Advisory Board Minutes - CurriculumUpdates

[00:00:00.21] All right, so what I wanted to briefly talk about is I did print out handouts of the legal document I sent around about curriculum of the proposed Graphic Design Associates degree.

[00:00:16.35] I wasn't sure if I ever had a chance to review it.

[00:00:21.78] However, they were excited to propose new curriculum because I don't think it's been updated [00:00:30.0] since 2002.

[00:00:35.2] 2003, there were some classes that were added later, like the you actually designed research classes were added at a later time.

[00:00:41.01] So it was a little bit newer in terms of content. However, there is two major barriers. One was the degree is taking more than two years to complete.

[00:00:49.65] So there was too many classes, too many credits. So the drop off was quite horrible because students weren't able to spend the time to finish the associates degree.

[00:00:59.88] So [00:01:00.0] we are hoping we rewrote it with that lens of trying to make it a streamlined two year asked agreed with the hope that we were giving them the tools to either graduate with the ask and actually enter entry level design position. So that was the first question we had was are we proposing classes? And I think I want to focus primarily on the newer classes because these were skills that we were under. The impression would be, you [00:01:30.0] know, the kind of entry level design positions they might be hired, but they had this work in their portfolio. And then also giving them a good core if they wanted to apply to a bachelor's degree, including the interaction design that once should be that we're giving them a good quarter. They can come in, be prepared to really compete with those last few years. So did you get a chance to look at it?

[00:01:55.2] And did you think that the sequencing supported students applying Virginia level positions in application [00:02:00.0] to the ice? Do you agree? I think is my first question. On page 7 of this handout, there's there's two new classes that we're

proposing to the sequencing. One is design. Thirty one. It's called interactive advertising.

[00:02:21.85] So this is where we are going to be teaching them how to apply design skills to kind of social media platforms. We thought that there was a lot [00:02:30.0] of jobs to do, all the jobs out there where they might need designers to design social media. So that was one class that we I'm kind of curious that you're coming on. Then the second one, at least for the semester three was this 32, which is communication design.

[00:02:46.95] And this is in kind of a similar vein.

[00:02:49.3] But it's you know, if you were to design across variously as if you make a poster, can you take that ToString implement it into maybe an online ad? That's the kind of that cross, I think. [00:03:00.0]

[00:03:00.44] And I mean, instead of that now, I'm sorry, I'm I'm a go getter mastermind behind that on this trip now.

[00:03:07.06] So the idea is that we want to give them a class where they create one large project, that portfolio, and that's the intention of it. And the idea was to give them a campaign, give create eight or ten briefs and either assign them at random or let them choose it from different industries. So maybe fashion, technology, hospitality, entertainment and [00:03:30.0] so on and so forth. And then throughout the semester, they work on a campaign. So they create assets, they implement those assets in print and digital and print everything from like maybe a promotional brochure, maybe a flyer, maybe the work on a billboard.

[00:03:46.87] Same with interactive working for social media, working for existing sort of website channels.

[00:03:52.48] So the idea is you give them a set of hands on experience of working with the same brand, same messaging, [00:04:00.0] applying it across different media.

[00:04:04.48] So what's the main difference between the thirty one point thirty two and they're going to argue they seem kind of similar and then like are they going to be doing two totally different things in each class? Yeah. So this one going to support the other kind of.

[00:04:22.79] Yes, that one is supposed to support the other. The third center to communication is very hands on. And they come out with a large project with a [00:04:30.0] whole. Lakebeds is a big piece in their portfolio, Jan. 31 is more of an exploratory where they talk about concepts. There's quite a big lecture component to that class and there's just like everything from how to work with social media and how to prepare your website for a CEO kind of specific concerns. Do designers have to think about when they work with advertising companies? Right. What kind of marketing information [00:05:00.0] might they be interested in when they're listening for the brief and more they were presenting to the client? So it's much more like nitty gritty into details of like how whereas the communication design is the what's they on the ground, they kind of hands off.

[00:05:16.69] Let me say that I love this because I see job postings like all day long and a lot. The like.

[00:05:22.47] I mean, when I was in marketing, these were all different jobs. Now they're all one job.

[00:05:26.67] You create the content to design the [00:05:30.0] content and then you look at our metrics as well.

[00:05:34.23] So.

[00:05:35.54] So time you guys think that sounds like a good use of completely relevant. Yeah, I would just say as a student like it, be it be cool. They work together on some sort of project. That's right. Because in the past two similar classes have had like totally different projects, totally different breeds. And it didn't make sense when these two. They seem like they're kind of playing off of each other. So there's an intentional. Yeah, let's see. There's an opportunity for the project [00:06:00.0] and for both to get to work together.

[00:06:03.88] They both thinks it's me. It seems to me like design 31 is four plugs into thirty two and three. They're twos, right? Broad based. I really do like your idea. The concept of someone coming out of that class with a campaign piece of the story to tell around that is and what's nice about that is that if they could be nimble about it. So if their pitch, if they're applied to a job in a social media content company, that they can do that if they're [00:06:30.0] just doing saying I understand campaigns or they want to be working at an ad agency, then they can say, I understand this on Broadway. So I think that's a that's valuable.

[00:06:39.13] If any given them any measurable like numbers that resonate for them.

[00:06:50.43] Absolutely.

[00:06:52.88] When I read it, I was dumb and confused. But there was overlap. And so I didn't really like it. But then Maxmin explained it.

[00:07:01.99] So [00:07:00.0] then finding me.

[00:07:05.9] And right. Interactive advertising to me like, yeah, there's a ton of job postings, but it seems like it's now shooting for the moon and it's just like kind of very singular in the sense of you're not. I'm not expecting them to go above and beyond because it's just social media design, social media advertising where I feel like such a niche part in [00:07:30.0] the bigger picture.

[00:07:32.21] So I don't know if that would be best for just a whole semester doing then versus one part of a larger class.

[00:07:40.73] So maybe the larger class is communication design and then it touches the different aspects of social media branding. Things like that.

[00:07:50.07] It's for for thirty two thirty thirty nine.

[00:07:53.33] I kind of see him as the same one. That's the thing. Thirty one of thirty two I think.

[00:07:58.61] I think thirty one the one [00:08:00.0] word we can introduce in order to clarify the situation, our strategy is we like to start introducing them to like strategic thinking and design and and especially so how it applies to advertising and marketing. And this is this is very much about like introducing them to tools. Right. This is how you look at SVO. This is how you look at Google Analytics. This is the kind of data that marketing can bring to you that you can then start shifting and pivoting and design.

[00:08:30.22] Right. [00:08:30.0] Whereas communication design is more about your already to get a break.

[00:08:36.89] Right. You already know like the client already did all the marketing research. They already have all this background. Now they they've developed a brief. And you as somebody working for an ad agency or somebody working for a design studio. Take that brief and you start applying it across the board. And it's very practical in the sense that to the point where I actually want to. Teach them how to [00:09:00.0] prepare. p.d.'s for print. Process preparing p.d.'s for digital distribution. That would be a part of the deliverable. Like how do you make you like bleedings? And crop marks and all that good stuff. Right. Because we see that this is something that's missing.

[00:09:16.48] Yeah, they definitely will be playing it like. Yeah. It sounds great to me. Right. Yeah. I was okay. Yeah.

[00:09:23.37] Because when you explain it, it sounds less like heart attacks and more like people teaching them how to take all of these factors into [00:09:30.0] consideration and not just design something in a vacuum.

[00:09:34.48] The next person to consider carrying this file for rent vs. houses is this an accessible PEF? It's all on the web. You know, what about this campaign going to modify its content so that it's hitting this particular target on its back?

[00:09:50.74] Ok. So we'll just a bit.

[00:09:53.79] So then the only other opportunity I see is just obviously there's a lot of positions where campaigns out. I've [00:10:00.0] noticed a lot of people are struggling

with what it is to create these sort of presentations internally and what it is to have to present it to your design team, your direct manager, and then an executive team. And it's packed with two very different for all thousand. So this same sort of idea.

[00:10:15.39] But what it would be to be working within a corporation where you're stakeholders, are these executives? Right. Yeah.

[00:10:24.25] So instead of working for for an outside client worker components inside, there are a lot of the same challenges and one of the sad things. [00:10:30.0]

[00:10:31.07] So I was just saying maybe there's an opportunity that it's not just so like the grand design and marketing, but also what it is to validate things within.

[00:10:40.14] You actually get organization to the point where you can without it.

[00:10:45.17] Yes.

[00:10:47.02] I've been trying to think about this as we're sitting here, but. When I first read communication and you sure you've thought about it a lot of what the novel plagiarists. But I know if you said something like campaign design and production and columns [00:11:00.0] just so is so broad, right.

[00:11:03.95] But maybe you want to be private if that's the strategy.

[00:11:06.27] Part of it is that we do need to take into consideration that these titles are read by the students. Right.

[00:11:12.27] So yeah, that the clear that you can see that it helps them understand what they're getting and the counselors.

[00:11:19.89] Yeah. And students and so on when they're sort of guiding them through.

[00:11:23.4] It's we trying to we we yeah we struggled a lot with naming but we wanted to we did want to keep things low, broad [00:11:30.0] sort of operate with the terminology that might be already familiar with them.

[00:11:34.41] Right. It gives a year for your flexibility, right. That's right.

[00:11:36.83] Yeah, that's that. Yeah. The balance is trying to make it big enough that you don't to a new curriculum because the process is like ridiculously low. So it's like how broad can you make it. But then again today you have the students stick up. Right. Right. But then maybe the professors too. Yeah.

[00:11:51.99] So you guys trade these two classes. Did you reference courses that another school that already exists? Yeah. Did [00:12:00.0] you guys reference any of the content friendlies that business, social media marketing?

[00:12:07.14] We did look at that. We did because we want to make sure that the focus of this was design because we don't want to get it kicked back to us because they say across like it already exists. I got it. And that was my. Yeah.

[00:12:17.01] That was like, yeah, we're very carefully writing.

[00:12:19.59] Just the course outline description to avoid stepping onto the business knows that it's for the designers and marketing for the marketers and design projects they [00:12:30.0] go over and that's fine.

[00:12:33.53] And and we looked at some of the most.

[00:12:38.17] So we got a little bit of insight health because my wife used to teach that class at Lotus. Awesome. I do. I do.

[00:12:49.41] I mean, if there is a way to get the social media word in there, I do think that appeals to the in the.

[00:12:56.99] But as counselors, that help will explain [00:13:00.0] what it is. It's just like that. Like what we say is when these definitions for the population that we are serving, this might go over their heads and thinking with accounts. I can explain that it's social media marketing for designers, not marketers. That's an easy way for them to then

grasp the overall view of what this class point to be. Then they get in the class and they can take it.

[00:13:23.54] So they just want to touch on a couple more.

[00:13:25.75] On page eight, this handout, we add two more classes [00:13:30.0] designed. Forty one is designed for you. Those are also two new proposed classes because I'm forty one is an industry project.

[00:13:37.74] So again, it's trying to get that real world experience and opportunity for for the astory students. I don't think it's.

[00:13:49.33] It's very embedded right now.

[00:13:52.1] So we wanted to bring that in for them. This is their final semester. So of course this is kind of like a capstone project. [00:14:00.0]

[00:14:00.38] Once they have they built this all up, they're able to fill up a class that they're able to participate in this class and then design pretty too is information design.

[00:14:09.14] And if you wanna take a look at that, that is just another one that we're curious about, it being a possible lead into jobs at the entry level jobs.

[00:14:17.42] So we were sort of talking about in kind of the conversation came up like, what do people hired you designer for big bucks. Hired in your make debt and [00:14:30.0] we want to give them the toolset and the skills to go and kill it, that job.

[00:14:37.15] So we call it information design is primarily about taking a bunch of data, taking medical information and then carving it for a specific output.

[00:14:47.29] And I think we can go and touch on other topics a little bit beyond that so we can. I was hoping that we can talk a little bit about information architecture here. We can talk [00:15:00.0] a little bit about wayfinding and maybe its actual like environmental design.

[00:15:05.79] So somebody like an architecture studio hires a junior designer to help them with the signage.

[00:15:12.07] Right. So they know how to approach that task.

[00:15:15.82] So we wanted to keep it under Lappe the larger umbrella, but specifically for those like kind of jobs that junior designers get hired for.

[00:15:26.62] Dan, when I read it like that, when you said [00:15:30.0] explain away these things and.

[00:15:34.36] Well, at least you were clear to me. I did. I struggled with the other two. Zinoman claytor of these makes it like. And it's it's certified first by the industry, which sounds like something I'll be super cool as a student then information design. Again, seem very flexible to me. Right. And I think you're right. Like I was thinking about the kind of jobs and ace student get right. A production production design that social media contact and just knocking a ton of that stuff out. Yeah, I like DEC's or [00:16:00.0] just being sort of, you know, just a creator of assets and you know, the way that in my agency like a week it seems like the real split is between like really fun, creative, but the high concept stuff and working on a B2B level, words like it's about efficiency functionality. Wayfinding. All that sort. So stuff like that. It depends. And I find that people in the company resonate with one or the other, you know. So I thought it's a good idea. But I'd be like, yeah, going back 30, [00:16:30.0] I think there's some nuance to make this a little more explicit. Just a title a little bit when that kind of.

[00:16:39.33] And then I think the last trailer time, the last two things I just wanted to touch on was we're writing two certificates, certificate fund to be really popular. And much like you said, essentially you got your G-A.

[00:16:58.52] So people want to come in and get [00:17:00.0] kind of that core essential information.

[00:17:04.04] So we are proposing two new certificates. One is Web design essentials. And the other is user experience essentials.

[00:17:14.36] So you ex essentials and.

[00:17:18.96] Let's talk about whether you think that's what we're here to be like, the essential stuff coming out.

[00:17:25.13] So I think one of the one of the big things that I'm trying to do with Web design curriculum is just [00:17:30.0] to sort of bring it from 2008 to 2019, might do away with FTB uploads, do away with some sort of file management and instead include the kind of things that are more relevant to web design, like how to get help, teach them how to post on GitHub, teach them bootstrap as a as a front end framework. And so and I'm already doing this. I [00:18:00.0] just wanted to kind of bring it in and formalize it as a as a sequence. And that's an yeah, that's that's the main sort of push behind it is formalize it and then build it out into a certificate. Web design essentials. We'll give you one, which is just introduction to h._t._m._l and see assests. And at the end they get to build like four or five page website. About themselves. Web 2 introduces them to responsive design, [00:18:30.0] design systems layout, that's where we set foot grids. That's where we start talking about interactivity. So a bit of JavaScript. And that webdesign free, they start working heavily with design systems and they start working with multimedia on the Web.

[00:18:45.95] So that's animations, audio and video map and that's all that follows that stuff. And that would touch on countless and with touch a bit on the templating with BHB. But again, we're not we're not [00:19:00.0] trying to get them to be flippers. We're just trying to get them to understand and be able to talk to developers.

[00:19:06.86] And I'm mobile. Mobile one touches on a bit on information architecture.

[00:19:15.3] And then we go heavy into the designing for Iowa's first. So we dive very deep into the design documentation from Google and from Apple. And and there are a couple of projects where they take the same [00:19:30.0] designs or redesigns and tell how they will then tell the story about how they will apply that on Android versus IO, ask what the caveats are.

[00:19:39.4] And so they very, very heavily into Lake. How is it going to work across the platforms?

[00:19:47.48] So I think we're helping with that, too, like. That after those four classes, they'll be able to go and look for like a junior front end designer doing a web designer or [00:20:00.0] junior digital designer, just kind of working with and maybe updating the existing systems, work on emails and templates and maybe participating in some of the sort of like the maintenance of existing websites.

[00:20:20.53] As far as I was going through this, you hit on the two things that I was worried about.

[00:20:25.29] Like the things that have caused the most pain, if you will, by younger designers [00:20:30.0] on a project is when they don't understand grades and when their file management is terrible or their asset management. It's right. Yeah, because they they can say that they've done it. If, you know, you believe it without checking pixel by pixel, then awesome.

[00:20:43.69] It could be the consequences down the line or terrible. Right. So I was very happy to see that those were there.

[00:20:49.07] That's.

[00:20:52.15] And then the second is online certificate and those are online. And there's like this Graham program that came came [00:21:00.0] through that assets to put those online specifically. So that's that's why the effort is now. And the second one is in user expense design in a similar way.

[00:21:11.55] But we're asking them to take. You X wanted to write?

[00:21:16.05] Yeah. There's a digital design tools, which is essentially kind of the trifecta of illustrator and design and Photoshop, see to have that software core. We're calling it digital design again to keep it a little bit more ambiguous. And then from there they would take the UX one class, [00:21:30.0] which is just kind of introductory.

[00:21:34.79] Caught in an introductory course, an overview of you X based primarily focused on mobile and web based solutions, just like, you know, collaborating to

research and kind of going through this methodologies. GEEWAX Problem and then you X to turn into more of a more of a heavily researched base class. So we're getting rid of a cost that we did have called [00:22:00.0] design research and we're turning it into you X too.

[00:22:03.56] So this is where they get to kind of blow out past the mobile and web solutions and they're going to focus more on thinking about voice and wearables and maybe serve a interventions. So it's they get to kind of explore a little bit more and have a little bit more of the diverse outcomes and sort of more mature considerations or thoughts on [00:22:30.0] those. We're struggling with your ex to becoming the research, primarily research based class. We figured that was a strong skill set to give students and then the last class that would be part of that certificate would be the Bobos. I won't cost that. Mark's already touched on.

[00:22:48.71] Question for so long is that these are the questions of chance and we have this thing, is it going to be possible for somebody coming in to take a bullet without the need for web design, different [00:23:00.0] office and be successful?

[00:23:03.86] No state mobile design one and that's it. Yeah. Having now anyway, I'll have not say yes. OK. Absolutely. Because the web focuses very much on the medium and the interplay between the medium and the design. Right. Mobile. We don't touch a single anecdote. We talk about core. We talk about principles. We talk about like working within existing ecosystems.

[00:23:27.34] So, yes. So that's current [00:23:30.0] policy. Yes. A classic. No. Yep.

[00:23:34.03] They don't need to have any web classes to take mobile.

[00:23:39.34] Something that I think in the catalog, the advisory is what it is.

[00:23:44.12] I would have thought it would not be a bad idea because then they will have a bit of understanding of the medium. But it's not a requirement. Advisory. Yeah.

[00:23:53.06] So I guess my big question is, do any of you have any objections, suggestions or amendments to that kind of proposed [00:24:00.0] curriculum?

[00:24:03.47] Do you have a. I know what you are doing. I just think playing us online is.

[00:24:11.36] Yeah. Yeah, you can do it. People are doing it. It's all freeze. Yeah, I think it'd be suitable beneficial to make sure people are the person which I believe you guys are also offering input.

[00:24:22.53] It's not only, you know. So people want to get.

[00:24:25.94] But I understand the need for that. But yeah, it's kind of it's kind of a push that the school [00:24:30.0] is so making to give more access. And I have hesitations on it as well. But all of these are going to also be offered in person, too. So you draw on ground classes.

[00:24:42.28] But yeah, I have a question because I think that there is at least, you know, some aspect of like using proper collaboration tools for the right design for quite a U.S. class.

[00:24:55.87] I mean, is there any anything about sharing assets [00:25:00.0] in very popular and developing prototype?

[00:25:04.27] You have different designers, touchy policy changes or.

[00:25:08.73] The same system is or anything that collaboration in that, so for mobile design, we were pushing heavily for big money without explicit written reason that stigma allows. Immediate collaboration on your side. So that's like I eat for a very long time, I resisted teaching software. Rather [00:25:30.0] time to teach concepts.

[00:25:31.57] But I think figments such a great tool that, you know, it's hard because using comes out that we use.

[00:25:38.73] It's right. Right. I mean, XP with XP is terrible, right? You can buy something else. Well, I mean, is he right? Only baseball. That's right. Sort of a just foundation.

[00:25:53.76] Like using those types of tools. Let's use a couple of them, right? Yeah.

[00:25:58.69] And so that's where the digital [00:26:00.0] design tools come in. The reason why we changed that and that used to be literally Photoshop. Right. Plus we wanted to do away with Adobe with no nomenclature.

[00:26:09.52] We're not teaching Photoshop. Teaching image manipulation. We're not teaching illustrator. We're teaching vector based graphics. Not teaching in design with teaching publishing. Right.

[00:26:20.68] So we're doing away with like getting tied to Adobe. So if they go on there tomorrow, tomorrow or, you know, we'll we'll find out, I guess, by the end of this weekend. Right. Just [00:26:30.0] off the cuff.

[00:26:34.03] I use XP. Right. Stuff coming out to her point.

[00:26:39.76] Right. Being able to learn and learn something really well. Right. It will help you apply.

[00:26:43.97] Right. So that's that's the reason for that reason is that we want to do away with like tying them to software, but rather teaching the concepts of how to apply it.

[00:26:53.56] Collaboration is tricky. A line is especially tricky. Yeah, communication in general is very tricky. Laments to these [00:27:00.0] point lack of communication between the instructor and the students. But I think those online certificates, we're kind of using them as vehicles to push the much needed updates into the program because there's a lot of support and a lot of assistance that were offered when we're rewriting those online courses.

[00:27:23.47] So anything from helping us with the with the curriculum committees to [00:27:30.0] potentially giving us grants to pay adjuncts to participate in the process of redesigning those classes and so on and so forth. So we kind of like latching onto this opportunity to push for the updates.

[00:27:42.82] But this came up and this came up a few times and played.

[00:27:47.42] How difficult it is to teach.

[00:27:51.83] Design online. So just to that point, I put in the notice.

[00:27:56.54] I don't see a communication costs anywhere, and that seems to be a [00:28:00.0] pretty big thing as far as both in person and digital for everyone at every stage in almost every single facet professional communication specifically would be committing if it all possible. So what happened?

[00:28:12.61] Yeah. So that's the biggest feedback from employers who do like soft skills, like, oh, something else. Yeah. But I know for upper division there's a group communication class required I think.

[00:28:25.26] Yeah. First semester project management seems to be an issue, working with others, scheduling [00:28:30.0] others. Everyone has an excuse about everything.

[00:28:33.65] And then to your point, it is really hard to effectively communicate collaborate online were more remote. Work is becoming just more and more things.

[00:28:42.95] So I think I'd put in there there's two type classes. I didn't know if they were solvable, but I saw an opportunity. I don't know how that works, but.

[00:28:52.82] And so the second type plus possibly a communication class, because they said, OK, let's get [00:29:00.0] to that point.

[00:29:01.94] Maybe that could give them more confidence. So reach out to those mentors is great opportunity for these.

[00:29:08.18] So we we talked about the industry project being a vehicle for project management skills. And so possibly you need to put that down.

[00:29:19.61] The last chance for. It's in the fourth. It's in the fourth semester. Yeah, second year.

[00:29:26.03] We can I mean, we can look more into that. Let's get you back. One [00:29:30.0] question, I guess, for everybody.

[00:29:33.92] You guys feel that this is something that's expected of the arts program is something that's more.

[00:29:40.82] More expected of a bachelor's degree diploma, probably no communication skills, soft skills, being able to effectively like work in teams, collaborate.

[00:29:51.01] Yeah, I would say so, especially.

[00:29:53.14] The whole goal is to give them jobs if they have them, separate them dramatically from those candidates.

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[00:00:00] Back to that point maybe that give them more confidence to reach out to those men for his team.

[00:00:06] Is great opportunity for these so we we talked about the entire project being a vehicle for project management skills and so possibly sandstone ahead of the fourth.

[00:00:22] It's in the fourth semester. Second year. We can. I mean we can look more into those and feedback. One question I guess for everybody. You guys feel that this is something that's expected of the program. Is it something that's more more expected of a bachelor's degree rather no communication skills soft skills being able to effectively like work in teams collaborate.

[00:00:51] Yeah I would say so. I mean especially the whole goal is to give them jobs.

[00:00:55] They have separated them dramatically.

[00:00:59] Both are candidates are waiting on that kind of communication. I is that the O'Neill class it's like you're teaching them not only have to put their projects together. You're also teaching them how to interact with industry and most importantly how to pitch their projects since that seems to be like a really big issue.

[00:01:19] Yes do you think dot another another thought on this. I know it would be writing at like the fourth time but design methodologies.

[00:01:29] Oh maybe that's right. That was a class right in the beginning for a semester Karzai methodologies it's kind of going through different ways that you can design challenges different tools you can use to me that is a place where we can also go through kind of what like no not like tools like software. And I also like how to approach a bridge or how to put together a concept presentation How to how to win it design.

[00:01:59] Well yes like at first I think I approach a problem.

[00:02:04] I feel that the kind of things that two people in this room come was almost as second nature but somebody just starting out just like the idea that design can be

iterated and you can go through different stages in a prototype and test and then come back and revisit ideas and cold dead ends and so on.

[00:02:23] So like the fact that it's not a linear process of going and making and selling all right is is an important thing and that was part of it. And then just teaching kind of like little things like that's a mood board that's how you put together a mood board that's what mood boards are used for this is how you sketch in this how you use paper to quickly prototype your interfaces.

[00:02:43] This is how you can test with the user in this. How do you put together a persona right.

[00:02:48] And so maybe it could be part of like this is how you work project this how you write an email.

[00:02:55] Yes this is how you write an e-mail and this is how you manage a printer.

[00:03:01] This is how you write an e-mail to somebody who's trying to hire you.

[00:03:06] Yeah. So to the point it's just my point is that it's one of the most basic things that they're going to be using every single day. They're going to be dealing communicating with group members. I mean it although it could be implemented into a closet doesn't seem like there's more focus on communication skills. We have a lot of designers that are but are introverts and use that as an excuse to not be able to. It's just I mean in the real world I mean I know a lot of people there's certain corporate cultures right now it actually doesn't matter how great your your what you're presenting is how well you're presenting it. And I just threw a yes that's entry level or lower division classes and operative. I have not seen anyone successfully figured out what I'm going to much about.

[00:04:03] I can obviously say brush up on communication a little bit.

[00:04:07] I think what would really be valuable for me junior designer that I expect that there need someone that can help with documentation and putting together design tools and systems or design language for everyone to be onboard because oftentimes you're

working on projects way too fast and you're not spending enough time showing that this is a module. This is what list looks like this is how you modify it. And so having being able to tell that story about what our design system looks like is a great way for design students to really understand what our business system is like. And it's also going to help other designers be in the know about what is at Disney. There is a lot of lines of businesses and we are always leveraging you eye kids all the same one but it's changing and no one has time to do that. And so having a junior designer go in and polish that up would be very helpful.

[00:05:01] Teaching people to be a little more thoughtful about communicating differently. Yeah. How are we. It just seems to be kind of an afterthought.

[00:05:10] So from now it's going to that. OK. Thank you. That's very helpful. No.

[00:05:17] I love you.

[00:05:20] All right. So is there anything else. One question.

[00:05:25] And it seems like it's very wet.

[00:05:28] Why what you agree that mobile one. Is that on purpose or instead of expanding on mobile to mobile three.

[00:05:37] Well it is web design fundamentals so that it's kind of in the name of the certificate.

[00:05:44] I think mobile to the way we're thinking about mobile too is kind of challenging the notion of what mobile is.

[00:05:51] And so we're thinking about projects designing interfaces for cars designing interfaces for in-flight entertainment systems side interfaces for wearables.

[00:05:59] So that kind of goes a little bit for somebody who like really wants to get into that kind of thing rather than sort of like an intro in Intro to mobile site I hope David.