

Digital and Advanced Digital Media Production:  
What Makes Good Yearbook Design - Academics Pages  
April 9, 2020

**Learning Target:**

Students Will Be Able to Identify and Critique Good Page  
Design For Academics Pages

# Let's Get Started:

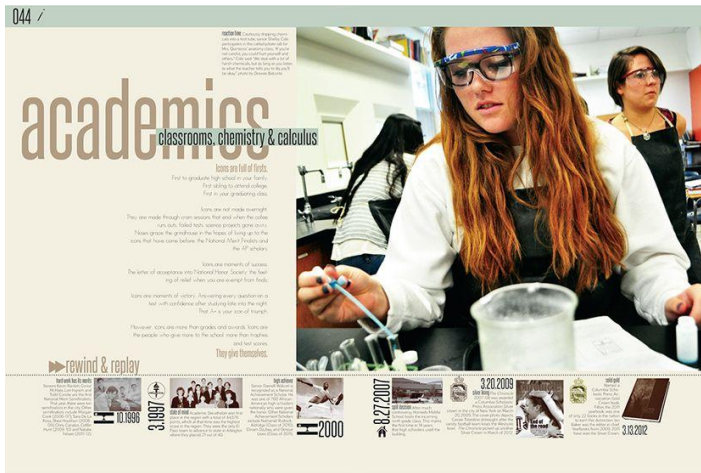
Look at the four thumbnails of academics pages from around the nation.

What stands out about them?

Which is your favorite? Why?

Do these look like the academics pages in your yearbook?

Does your yearbook include academics page? Is there coverage of what happens in the classroom?



# What is an Academics Page?

Yearbooks often celebrate a school's teams and clubs, but little emphasis is placed on academics.

Why not give your teachers and their handiwork some love, too? Highlighting academic spaces and endeavors can be a really cool way to add something different to your yearbook this year. Whether it's a poetry slam in Mrs. Whatshername's AP Literature class or a gallery of experiments from across all available science courses, you can use design elements to make your academic spreads stand out.

# What Do Academics Pages Look Like at Your School?

Think about the academics pages in your school's yearbook.

1. First, do you have Academics pages?
2. Does your school do anything to cover what is happening in the classroom? Certain Subjects?
3. Is your yearbook more traditional or a chronological book? How could this effect Academics coverage in the yearbook?
4. What subjects could you put in the yearbook? What unique academic things happen in your school? Could/Should you cover these things? How?

# 10 Yearbook Design Elements

1. Two Pages are Better than One – Always Design as Double Page Spreads
2. Don't Fence Me In – But do use columns. Columns give the spread structure, so once you commit to the number of columns, keep it for that spread and section of the book
3. The Shape of things to Come - You have three shapes to use – horizontal rectangle, vertical rectangle and square. Don't create design problems by using odd shaped or circular elements – there's time for that later. For now, keep it simple.
4. Bigger and Better – Start with a Dominant Photo Placing a quality photo that is two to three times larger than the next largest photo will give the eye a place to start.
5. Center-gy - Design from the Gutter Out - Want to get rid of that trapped white space next to the gutter? Work from the center out and add the subdominant photos from the gutter out.

# 10 Yearbook Design Elements

6. Another Brick in the Wall - Maintain a Consistent Internal Margin - Having one pica of space between all elements will keep the eyes on the photos and copy, and away from distracting white space. Just like a brick wall has a consistent amount of space between bricks and what you notice are the bricks, not the mortar separating them.

7. 'White' Open Spaces - Leave some white space in the corners and keep all white space to the outside. This creates a diamond shape on the spread and also creates better balance. It also keeps the reader from being overwhelmed by too much stuff.

8. Bleed Only Once in Each Direction - Too much of anything is too much. Bleeding elements are effective when used with discretion, but too much takes away the impact. Use it once and use it wisely. This is when a photo or design element goes off the page.

9. Where are Those Captions? - The captions should be next to the photos they identify – and stack no more than two. Your reader should be able to easily tell which caption goes with each photo.

10. What am I Doing Here? Never surround text with photos. It creates unwanted areas of white space and limits the amount of text that can be placed inside of it. Keeping text to the outside of the spread will allow the writer more flexibility for captions and copy.

# Identifying Strong Academics Pages

Look at the page to the right.

What elements from above does the page include?

Is anything missing or not use correctly?

What do you like about page?

What would or could you do differently if you designed it?

Is there anything you might add or take out?



seniors	AP Statistics with Mr. Reyerson	$\pi$
juniors	U.S. History with Mr. Amarillas	c.1775
sophomores	Chemistry Honors with Mr. Janda	H <sub>2</sub> O
freshmen	Christian Scriptures with Mr. Schneider	†

complex  
CLASSES

4 of the hardest classes at Bellarmine for each year gotten from the Carillon Yearbook's survey.

## the midnight oil

Diego Pineda's 18 admitted the pressures and stresses of his freshman year classes, especially Rhetoric.  
written by georgeji.  
designed by matthew clew.

Diego Pineda's 18 had gone through a big change coming into freshman year. Classes such as Rhetoric had begun to keep him up later. "Freshman year has been a huge upgrade from eighth grade, because in eighth grade, my classes weren't that challenging. I wasn't that much of like a stressful thing. Coming to Bellarmine, the classes are a lot more fun, but they are also a lot more work, meaning like drinking ahead, getting homework in on time, and studying for tests, which I didn't have to really do in eighth grade," Diego said. However, he loved the Debate portion of Rhetoric, which took up the entirety of the first semester. "Debate was really fun for me, and it came a bit more naturally to me, than other students, but it requires a lot of all-nighters, like almost every day, well, not exactly like all-nighters, but staying up until 2 AM, every night," Diego said. However, his enjoyment of the class got him through. "He says that Rhetoric had kept him up until 2:30 AM, at the latest. However, Rhetoric homework was different from, say, Math or Spanish. "Rhetoric is not a consistent amount of work, it's like insane amounts in patches," Diego said. His late night working impacted his mood and meals too. "He had found himself dedicated enough to skip lunches. However, he said the going forwards, that he would organize and plan out his nights, and spending less time on distractions, and thereby starting homework quicker.



1 I mean Brady 17 works on an occasion for very well and studies, but he doesn't have their lips and downs in terms of assignment numbers. "None of my classes are stressful, but every once in a while, you have that one assignment that gets you, and since you're done with that, you're done." Sam said. (12/12/23) (12/12/23) 2 Paul Anderson 17 writes about the Democratic Republic of Congo, for a history assignment. Paul worried about other stressful parts of his classes and the constant "stress is so stressful that stress about the stress is going to stress about." Paul said. (12/12/23) (12/12/23) 3 Diego Pineda's 18 studies for finals, including his Rhetoric final. Rhetoric gave Diego trouble, but he found himself enjoying it because of the pressure he received seeing his good work pay off. "It's really time-consuming, but at the end of the day, it's a great class, and I like I've learned a lot from it," Diego said. (12/12/23) (12/12/23) 4 Brock Nguyen 17 creates handouts for a class presentation on the Congo. He, like many sophomores, is stressed over an endless stream of assignments and tests. "I have a lot of grey hair," Nick said. (12/12/23) (12/12/23)

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**As Long As You Geome“try”**  
Solid study skills, repetition and some extra help add up to success for students in a challenging math curriculum  
By Reporter by Matthew Che

**1. Fearless Pursuit** With his open, curious attitude on his math homework, Vincent, a second-year student, says he has a lot of fun with his math. He says he likes to take his time and work on his math problems for several days and, as he has done so, he has learned a lot about the subject and himself.

**2. Pleading Problems** The most challenging part of his math class is when he has to solve a problem on his own. He says that it is a good feeling when he gets a problem right and he can help his classmates with it.

**3. Expecting Explaining** Explaining a problem to someone else is a great way to learn. He says that he likes to explain his work to his classmates and that it helps him understand the problem better.

**4. Geometry Got It** In his math classroom, Vincent says that he likes to work on his homework. He says that he likes to work on his homework and that it helps him understand the problem better.

**5. On The Geometry Train** Vincent says that he likes to work on his homework. He says that he likes to work on his homework and that it helps him understand the problem better.

**Math Moods**  
It all adds up for students tackling math at the right time of day has a big impact on their mood

**Conrad Kowman, 11**

**Austin Hunt, 12**

**Olivia Palumbo, 10**

**Laundry Webb, 10**

**Adam Price, 10**

**Devon Ayers, 12**

**Mackenzie Smith, 10**

**Ryder Poon, 11**

**Carver Collins, 11**

**“Geometry is more difficult because it’s mainly memorization.”**  
Benjamin Terwilliger, 9

Academics >> 10-11



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## right time to write

students read and write to succeed

**Michael White and Shane Johnson** brainstorm their response to the journal prompt of the day. While focused intensely at his white writing.

**Michael** helps junior Frederick Davis focus on his writing. The sound of the music helped him in tuning out the rest of the class to focus (1).

**Michael** focusing on his writing, freshman Travis M. Corwick spends great effort working on an English assignment. He was in fear of turning it in late, so he worked on it before class (2).

**Convinced** by the amount of work shown in their group assignment, Ms. Williams pointed out flaws to junior Devin Jackson and junior Phillip. Like the rest of the class, Jackson and Phillip worked diligently to meet their deadline (3).

**Writing** on their "Loves from Birmingham" self-prog, junior Corwin Lawrence and Marie Johnson put on their thinking caps. The short amount of time they had to work on their project did not show in the effort they put into it (4).

**Junior** Keith Travis writes his response to one of Mr. Marshall's journal prompts. Rather than type it like some of the other students chose to do, he decided to write his response in a composition book (4).

**Mr. Christopher Marshall** involves the journal of the day to his class. He created the journal to challenge his students to think outside of the box when writing (4).

the bell rang, sophomores sighed in disappointment: they were expecting to finally kill Julius Caesar in their English class.

All Croonies had their passions. For some, these passions came in the form of English. "It's the best class ever. I love Ms. Williams' 'cheese songs,'" said sophomore Ryan Bealey. Students like Bealey and senior Saamsya Purbhai loved English because of their teachers. "Mrs. Phelps is funny, and she's easygoing," noted Purbhai. For others, English was appealing because it provided an opportunity to express themselves. In class, students connected and wrote about their daily lives through both poetry and expository essays. "English is a great way to express yourself," observed sophomore Zykira Lawrence.

Others still liked English because they liked reading, and the immersion that it entailed. "English is fun, I love reading," said sophomore James Barre. Meanwhile, students learned important life lessons from the literary works that they were exposed to. "I seldom end up where I initially wanted to go, but I almost always end up where I need to be," Purbhai stated.

the absence of the music center, sophomore James Barre focuses on reading as he sits between the shelves of books that are available to students. There was often work inside the library.

## a love for reading

**Junior** Saamsya Purbhai takes a break from reading her notebook to go over her composition. She used her laptop to correct.

**Junior** James Barre focuses on reading as he sits between the shelves of books that are available to students. There was often work inside the library.

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Frederick Davis, Keith Travis, Saamsya Purbhai

684 Academics

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## More Practice - Finding Academics Pages to Critique

Explore the two links below that look at a variety of Academics pages from a variety of schools.

<https://www.pinterest.com/loribrown1985/yearbook-academic-spreads/>

<https://www.pinterest.com/wallaceybk/yearbook-academicsstudent-life/>

Find five spreads that catch your attention and answer the questions to the right.

What elements from above does the page include?

Is anything missing or not used correctly?

What do you like about page?

What would or could you do differently if you designed it?

Would you include a page like this in your yearbook?

# Resources/Other Important Articles on the Subject

[Seven Key Tips For Good Yearbook Design](#)

[What Should a School Yearbook Include?](#)

[Good Academic Design Ideas](#)