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# Secondary Mathematics Teacher Recruitment Campaign Module 4: Branding

Produced for and by the  
**Marketing to Attract Teacher Hopefuls (MATH)**  
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## Module 4: Branding

*Publishing executive Steve Forbes says “Your brand is the single most important investment you can make in your business.” (It also doesn’t hurt in a recruiting campaign).*

Welcome to **Module 4** of the **Teacher Recruitment Campaign** guide designed to assist teacher education programs in recruiting teacher candidates for a career in secondary mathematics teaching. This module explains in detail the branding and visual processes associated with building a recruitment campaign. Branding, as defined by the American Marketing Association, is the “name, term, design, symbol, or any other feature that identifies one seller’s product distinct from those of other sellers.” **Branding or Brand Identity** is important to mathematics teacher recruitment because a university or college program benefits from distinguishing itself from other pathways to teaching careers. This module is divided into four sections:

- [Section 4.1: How to Develop a Solid Logo/Wordmark](#)
- [Section 4.2: Developing a Branding Look/Style](#)
- [Section 4.3: Discussion of the Importance of Effective Photography](#)
- [Section 4.4: Discussion of the Use of Infographics](#)

The purpose of this fourth module is to provide those who intend to launch a mathematics teacher recruitment effort with a planning process that will enable development of a brand identity for a campaign.

While the graphic design elements of a branding campaign are often outside the scope of many educators’ skill sets, it is important to know what one knows and know what one doesn’t know. This module is intended to provide a basic understanding of the fundamentals of branding and graphics to allow mathematics educators to work effectively with graphics communication professionals in this important component of a recruitment campaign.

Reiterating the note from page 2 of Module 1, branding a campaign is likely to be interrelated with branding for your institution, so it is important to work with your institution’s communications or media relations office as you develop any campaign brand or graphics, particularly those that also involve institutional trademarks and logos.

### ***A little bit on outsourcing***

Graphics and branding efforts are often outsourced as part of collaboration, a gift-in-kind, or in a fee-for-service relationship. Should the latter method be selected, Module 2 includes a discussion on creating an RFP process that assures securing a high quality service provider at a competitive price.

### ***What is Branding?***

According to Williams in *Entrepreneur* magazine, “Branding is one of the most important aspects of any business, large or small, retail or B2B.”

While this is a distinction often rendered to businesses, there is some importance to branding things like recruitment campaigns as well. Again reviewing *Entrepreneur* magazine:

**“Your brand is your promise to your customers (in this case students, parents, and potential students). It tells them what they can expect from your products and services, and it differentiates your offering from your competitors'. Your brand is derived from who you are, who you want to be, and who people perceive you to be.”**

Another way to describe this is: What stands the program and/or the opportunity apart from others? What are the *benefits* and what are the *investments* necessary for a student to be successful in the program, and what are the long-term goals of aligning with the program?

In short, what makes the program *different* and *better* than any other opportunity students can have?

There are several elements to a solid brand. Many center on visual appeal. The purpose of this module is to discuss certain visual elements of a branded appeal.

## Section 4.1: How to Develop a Solid Logo/Wordmark

For businesses and teacher education programs, a fundamental part of identity is a logo or wordmark. A logo is a symbol or a typeface that sets a program apart from others and is easily recognizable. It also serves to differentiate a brand of service from others. A wordmark is a distinct, text-only typographic rendering of a company, institution or product name. All universities, for example, have both a logo and a wordmark, as do most collegiate athletic teams and even entities within the organization. Following are some examples of higher education logos and word marks.







Note that word marks or logos can be as simple as a stylized typeface but more commonly they include some element of design as well as descriptive copy. The combination of art and words is called a logo. Of the three collegiate examples, only the FIU sample is a true wordmark. The other two are considered logos. Whether wordmark or logo, the treatment creates a distinctive look, which quickly and easily identifies the program so people who are interested in the information will know they need to pay attention.

Some hints for developing a good logo or a wordmark include:

- Use distinctive fonts
- Use recognizable colors
- Use unique, recognizable images
- Ensure that the choices are easily replicable, can be rendered successfully in monochromatic renditions, and are distinctive enough to stand apart from other examples. One-color versions of logos are very important as a way of saving cost and simplifying mass mailings.

In business, examples of distinctive word marks/logos include the iconic Coca-Cola font and ribbon (as well as their distinctive red color), the blocky arrow and font of FedEx (complete with the negative space arrow), the color/shape combinations of Google, and the Amazon “smile” logo.

 <p>PMS color: 484 C &amp; U</p>	 <p>PMS color purple: 2685 PMS color orange: 021</p>	 <p>PMS color blue: 300C PMS color red: 199C PMS color yellow: 123C PMS color green: 403C</p>	 <p>PMS color black: Process black (std.) PMS color orange: 1375C</p>
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Looking at the business logo examples above, the PMS codes are included under the logo. Depending upon the use of coated or uncoated stock, the PMS colors can vary and are usually accompanied with a C for coated and a U for uncoated stock. Follow this link for more information about Pantone color chips: <http://www.pantone.com/pages/pantone/index.aspx>

### ***A little about color and standardization***

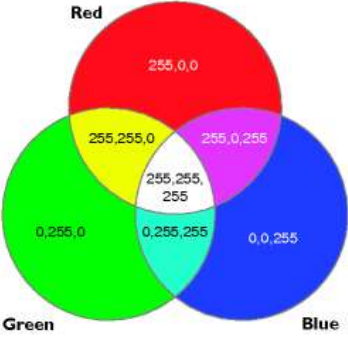
Color is a significant element in the logo development process. It is important to note, colors for digital media and for print media are formed using different techniques. Because of this, transfer of one to the other can have unintended consequences on the final product. Therefore it is important to understand how a logo is developed to increase chances of getting easily replicable, standardized results.

Terms to know when discussing color include:

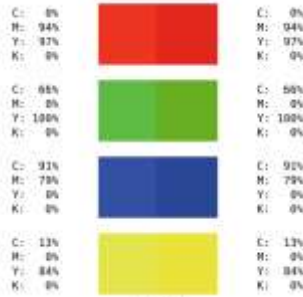
- PMS: Stands for Pantone Matching System. PMS colors, an old-school method of printing, were an industry standard, color-matching system—most printers and graphic designers can use pantone colors. The ink used in a pantone system is manufactured to match consistently with the inks in the pantone books. Note that pantone colors are also often divided into coated and uncoated paper stock. PMS colors are used primarily in offset printing.
- RGB: a three-color electronic process, seen in digital video displays. R = Red, G = Green, and B = Blue with percentages of each used to produce a wide color spectrum. In this case the monitor screen is assumed to be black and the pixels themselves generate white on the screen. (When all RGB colors are added together at 100% each, they produce white). RGB colors are used widely in video and digital production.
- CMYK: a four-color (or more) digital print process. Representing an innovation from the traditional Pantone process, CMYK is used in digital printing. Each letter stands for a specific color: C = Cyan (blue), M = Magenta (fuchsia), Y = Yellow and K = Key (Black). Each color is composed using an algorithm, which yields percentages of each color in the print process. Depending upon the whiteness of the paper, final colors can also vary.



An example of a pantone book and color chips  
[www.pantone.com](http://www.pantone.com)



An example of an RGB matrix  
[http://www.rapidtables.com/web/color/RGB\\_Color.htm](http://www.rapidtables.com/web/color/RGB_Color.htm)



An example of a CMYK Matrix  
<http://codewideopen.blogspot.com/2010/10/inkscape-does-support-cmyk.html>

Because monitor colors vary and monitor calibration is often varied, most designers often use PMS colors as a standardized point of reference, although the quality of CMYK and digital printing has improved greatly. So depending upon the application and the equipment a printer has, sometimes PMS colors are not necessary since CMYK code can be embedded in PDF files for digital printing.

Decisions on what color system to use can be left to graphics professionals, but those planning for a teacher recruitment campaign should recommend, or be aware of, the implications of the different color systems and keep in mind the following recommendations:

**When designing for an offset print application, use either PMS or CMYK colors.**  
**When designing for digital printing, use CMYK colors.**  
**When designing for electronic media/video, use RGB colors.**

***Negative space: sometimes nothing is better than something***

Another facet of logo creation that can be useful when working with designers is attention to negative space. In design, negative space can be as important as the positive space though it may not be as obvious. Negative space is the use of white or blank space to convey a message or a design. The use of negative space can be very powerful. Looking at the FedEx logo above, the negative space between the capital E and the final x forms an arrow within the logo, providing implied action and serving as an example of effective use of negative space. Similarly, the depiction of the tree with white space in the California State University, Fullerton logo is also an example of negative space. If used properly, using negative and positive space together can make a logo more impactful without taking up additional space.

Other important tips pertaining to color selection and branding:

- Ask for and approve hardcopy print outs of pieces that reflect the artwork desired in exactly the colors expected. This gives the printer a guide and allows adjustment of the process to come as close as possible.

- Ask for (and allow time for) physical color proofs. These press checks should be provided prior to starting the printing. Quality printers provide this service free of charge.
- Always solicit three bids for any printing job to ensure the best mix of quality and value. While this is a good practice for all contracting, because of the diverse collection of technologies, equipment, and specialties, print quotes vary widely; and it is not uncommon to see one printer outsource part of a job to another because of capability that may result in unnecessary pass-on costs to the customer.
- One easy and basically free method to aid in preventing costly errors down the production line is converting files to CMYK. Doing this reduces the instances of these issues occurring in mismatched colors, poor shading and change of color due to ink overlap. Very often offset printing involves multiple passes with different inks and placing one shade of ink over another can cause unwanted problems.
- Keep in mind that NOT all monitors are calibrated the same, therefore the colors will display differently on all monitors and monitor types (LCD vs. LED for example). You may see more vivid colors on one monitor and more muted or washed out colors on another depending upon monitor personal preferences and the quality/resolution of the monitor being used.
- Most universities and institutions have some set of graphical standards that they expect or even require faculty and others to use. It is VERY IMPORTANT to obtain access to these style guides and branding requirement before starting the logo design process.
- In addition, many universities have invested in their own printing capability or have a preferred list of vendors. Be sure to understand the printing requirements and procedures at the relevant institution prior to incurring expenses.

## **Section 4.2: Developing a Branding Look/Style**

In addition to a logo, a deeper dive into defining a program for the purposes of recruitment might include what are called brand traits or pillars. Brand traits or pillars help you define who or what your brand of instruction or teacher education program is and what features are most associated with your brand. The process of developing brand pillars can be time consuming but very fruitful when used properly. Below is a set of brand pillars, which may be of use to those intending to brand a teacher education program or even a college. Note that by completing these brand pillar exercises, researchers/marketers can obtain a list of values, benefits and messages as well as a brand identity. The final product is a collection of terms that actually define the brand personality. Note that brand personalities will be different for different target audiences.

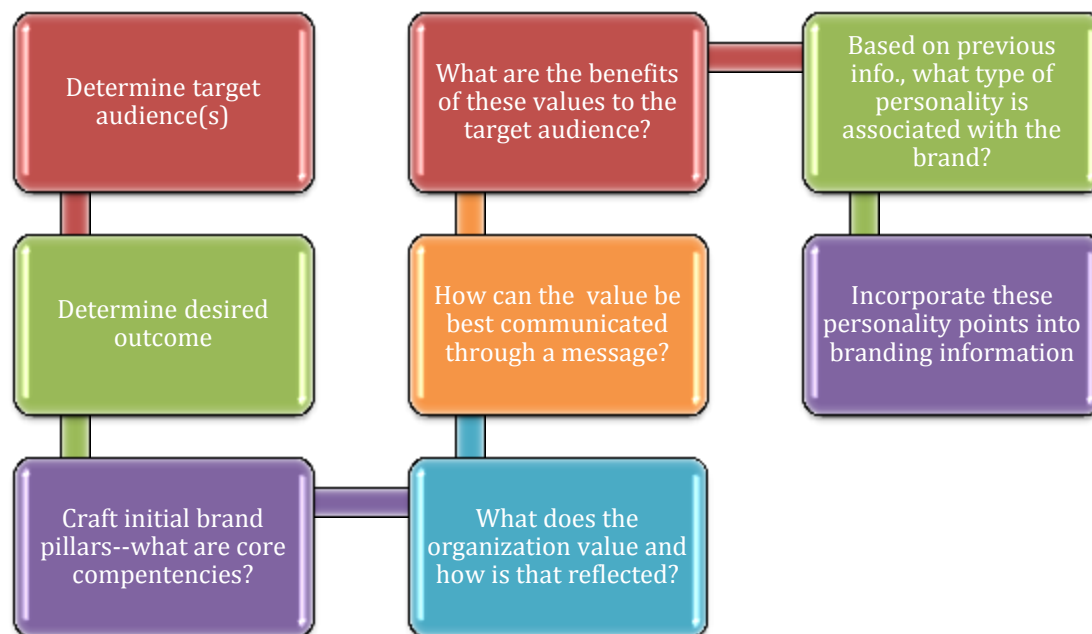
A process flow chart for developing the brand pillars is included for conducting this exercise.

Returning STUDENTS				Create preference for choosing University of X among vets	
PILLAR	Results-oriented	Performance	Career Development	Expertise	VALUE
	Results are valued	Comprehensive Leadership	Student earns relevant info.	Tradition of Placement	
BENEFIT	Built with the student in mind	Exposure to talented minds	Students emerge equipped	Experienced faculty understand	MESSAGE
	U of X represents collegiate/practical experience	At U of X you can learn from the best in the field	U of X grads placed at a high rate	U of X offers superior faculty experience	
EQUIPPED • PERFORMER • WELL-ROUNDED • SAVVY					

A Sample Set of Brand Pillars

### *A brand pillar development flow chart*

Following is a chart that explains the process of developing the aforementioned branding pillars.



### *Defining your brand—assumptions and questions*

Most major institutions or universities have undergone some sort of branding exercise. However, in terms of a teacher recruitment campaign, it may be useful to explore what an institution's particular recruiting brand is.



- What is the institution's mission? (i.e., Is the program interested in primarily recruiting freshmen, returning students, graduate students, or cross-campus enrollees?)
- What will the campaign accomplish? How will it be measured?
- What are the benefits and features of the program? What makes the program better or different?
- What are the benefits of those differentiators?
- What is the current image or the public's understanding of the program?
- What qualities should be associated with the program or the institution?
- What qualities are currently associated with the program or institution?

From discussion, reflection and thought about the answers to the above questions, one can develop key messages and copy points that can be used in future marketing/recruiting efforts. See questions and answers below as an example.



Q1: What is the institution's mission? (i. e. Is the program interested in primarily recruiting freshmen, returning students, graduate students, or cross-campus enrollees?)

A1: The program at University of X specializes in educating career changers. We do this through extensive night courses and have a strong track record with veterans, many of whom are stationed at a nearby Air Force base. Veterans from this program leave highly **equipped** for the mission of teaching mathematics to career changers.

Q2. What will the campaign accomplish? How will it be measured?

A2. The program at University of X hopes to generate 20 new students annually into their mathematics teacher certification process and works closely with the outsourcing centers at YYY Air Force base as well as actively recruiting their capabilities in many Department of Defense (DoD) career fairs and military service-specific media.

Q3. What are the benefits and features of the program? What makes the program better or different?

A3. The program at University of X has a core competency in administration and management of DoD career re-education programs. It has also actively sought to develop and refine high quality instructors who are experienced in handling the schedules and demands of separating military personnel. They are well equipped to adjust course flow and requirements to accommodate the specialized needs of veterans. The faculty and staff of the program are extremely **savvy** at educating veterans.

Q4. What are the benefits of those differentiators?

A4. The result of this program has developed a preference by veterans for University of X over several other competing programs in the area and has also achieved considerable renown among DoD-trained alumni referrals. They are known **performers** among their target audience of veterans.

Q5. What is the current image or the public's understanding of the program?

A5. The program has a 65% veteran enrollment and has held steady above 55% in the last five years. The general public as well as many DoD veterans have a positive opinion of the program.

Q6. What qualities should be associated with the program or the institution?

A6. The program at University of X is an excellent choice for veterans and for those who are thinking about a career change. Our skilled advisers and faculty are committed to seeing you succeed.

Q7. What qualities are currently associated with the program or institution?

A7. The program at University of X delivers a high degree of professionalism and an equally exceptional placement rate for those seeking employment in the field of teaching mathematics.

As evident from the answers provided above, copy points can easily be developed.





## Defining the brand/maximizing brand impact/research as support

Module 3 of this series provides guidance for conducting fact finding and research. Such research is important because it helps define not only what the brand is internally but also determines what others think of the brand. This preliminary research is helpful in defining “what you think you know” as well as “what you need to know.”

Once the brand is defined through fact finding/research, the next question is: how will it be transmitted and what role will it play? Here are some simple tips for maximizing brand impact:

- **Use the brand/logo as an ambassador.** Place it everywhere. Use it on digital media and on every product/piece of information disseminated.

Soft drink giant Coca-Cola is exceedingly successful at this practice—logging everything to the point where customers come from all over the world just to purchase Coca-Cola branded merchandise. Encouraging students and faculty through social media so use and broadcast the brand or logo might be one strategy for teacher recruitment programs to employ. Posting the brand on web pages, press releases, flyers and other media should also be done.

			
<p>Coca-Cola logo promotional items—could easily be re-branded with a product logo. <i>Friends of the Heal.org</i></p>	<p>Sample koozies—excellent for branding a program for college students. <i>Ink and Thread.com</i></p>	<p>Sample press release, notice prominent logo. <a href="http://www.aahsofrockland.org/wp-content/uploads/2013/07/press-release-7-12-13_McCarthy-2_Page_1.jpg">http://www.aahsofrockland.org/wp-content/uploads/2013/07/press-release-7-12-13_McCarthy-2_Page_1.jpg</a></p>	<p>STEM Recruiting poster, note prominent program logo U of SC Teach STEM Example <i>TeachScienceandMath.org</i></p>

- **Record brand messaging.** Determine key brand messages, communicate them and train others to do so as well. Every team member should be aware of brand characteristics.

Chick-fil-A, a well-known, very successful quick service chicken sandwich chain, has defined one of its brand pillars or characteristics as courteous. This approach is believed to win customers loyalty and it is trained into the workers so much so that they are trained to answer customer requests with the response, “My pleasure.”

- **Integrate the brand.** Branding extends to every aspect of outreach—from phone presence, in person responses, e-mail signatures, etc.

A highly-successful, high net worth bank once trained its workers to answer the phone within two rings. This effort was supported by physically programming all incoming lines to ring at multiple desks to ensure a live human being rather than a receptionist always answered the phones or voice mail. This small gesture helped to define the brand.

- **Find the brand "voice"** The brand "voice" should be used in all written communication and incorporated in the visual imagery of all materials, online and off.

The Disney Corporation of course has a tag line of Disneyland as the "happiest place on earth" and the Orlando, FL, theme park as the "most magical place on earth." This type of tagline/branded message permeates the approach of all of the staff to create excellence and a customer-centric appeal.

- **Standardize templates and create brand standards for your communication materials.** Use the same colors, logo, and look and feel throughout all communication efforts. Most major organizations have either a printed or an online style guide which addresses approved images. Logos, typefaces (fonts) PMS colors and proper usage of all of the above.

Some companies, like GM, have gone so far as to appoint external brand stewards whose job is to ensure all contractors, vendors, and employees with communication responsibilities are at least made aware of the requirements and may be held accountable for failure to comply.

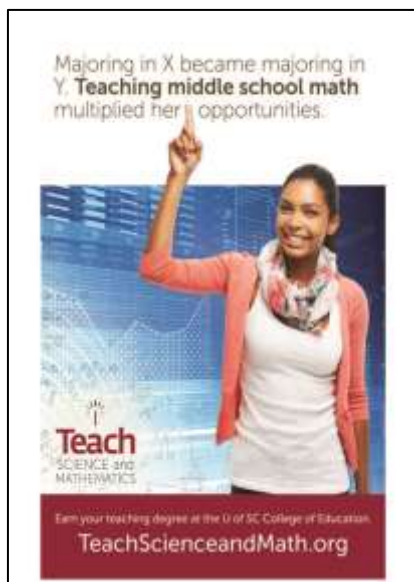
- **Deliver on your brand promise.** Credibility is lost when promises are broken. A study of human behavior shows that for a good experience, the average person will tell 3-4 people about it. However, in the event of a bad experience, 9-10 people will be told. This phenomenon has important ramifications in maintaining an organization's reputation. A solid guide for brand integrity translates into a need for transparent communication and a strong sense of reputation and purpose. For example, statements about full employment, Praxis testing and various awards can be solid examples of recruiting initiatives.

### Section 4.3: Discussion of the Importance of Effective Photography

In general, a branding effort is designed to create a familiarity with the target audience. In the case of higher education, of course, the target audiences include parents, students, graduates, prospective students and colleagues.

Besides all of them being somehow involved in education, all of them are also people. And while that may seem like a tautological observation, in truth, people respond to images of people. And one of the most familiar and inexpensive ways to represent real people is through photography.

**A Successful Recruiting Campaign Uses Easily Identifiable Symbols  
and Language that Motivate the Target Audience**



## Photography or Video Production Planning

Using or shooting video or taking still pictures for use in a branding campaign requires knowledge of a variety of issues that can make or break a successful branding effort.

Following are some tips and discussion of what works and why. Many of these tips and suggestions are likely to be known by a professional photographer or videographer, but you should be aware of and appreciate the reasons behind the many details that make the process both costly and time-consuming.

### Photography/video tips--Prepare to multi-task

- One important part of photography/videography is that it is time consuming and expensive. When planning a shoot, consider the multiple applications that footage/photography could be used for. In

that way, maximize the time on set and shoot all of the pieces that can be used later.

- Tell me a storyboard. When planning a video shoot, it is a good idea to draw out a storyboard of what shots go where and what shots are needed. This can either be combined with a script or the script can be modified. Therefore, once the shoot is planned, it can be done quickly and efficiently—saving time and money. The [AlltheSTEMTeachers](#) PDF files accessible by clicking [here](#) is an example of a video storyboard. A list of common camera/videography terms is included below:

Camera direction/Explanation	Acronym
Wide shot/Used to establish location. Ratio of scene to subject is 80/20 or less	WS
Medium Shot/Used to chronicle most of the action, activity. Ratio of scene to subject 50/50	MS
Tight Shot or Close-up/Used for shots of action or specific activity. Ratio of scene to subject 1s 10/90 or less	TS
Pan (L, R)/Camera direction, movement horizontally with camera on a vertical axis	Pan (L or R)
Tilt/Fly (Up, Down)/Camera direction, movement vertically to indicate ascent/descent	Tilt (Up or Down)
Zoom (In, Out)/Made to adjust, simulate movement by moving focal length of the shot in or out	Zoom (In or Out)
Group shot/A shot of three or more	Group shot
Two shot/A shot of two people, usually used for dialogue	Two shot
One shot/Used for close-ups, reactions	One Shot

- Multiple takes can multiply options. By shooting scenes multiple times, it makes for insurance and allows for variety in the final product.
- Multiple camera angles, and multiple audio channels provide options for the final product. Bring more than one camera to a shoot and use all of them.

## ***Working with stock photography/video***

- There are many solid stock photography and stock video sites on the Internet. Using these resources can save time and money. However, be sure to read the agreements for use of images before purchasing the videos, photography. Some cannot be used without restriction. If in doubt, consult counsel.
- To template or not to template? Just like web publishing, and PowerPoint, there are many video templates available for constructing video pieces. Video templates provide background and graphic engines that add to the overall appearance of the video project. Typically video templates provide movement and multiple video displays simultaneously. Use them if desired. Be sure to find the proper applications for the templates and make sure there is interoperability between digital publishing software, the Internet service provider and the template source.
- Check organic resources. Before venturing out on an independent adventure, check to ensure there are no other assets available from the university or institution within the university able to provide stock footage, etc. See the table below for some stock photography and video resources.

### ***Stock photo and video resources***

<b>Photography</b>	
• Unsplash/ <a href="https://unsplash.com">unsplash.com</a>	• IMFree/ <a href="https://imcreator.com/free">imcreator.com/free</a>
• Gratisography/ <a href="https://gratisography.com">gratisography.com</a>	• New Old Stock/ <a href="https://nos.twinsnd.co">nos.twinsnd.co</a>
• Splitshire/ <a href="https://splitshire.com">splitshire.com</a>	• Snapographic/ <a href="https://snapographic.com">snapographic.com</a>
• Little Visuals/ <a href="https://littlevisuals.co">littlevisuals.co</a>	• Lock and Stock photos/ <a href="https://lockandstockphotos.com">lockandstockphotos.com</a>
• Life of Pix/ <a href="https://lifeofpix.com">lifeofpix.com</a>	• Snapwire snaps/ <a href="https://snapwiresnaps.tumblr.com">snapwiresnaps.tumblr.com</a>
• Death to Stock Photos/ <a href="https://deathtothestockphoto.com">deathtothestockphoto.com</a>	• Fotolia/ <a href="https://us.fotolia.com">us.fotolia.com</a> *
• Superfamous Studios/ <a href="https://superfamous.com">superfamous.com</a>	• istock/ <a href="https://istockphotos.com">istockphotos.com</a> *
• Picjumbo/ <a href="https://picjumbo.com">picjumbo.com</a>	
<b>Video</b>	
Videohive/ <a href="https://videohive.net">videohive.net</a>	
Revostock/ <a href="https://revostock.com">revostock.com</a>	
Templatemonster/ <a href="https://templatemonster.com">template monster.com</a>	
Make Web Video/ <a href="https://Makewebvideo.com">Makewebvideo.com</a>	
* indicates a paid site	

## ***Working with models, actors or talent for video or photography***

The temptation for many teachers is to use actual students as part of photo or video projects. However, this is not always a good idea. See table that follows for Pros and Cons to using students as part of video or photographic branding products:

<b>Pros</b>
1. Students bring passion and authenticity to a project.
2. Students are typically less expensive than trained models.
3. Students can be very believable if shown in the proper light.
4. Students have the look of being part of a program.
<b>Cons</b>
1. Students may not be experienced in on-camera work and poor performance can detract from the message.
2. Students may require additional training to be effective as a spokesperson/example and this training may cost excessive time and money during production including multiple takes.
3. Students available may not reflect the desired demographic that should be used in a recruiting program.
4. Students may graduate and thereby “date” the piece.

### ***Other talent considerations***

- Ensure models used sign release forms to approve use of their photos. This allows free use of the photographs/images.
- Staged pictures are stale. Photograph in an environment where desired actions are taking place for a more natural feel to the photos.
- Whenever possible capture action.
- Smiling models are much more effective drawing in viewers than those with dower expressions.
- Use representative ages, gender, body type, and ethnicities when staging photographs.
- Keeping it real. Actual shots of individuals involved in the functions they perform on a daily basis may represent considerable savings and increased credibility.

### ***Scene selection***

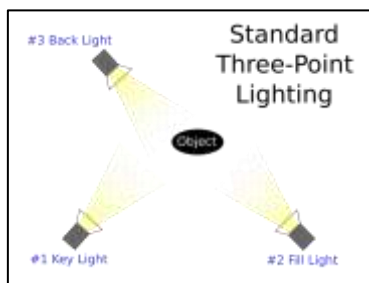
In some cases, classrooms are appropriate locations to shoot video and photography. However, there are some considerations that should be made when deciding on site selection. Following are six suggestions on site selection:

- Lighting can be a challenge at most locations because lights used for human creativity are typically not as bright as lighting required for cameras to operate. Be sure to have sufficient lighting at the shoot location.
- Ambient noise in a classroom or outside can be a challenge. Be sure to keep an eye on ambient noise, particularly with video shoots.
- Classrooms can be sterile and uninteresting or even overly stimulating so directors should be careful to dress the set for video or photography.
- Some classroom sites are too small to provide adequate room for lighting and camera.
- Outdoor shots are very weather dependent in terms of light and precipitation.
- When considering a site, more shot options should be taken into account to reduce the number of set-ups and teardowns. More shots usually make for more interesting end products, so if there are places where a combination of shots can be made, that site may be more useful.



## Know the gear

- Be sure to white balance all digital photography equipment either automatically or with a white card function depending upon the technology.
- Sometimes smaller is better. When working with digital still or digital audio photography, be sure to save images to the appropriate file sizes needed for the application. High-resolution files are necessary for large-scale printing, etc., but they are also memory hogs and take up a lot of storage capacity. High resolution photos also take longer to download or upload. For web use, 150 dpi is desired. For most print functions 600 dpi is sufficient.
- Nonlinear video editing is a time saver on the front end. Be sure to remember scenes can be shot out of order and multiple takes can be shot from different portions of the script to improve variety.
- Photoshop and other photo-manipulating software is another great time saver and allows for additional effects/creativity. However, sometimes less is more.
- Whether lighting for video or audio, ensure subjects are lit properly using a three-light system. This system involves use of a fill light, key light and back light. For more complicated shots there may be a need for more diffusers, reflectors etc. Natural light is not always the best choice because it is much harder to control (See the diagram below for more detail).



**Camera positions would be on left or right of the key light.**

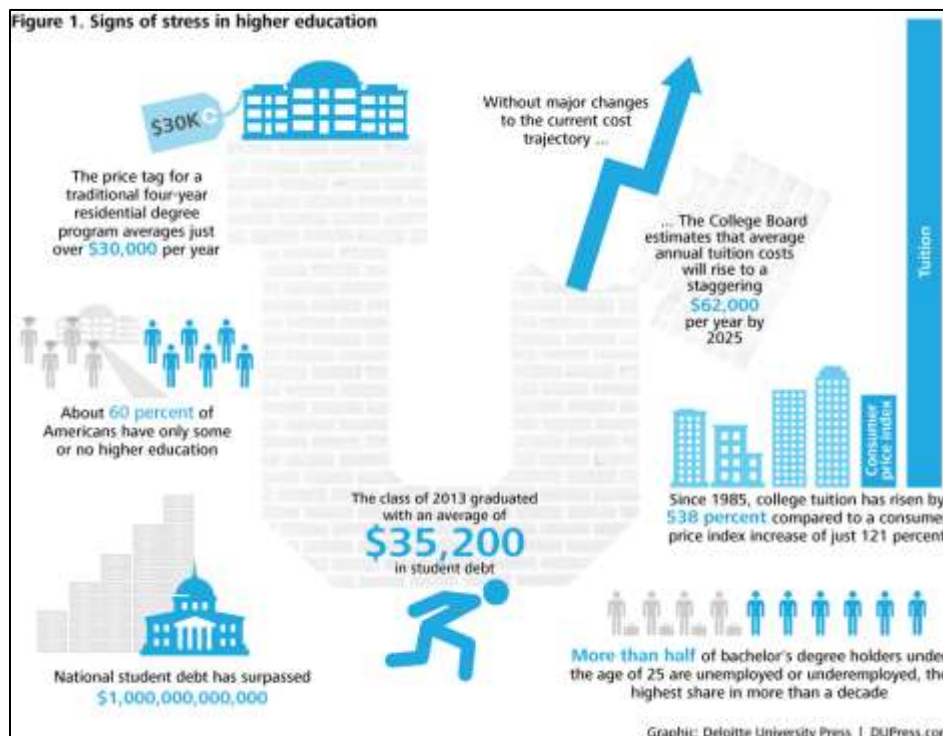
Source: <http://www.ict.sislerhightechnology.com/bmhr3simhr3s/unit-2/activity-studio-light>

## Section 4.4: Discussion of the Use of Infographics

Information graphics are another powerful tool that should be considered when venturing into branding, particularly of recruiting secondary mathematics teachers. While smiling faces of happy teachers and students can be a persuasive case for many, information graphics—charts, graphs and other creative data presentations can offer convincing arguments and/or compelling, persuasive appeals to spur recruitment. Considering the Deloitte example below, it is clear that they are branding their data and positioning themselves as data experts.

Infographics offer the ability to describe a complex subject in a short, tight informational packet that can stick with a reader. By offering a combination of visual appeal and text, the mind has two chances to comprehend the information. Unique information graphics can also serve to help define and mark a brand. By associating a program's logo or brand with specific information, one can earn a reputation for the program of being among the leaders or most knowledgeable for that topic area. Infographics can be distinguished via art, layout, colors, and even typefaces used. Below is an example of an infographic illustrating the high cost of higher education.





### ***Tips for creating infographics***

With some tips presented by <http://www.makeuseof.com/tag/awesome-free-tools-infographics/>, here is some information to assist in developing good infographics.

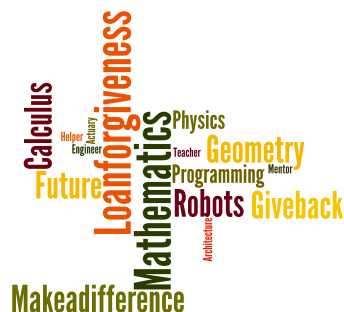
- Keep it simple. Don't try to do too much in one picture. As in the art above, make sure that each factoid or data package is a complete thought.
- Decide on a color scheme. Ideally colors chosen would match those selected for the entire document, video or presentation.
- Research some great facts and statistics. Infographics are interesting in part for the visual impact but also for the information provided.
- Infographics should be considered a visual essay; therefore information should hold up and be relevant to the target audience.
- Good infographics quickly convey the meanings behind complex data.
- Infographics should draw conclusions and reference facts.

### ***Ideas for infographics***

There are many ways to use infographics and many ways to design infographics so they contribute to a brand profile. Following are some suggestions for producing the actual infographic:

- Timelines: These devices specify and put into context specific events. Timelines would be useful, for example in highlighting milestones for an application or for a career path.
- Flow charts: Flow charts can be used to show a process or a development. In the case of math teacher recruitment, a flow chart can explain the financial aid process or some other commonly asked questions.

- **Graphs:** Graphs can be used to reflect many aspects of a recruiting campaign and might be an effective communication tool to reflect percentage of graduates who obtain employment or how a Mathematics teacher's starting pay compares to that of other teaching areas.
- Other types of infographics can include Venn diagrams, comparisons, and even word maps/word clouds (see below).



## A teach mathematics word cloud



## A teaching word cloud

### *Infographics resources*

There are multiple references available for building info-graphics. While Microsoft's Word, PowerPoint, and even Excel can be used to design and portray charts and graphs, there are some specialty software applications that have been designed expressly for creating infographics. In some cases there are software capability issues so it is better to research each software solution for its limitations.

Following are some web sites suggested by Alcorn for infographics resources:

Hohli/hohli.com	Online chart builder
Creately/creately.com	Diagrams and flow charts
Google public data/google.com/public data	Create graphs and charts with public data
Wordle/wordle.net	Generate word clouds
Tableau/tableausoftware.net	Dramatic online graphics/charts generators
Gapminder/gapminder.org	Generates statistics-based diagrams
Inkscape/inkscape.org	Generates vector files, drawings

## Conclusion

Brand identity for a secondary mathematics teacher recruitment campaign is very important. The brand identity helps to educate, signal and consistently inform the target audience and also can build loyalty. Because branded communications create a sense of community, credibility, and recognition that help convey trust, spending time and effort to ensure logos, images and other symbolic representations of your program's brand are effective is a critically important step in the recruitment campaign process.

## References

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