and use the following terminology:

business card	letterhead	production
business stationery	logo	slogan
compliments slip	procedure	

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module, particularly policies that relate to student access to the Internet and appropriate protocols.

Safety policies might be of particular relevance to some of the activities that follow. It is essential that teacher demonstrations and student activities are conducted according to procedures developed through appropriate risk assessments at the school.

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
- work individually or in groups
- value diversity of ability, opinion and experience
- value diversity of language and cultural beliefs
- support one another in their efforts
- become empowered to communicate freely
- accept change.

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

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers.

Activities

Introductory activities

Design challenge

Identify a community or sporting organisation in the local area that may require a new suite of stationery. You are to design and create appropriate stationery for your client. The product must be created in class time over four weeks.

Focus

TP 5.1 Students analyse links between the knowledge, ideas and data gathered to meet design challenges and the design and development of new and improved products.

TP 5.2 Students generate design ideas and communicate these in design proposals that indicate an understanding of factors influencing production of the option(s) they have selected

INF 5.1 Students explain how changes to sources, forms and management of information affect design and production decisions.

Teaching considerations

Some time may be allocated to developing skills in a word-processing program before commencing these activities. Basic knowledge of a word-processing program is necessary, such as:

- opening, saving and closing files
- formatting paragraphs
- changing fonts and point size
- inserting bullets, symbols, text boxes, auto shapes
- using templates.
- Students will work in different contexts, depending on the type of organisation that they choose.

Resources

Word-processing or publishing program.

Technology project folios.

Scanner and digital camera if needed.

Activities

Students:

- brainstorm the items of stationery organisations might need — for example, letterheads, business cards, envelopes and labels, and record their ideas in their Technology project folios
- collect samples of items of stationery from local organisations, and identify the purpose of each item
- discuss the different design features of the stationery — for example colour combinations, logos, size of font
- investigate how the production of stationery has changed over the years and examine different forms and sources of information used in the past
- collect samples of stationery used in the past and discuss how the designs of these items are similar to or different from contemporary designs
- investigate the equipment that was used to create stationery — for example, typewriters, ink printers and Letraset™, and record their findings in their Technology project folio.

Assessment

Sources of evidence could include:

- oral reports
 - Technology project folios
 - observation of students' participation in activities
 - students' detailed design proposals
 - consultation with students to verify evidence.
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Developmental activities

<i>Focus</i>	<p>TP 5.3 Students meet predetermined standards as they follow production procedures to make quality products.</p> <p>INF 5.2 Students compare and select techniques for processing, managing and presenting information for specific users.</p>
<i>Resources</i>	<p>Word processing or publishing program.</p> <p>Technology project folios.</p> <p>Scanner and digital camera if needed.</p>
<i>Activities</i>	<p>Students:</p> <ul style="list-style-type: none"> • contact an organisation/client to ascertain their interest in the design challenge • consult with the client to ascertain their needs. • investigate other sources for ideas — for example, businesses in the local area that specialise in printing and design, school office staff, samples of stationery from other organisations, catalogues and the Internet. <p>Students develop a form to ascertain the client's needs and wants — for example:</p> <ul style="list-style-type: none"> • the type of stationery the client requires • the details of the text and artwork to be used on the stationery • (Student Resource 1). <p>After consultation with the client, students:</p> <ul style="list-style-type: none"> • sketch possible designs ideas on paper, developing a few suitable alternatives that meet the requirements of the client, and create a mock-up of their stationery using the software provided • present design alternatives, including appropriate terms and measurements — for example, pictures, auto shapes, logos, word art, headers, shading, borders and fonts • design a series of stationery options to show the client. <p>Students consult with their client to ascertain which of the options meets their requirements. Following consultation, students:</p> <ul style="list-style-type: none"> • modify their designs to meet the design requirements of the client • estimate the costs of reproducing the stationery and develop a costing for the client • consider aspects of appropriateness • consider the management of their time, resources and constraints.

<i>Assessment</i>	<p>Sources of evidence could include:</p> <ul style="list-style-type: none"> • students' oral reports • work samples • Technology project folios
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Culminating activities

Focus **TP 5.4** Students use predetermined criteria to judge how well processes and products meet the needs of specific users, and recommend modifications or improvements.

Resources Word processing or publishing program.
Technology project folios.

Activities Students:

- select a suitable way to present the suite of stationery — for example, in a folio or display folder
- present the suite of stationery to their clients, peers and teacher
- ask their client to complete an evaluation sheet (Student Resource 2) to determine how well their needs have been met use predetermined criteria
- complete Student Resource 3 to evaluate their work.

To assist the students in their evaluation, they may use the following questions:

- Is the stationery pleasing to the eye? (aesthetic appropriateness)
- How much does it cost to produce a set of the stationery? (economic appropriateness)
- Was the environment considered when choosing and using materials? (environmental appropriateness)
- Does the stationery meet the client's needs?

Assessment Sources of evidence could include:

- oral product reports
- observation of students' participation in activities
- students' work samples.

Criteria sheet for student assessment

Teacher resource 1

Level 5	Evidence	No evidence
Technology Practice (Investigation) <ul style="list-style-type: none"> Identifies changing needs wants or opportunities to envision future products and investigate ways these could be developed. Identifies changes in products over time. Interprets information from different sources. 		
Technology Practice (Ideation) <ul style="list-style-type: none"> Devises a range of options and selects viable design ideas. Records consultation with clients to confirm that design ideas reflect needs and wants. Considers issues related to appropriateness, context and management and how these affect the design and realisation of a product. Includes annotations on mock-ups and drawings and specifications related to materials and costs. 		
Technology Practice (Production) <ul style="list-style-type: none"> Identifies product standards. Follows production procedures to meet standards of quality. Manages resources within constraints. Responds to changes that occur during production. 		
Technology Practice (Evaluation) <ul style="list-style-type: none"> Uses criteria provided to evaluate products and processes Makes recommendations about ways to improve a product for clients. Describes how particular criteria were met or were intended to be met. 		
Information <ul style="list-style-type: none"> Describes some impacts of changes to sources, forms and management of information. Examines advances that lead to changes in design and production methods. 		

Comments:

Client questionnaire**Student resource 1****Client form**

Date _____

Client contact details

Name of client _____

Name of organisation _____

Address _____

Tel: _____ Fax: _____ Mobile: _____ Email: _____

Name your professional association, if applicable _____
_____*Type of stationery* (circle your choice(s))

letterhead	business card	envelope	compliment slip	label
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Text on stationery

Addresses and contact details (insert details where applicable)

home address:	business address:
tel:	tel:
fax:	fax:
mobile:	mobile:
email:	email:
website:	website:

Artwork on stationery (circle your choice(s))

clip-art	logo	photograph(s)	line drawing(s)	slogan
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Supplied by client (circle if applicable)

samples of old stationery	logo on disk	photograph(s)	line drawing(s)
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Details of client's preferences, if any, for the following:

Type of paper	
Colour of paper (specify)	
Text in black only or colour (specify)	
Type/size of font	

Other

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Client evaluation

Student resource 2

Client evaluation sheet

Did the student ask your permission to produce a set of stationery for you?	
Did the student arrange a suitable time for the interview?	
Did the student consult with you to clearly ascertain your needs and wants in regard to a set of stationery?	
Did you see any mock-ups of alternative design ideas?	
Did you provide the student with feedback on the draft ideas?	
Is all of the information on the stationery correct?	
Does the stationery portray a professional image of your organisation?	
Is this set of stationery an economically viable option for your organisation?	
Would you use the product in its current form?	
Does the product meet your needs and wants?	
Any suggestions or advice that you may wish to provide to the student would be appreciated.	

Peer- and self-assessment sheet**Student resource 3**

	Self	Peer
Does the product meet the client's needs and wants?		
Is the design original?		
Is the design innovative?		
Is all the necessary information included?		
Is all the information correct?		
Does the design suit the type of organisation?		
Does the product portray an appropriate image of the organisation?		
Is the development of the product going to be economically viable for the client?		
How well did I manage my time?		
How well did I manage myself under pressure or constraints?		
Did I manage and use my resources wisely?		
Did I have to re-plan my production timetable at all?		
What would I do differently next time?		

Acknowledgment and support materials

Acknowledgment

Grateful acknowledgment is made to Mandy Devin, St John's Catholic School, Roma for granting permission to use copyright material and for assistance in preparing this module.

Websites

(All websites listed below were accessed in September 2002)

Fine Stationery
www.finestationery.com/

Stationer Heaven
www.stationeryheaven.com/

The Stationery Studio
www.thestationerystudio.com/

This sourcebook module should be read in conjunction with the following Queensland Studies Authority materials:

Years 1 to 10 Technology Syllabus

Years 1 to 10 Technology Sourcebook Guidelines

Technology Initial In-service Materials

Technology CD-ROM

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Any inquiries should be addressed to:

Queensland Studies Authority, PO Box 307, Spring Hill Q 4004 Australia

Phone: (07) 3864 0299. **Fax:** (07) 3221 2553

Website: www.qsa.qld.edu.au **Email:** office@qsa.qld.edu.au