**Infographic Assignment**

Nadine K. Thola

School of Education, Liberty University

**Author Note**

Nadine K. Thola

I have no known conflict of interest to disclose.

Correspondence concerning this article should be addressed to Nadine K. Thola

Email: nthola@liberty.edu

**Infographic Assignment**

**Video**

<https://www.nadinesdoctoratejourney.com/blog/week-6-infographic-video>

**Infographic Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 20-25 points | 12-19 points | 1-11 points | 0 points |
| Design | Great use of space. Manipulated or created design was very pleasing and well thought out. | Good use of space. Some areas were not used wisely. Manipulated or created design was pleasing but not effective. | Not good use of space. Most areas or background were not used wisely. Too much negative space. Manipulated or created design was poorly thought out. | Not present |
| Application | Careful use of fill-in and drawn well. Tiles will be easy to create in clay. | Sloppy presentation.  Hard to recognize types of tiles needed. | Poorly created and tile needed not presented. | Not present |
| Explanation | Grammar was correct. If they used an image, the correct citing was made. Clearly cited tools used. | The sentence was not complete. Link does not lead teacher to reference. Good listing of tools used. | No sentence structure. No link for reference or explanation of what tools used. | Not present |
| Tile Count | All tiles accounted for and clearly tallied. | Not all types of tiles counted. Number is different than shown. | Many tiles pieces miscounted. | Not present |

**Differentiation of Lesson**

This infographic was a student-paced activity to preparation for making their clay mosaic pieces. This project was for the art student to get familiar with the drawing aspects of PowerPoint software. For those students who are struggling with writing, this assignment could use audio for explaning what drew them to creating this image and what application they used. Instead of listing the colors, the students could use a shape of color to represent how many tiles they needed to produce. If the student felt more comfortable using the square shape and lining them up into a tile rectangle, they could lay out the rows and columns separately. The lesson was open-ended in how each artist worked with making their creation.