




AGENDA








- **Engage** | What is the purpose of communication?
- **Explore** | Infogram Stations
 - Career Clusters
 - GEAR UP School Data Profiles
 - GEAR UP Program Overview, School Leadership
 - GEAR UP Programs Overview, Congress
 - Lesson Support
 - River Valley Civilizations
 - Sí Se Puede
 - Imaginary Numbers
- **Explain** | Goals of Strategic Communication and Functions of Visuals
- **Extend** | Applying Strategic Communication
- **Evaluate** | Impact on GEAR UP Program

STRATEGIC COMMUNICATION GOALS

McKeever, B. W. (2013). From awareness to advocacy: Understanding nonprofit communication, participation, and support. *Journal of Public Relations Research*, 25(4), 307–328. <https://doi.org/10.1080/1062726x.2013.806868>

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| <p>AWARENESS</p> <ul style="list-style-type: none"> • Gain attention • Elicit prior knowledge | <p>ATTITUDE</p> <ul style="list-style-type: none"> • Care about the cause • Understand the problem | <p>ACTION</p> <ul style="list-style-type: none"> • Feel a sense of urgency • Know how to help |

INFOGRAPHICS

| | | | |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Career Clusters | School Data Profiles | Program Overview | |
|  |  |  |  |
| River Valley Civilizations | Sí Se Puede | Imaginary Numbers | |
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FUNCTIONS OF VISUALS

Clark, R. C., & Lyons, C. (2004). *Graphics for learning: Proven guidelines for planning, designing, and evaluating visuals in training materials*. Pfeiffer.

- **Representational**
Realistic depictions that demonstrate content and serve the purpose of aiding recognition
- **Mnemonic**
For retrieval/remembering relevant information
- **Organizational**
For showing the qualitative relationship(s): concept maps, institutional hierarchy charts, or illustrations that show how parts fit into a whole
- **Relational**
For showing the quantitative relationship(s): pie charts, line graphs, bar graphs, or scatter graphs
- **Transformational**
Shows change over time, movement, stages, or animation of a system or process as it progresses
- **Interpretive**
Illustrates theoretical relationships or principles, such as molecular movement/laws of physics; can also be a simplified diagram of a natural process, such as the respiratory system
- **Decorative***
Elements that are attractive, grab attention, and add visual interest or entertainment appeal

**Some visuals are only meant to be decorative, while others have different primary functions. Regardless of the primary function, all visual communication should be decorative to present information in an aesthetically pleasing way.*

INFOGRAPHIC PLANNING DOCUMENT

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|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|----------------------------------|--------------------------------------|
| <p>What data/information do you want to share?</p> | | | |
| <p>Who is your audience?</p> | | | |
| <p>What is your communication goal?</p> | <p>Raising Awareness</p> | <p>Changing Attitudes</p> | <p>Motivating Action</p> |
| <p>Why? (This should connect to where your audience is concerning the information you wish to share with them.)</p> | | | |
| <p>What kind of visuals will best serve your goal?</p> | <p>Representational Transformational</p> | <p>Mnemonic Interpretive</p> | <p>Organizational Relational</p> |
| <p>How? (You may use more than one kind of visual, but consider how each one you choose is serving your goal.)</p> | | | |