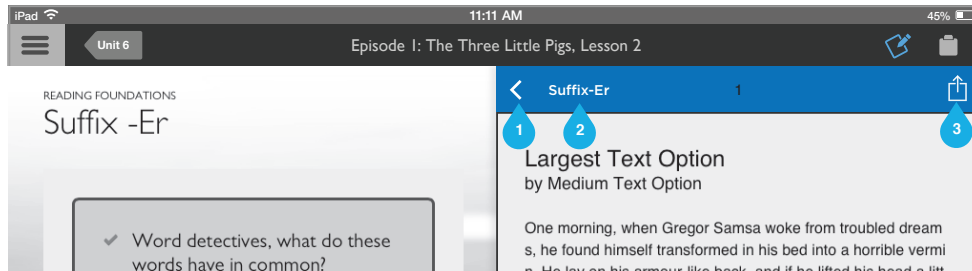


Pearson CCSoC Visual Design Audit - Global Navigation

Possible's wireframes have inconsistent global and secondary nav

Notebook Page Header Revision

In-Lesson Notebook Header



2 global icons including teacher
2 new NB (sorta) icons

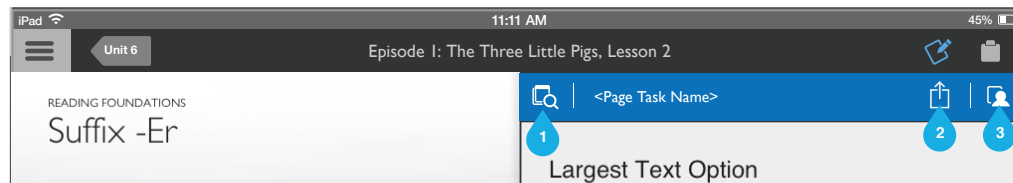
The notebook header allows students to browse pages in-lesson.

1. Back Button. The back button enables students to browse the in-lesson shared work. Please refer to Sharing specifications for more details.

2. Title. The title of the associated lesson is shown in the header.

3. Share Button. The share button

Share: Send Page(s)



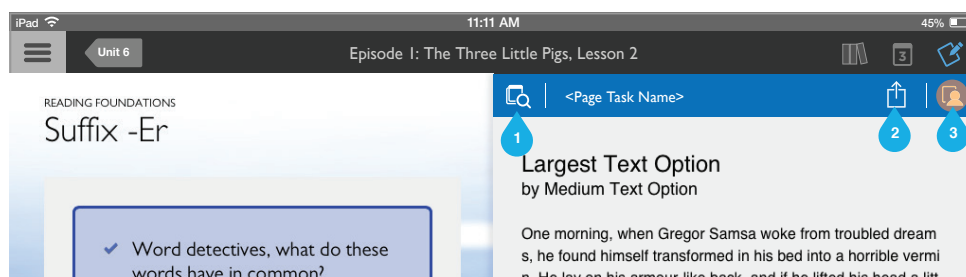
2 global icons including teacher
3 current NB icons

1. In-Lesson Notebook Browse Button. On tap, In-Lesson Notebook Browser is initiated. Please see In-Lesson Notebook Browsing for more details.

2. Send Button. The send button enables students to send selected pages from the currently viewed notebook (task-specific) to other students, along with a message.

REVISED

In-Lesson Shared Work Access



3 global icons (no teacher) in a new order
3 current NB icons

1. In-Lesson Notebook Browse Button. On tap, In-Lesson Notebook Browser is initiated. Please see Notebook Browsing revised specification document for more details.

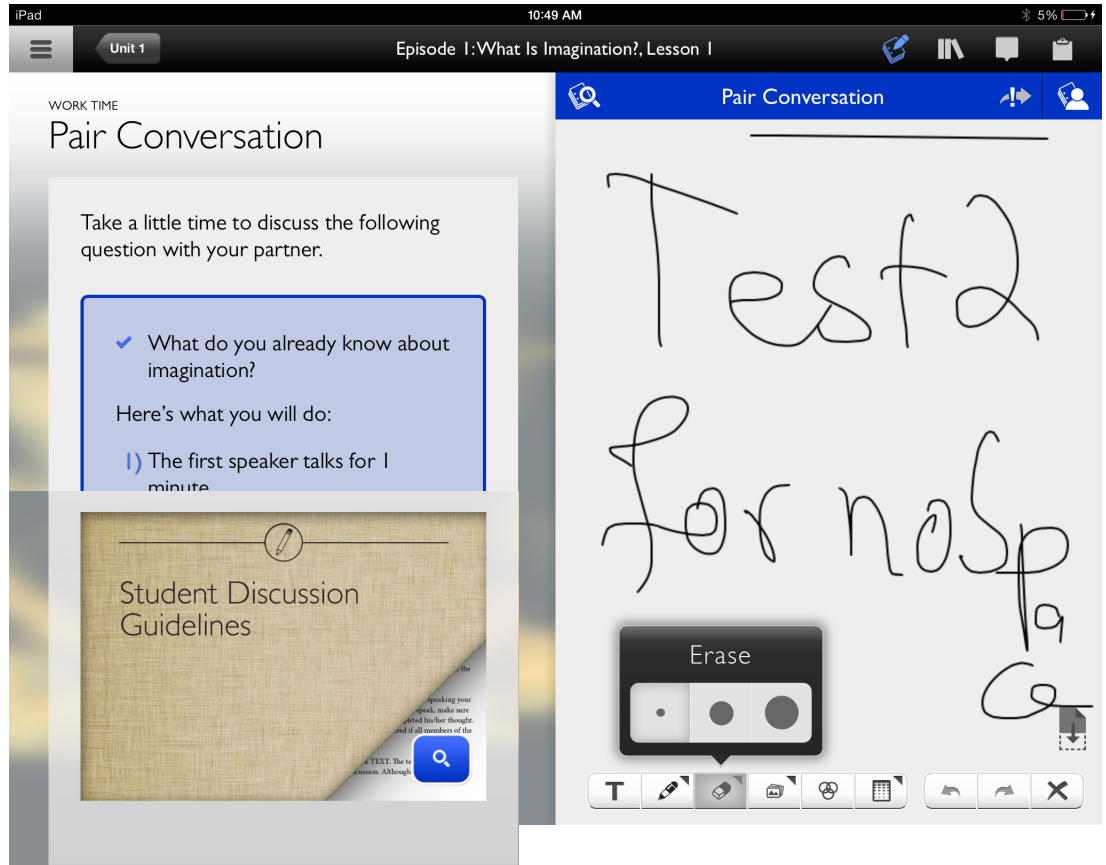
2. Send Button. The send button enables students to send selected pages from the currently viewed notebook (task-specific) to other students, along with a message.

On tap of the button invokes the Page Selection Panel. When notebook pages have been shared, the notebook page header will be updated to accommodate additional interactions.

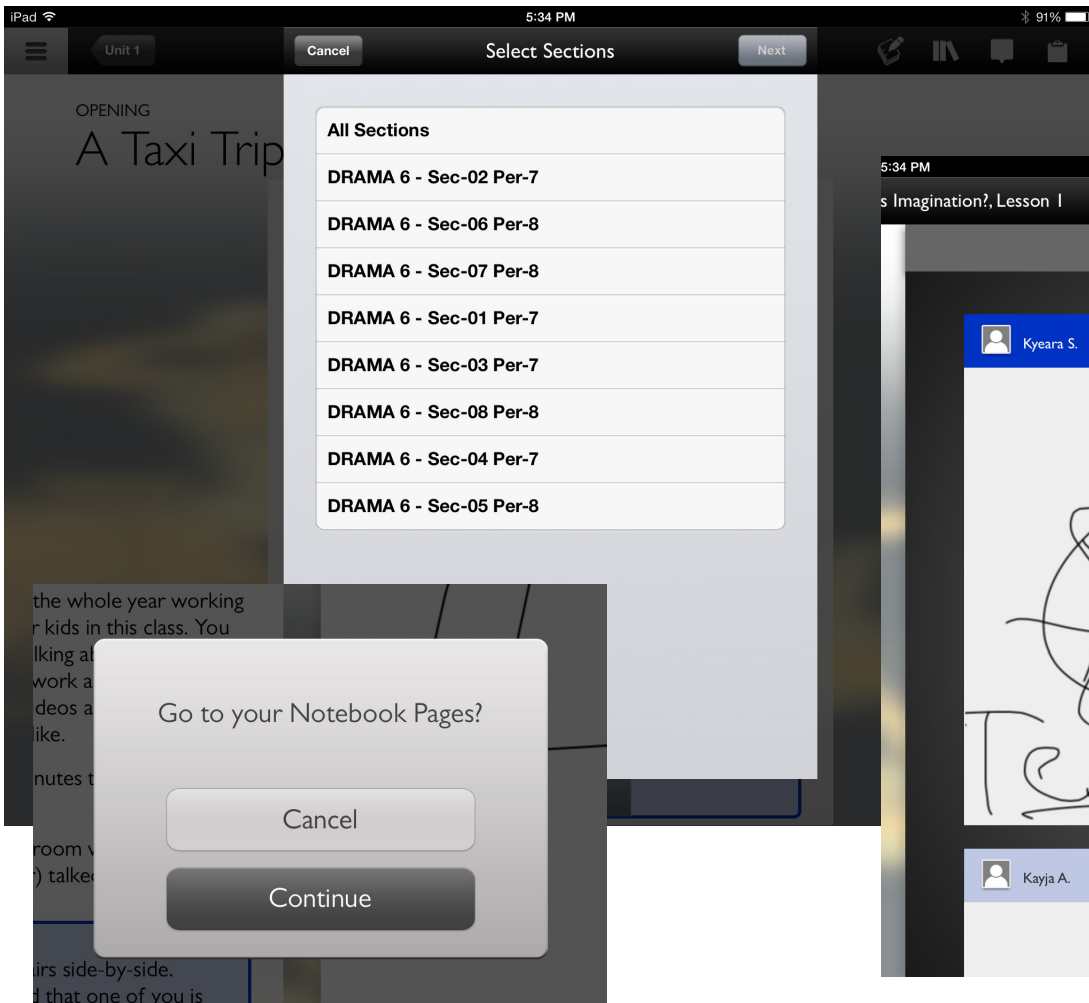
REVISED

Existing nav

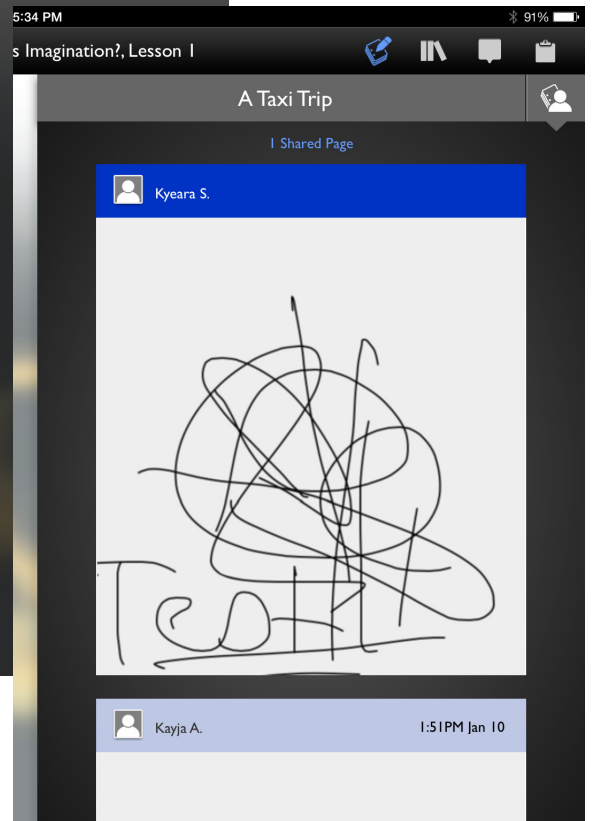
Full second nav



Tools and popups



Alt states from the nav



iPad 10:20 AM 100%

Done Common Read

Student Discussion Guidelines

- **READ ACTIVELY.** Underline or circle parts of the text that you find confusing, surprising, exciting, or amusing. Think about why those parts of the text made you feel that way and jot down your thoughts. Don't be afraid to read the text again. Expert readers reread.
- **LISTEN ATTENTIVELY.** While others are speaking, listen to their points carefully. Try not to think of what you will say until the speaker finishes.
- **SPEAK CLEARLY AND LOUDLY.** Pronounce your words carefully and loudly so that everyone in the group will hear and understand.
- **BE COURTEOUS.** Give the person speaking your full attention and respect. Before you speak, make sure that the person speaking has completed his/her thought. This is a skill that can be mastered if all members of the group work together.
- **STICK TO THE TEXT.** The text is a central element of the discussion. Although not everything you say will always be directly related to the text, at least keep the text in mind. You may use examples from your own experience to illustrate a point but you must also be ready to say how

your example is related to the discussion and the text.

- **BACK UP YOUR STATEMENTS.** You may give evidence for your ideas and opinions from the text or from your personal experience if it is related to the text. Using analogies and relating your idea to previous readings are other ways to support your ideas.
- **BUILD YOUR IDEAS ON WHAT OTHERS HAVE SAID.** Listening carefully to others and then adding something to what they are saying is a good way to discuss. You may say, "I agree with _____ because..." or "I think that what _____ and _____ are saying is very different from what I think because..." This shows that you are listening to the ideas of others and that you are comparing your ideas to theirs.
- **STRIVE FOR UNDERSTANDING.** Try to understand both what the text says and what your classmates say. If you don't understand one or the other, ask a question. As a member of the group, you have the right to understand and also the responsibility to help others. You might say,

Done

iPad 10:19 AM 100%

Done Common Read

Student Discussion Guidelines

- **READ ACTIVELY.** Underline or circle parts of the text that you find confusing, surprising, exciting, or amusing. Think about why those parts of the text made you feel that way and jot down your thoughts. Don't be afraid to read the text again. Expert readers reread.
- **LISTEN ATTENTIVELY.** While others are speaking, listen to their points carefully. Try not to think of what you will say until the speaker finishes.
- **SPEAK CLEARLY AND LOUDLY.** Pronounce your words carefully and loudly so that everyone in the group will hear and understand.
- **BE COURTEOUS.** Give the person speaking your full attention and respect. Before you speak, make sure that the person speaking has completed his/her thought. This is a skill that can be mastered if all members of the group work together.
- **STICK TO THE TEXT.** The text is a central element of the discussion. Although not everything you say will always be directly related to the text, at least keep the text in mind. You may use examples from your own experience to illustrate a point but you must also be ready to say how

Gist ▼

- Gist
- New Thinking
- New Word
- Other

Challenge problem

No Service 5:02 PM 50%

Unit 5 Lesson 2: Expressions and Equations

WORK TIME

Prepare a Presentation

✓ Explain your graph and formula for the weight in kilograms and in pounds. Use your work to support your explanation.

OPEN NOTEBOOK

< 5 >

CHALLENGE PROBLEM

No Service 5:01 PM 50%

Done Interactive Graphing Tool

+ <<

5 5

-10 -5 0 5 10

-5

Graphing Tool

Don't know if this came from an outside vendor? Totally different UI (not to mention you can't read the header bar with strange typography)

No Service 5:01 PM 50%

Done Challenge Problem

Challenge Problem

Challenge Problem

To estimate your weight in kilograms, divide your weight in pounds by 2 and then subtract 10% of that number from the result.

Let p = weight in pounds. Let k = weight in kilograms.

- ✓ Write an equation for the relationship between k and p .
- ✓ Now draw a graph to show the relationship between k and p . Let p be the independent variable.
- ✓ Use the graph to find the weight in kilograms of a person who weighs 115 pounds and the weight in pounds of a person who weighs 49.5 kilograms.

▼ hint



The top image shows a hand on a scale. The bottom image shows a graphing tool interface with a grid and a blue line connecting several points. A magnifying glass icon is visible in the bottom right corner of the graphing tool.

TOOL: Graphing

Note hint accordion function on the left. The magnifying glass is used when there's an image enlargement-- but for interactives a tool icon is plopped on top.

No Service 5:05 PM 49%

Done Interactive

A pencil costs 50 cents less than a notebook.
 A pen costs three times as much as a pencil.
 The pen costs 90 cents.

- What does the notebook cost?
 Let x = the cost of the notebook.

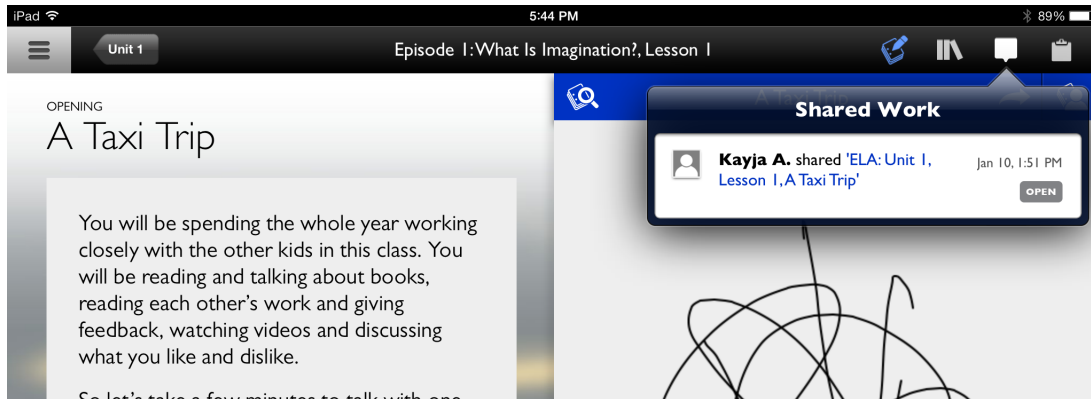
	Yes	No
A) $3x - 50 = 90$	<input type="checkbox"/>	<input type="checkbox"/>
B) $3(x - 50) = 90$	<input type="checkbox"/>	<input type="checkbox"/>
C) $x - 50 \times 3 = 90$	<input type="checkbox"/>	<input type="checkbox"/>
D) $3x - 150 = 90$	<input type="checkbox"/>	<input type="checkbox"/>

For each equation tap on "yes" or "no" to answer the question:

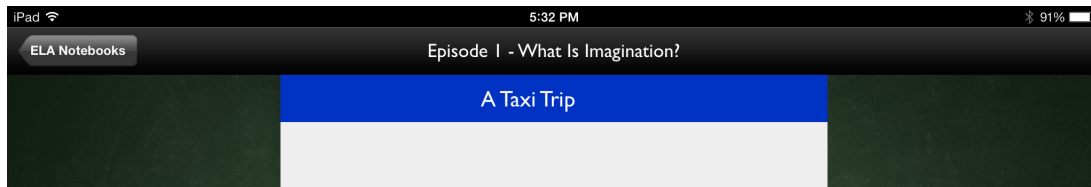
"Does this equation fit the situation?"

Interactives have some consistency (typefaces, popup styles) and some inconsistency (the game interfaces themselves)

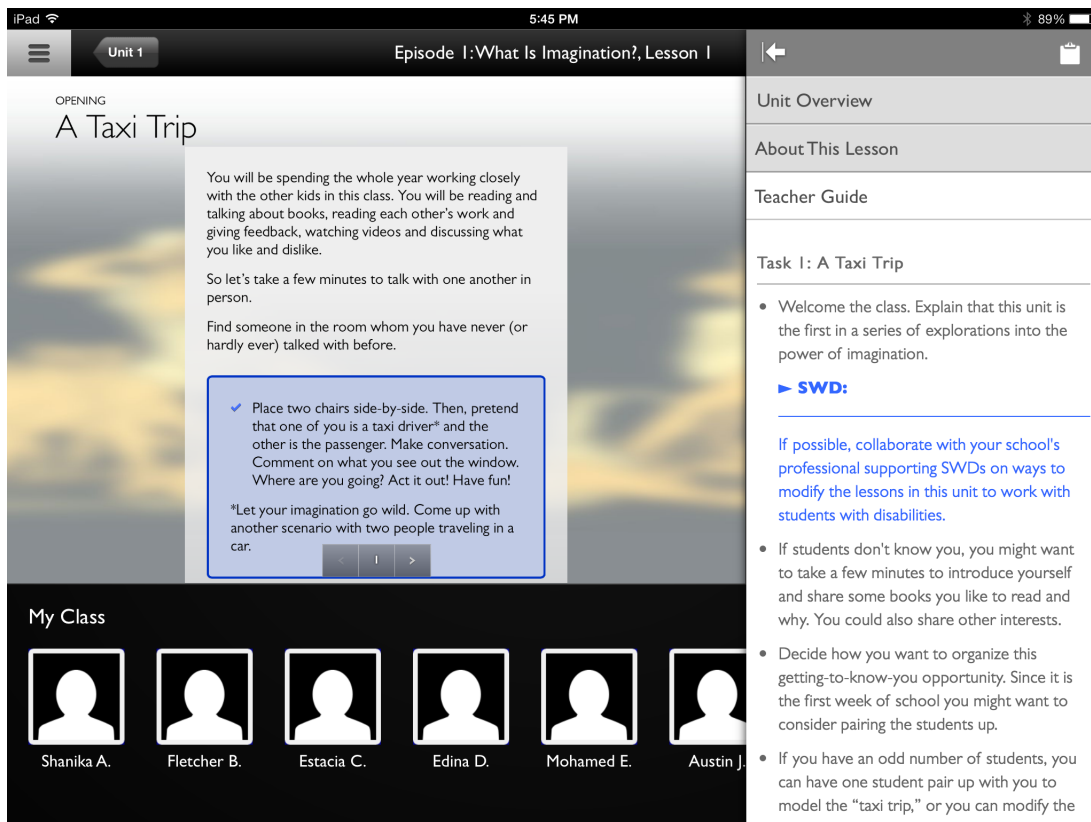
Shared work



Notebook browser view



Teacher tools



New tool implementation

Unit 1 Episode 1: What Is Imagination?, Lesson 1

OPENING

A Taxi Trip

You will be spending the whole year working closely with the other kids in this class. You will be reading and talking about books, reading each other's work and giving feedback, watching videos and discussing what you like and dislike.

So let's take a few minutes to talk with one another in person.

Find someone in the room whom you have never (or hardly ever) talked with before.

✓ Place two chairs side-by-side. Then, pretend that one of you is a taxi driver* and the other is the passenger. Make conversation. Comment on what you see out the window. Where are you going? Act it out! Have fun!

*Let your imagination go wild. Come up with another scenario with two

Infineon

5:35 PM 46%

Clear Page

T

5:35 PM 46%

Imagination?, Lesson 1

Photos

- Camera Roll 1,449
- Videos 3
- Covers 19 from My Mac
- Stories 21 from My Mac
- Traveluxe iPad 19 from My Mac

Camera Photos

Infineon

5:35 PM 46%

