# GRAPHIC DESIGN PORTFOLIO

ANDZELIKA NOWAKOWSKA

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#### **HELLEMYRSFOLKET**

#### **The Project**

In this project I have redesigned the covers of *Hellemyrsfolket*, a book series by Norwegian author Amalie Skram.

The project is a part of the course *IDG* 3013 Editorial Design 2 at the Norwegian University of Science and Technology (6th semester). The design process was in supervision of norwegian designer Johanne Hjorthol.

The first book in the series is titled *Sjur Gabriel*.



#### **HELLEMYRSFOLKET**

#### **The Book Series**

The novel cycle Hellemyrsfolket, which was published between 1887 and 1898, is Skram's greatest literary achievement, and is considered one of the main works in Norwegian literature.

The second book in the series is titled *S.G.Myhre*.



#### **HELLEMYRSFOLKET**

#### The Plot

The plot follows a series of destinies in the Hellemyr family, and emphasizes the issue: Does man have the freedom to choose his life, or is their life predetermined at birth?

In addition to drawing sharp portraits of the main characters Sjur Gabriel, Sivert, Severin and Sofie, Skram also gives a precise picture of the social conditions that influence these characters.

The third book in the series is titled *Avkom*.



#### **HELLEMYRSFOLKET**

#### The Design

My illustrations are drawn in a "amateurical" style to portray the content of the book. The drawn characters are depicted in a sorrow hopeless way, with messy lines and sad facial expressions.

The colors for each book fit the narrative, where the brown in the first book represents alchoholism and poverty. The green in the second book represents jealousy and greed. The red in the last book represents suicide and hopeless love.

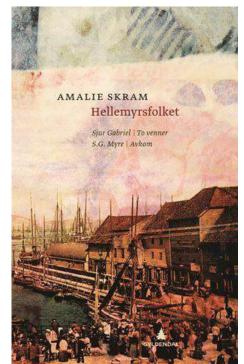


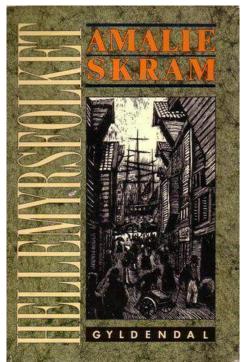
#### **HELLEMYRSFOLKET**

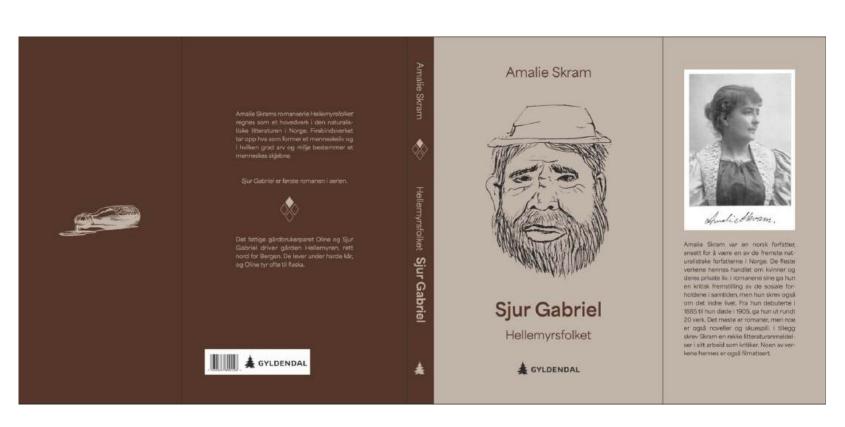
#### Inspiration

The series has had many covers throughout the time, and most have a rough and artistic expression. Many of the earlier covers are lino prints, with a "scratched" artstyle. I took inspiration from this in my design.

I first drew the characters on paper, and later traced them digitally. To fit the story's themes and feelings, I aimed to keep the lines rough, thick, and slightly messy.













Slekten fra Hellemyren har arbeidet seg



S. G. Myre

#### Amalie Skram



S. G. Myre

Hellemyrsfolket





Andiebbran.

Amalie Skram var en norsk forfatter. ansett for à være en av de fremste naturalistiske forfatterne i Norge. De fleste verkene hennes handlet om kvinner og deres private liv. I romanene sine ga hun en kritisk fremstilling av de sosiale forholdene i samtiden, men hun skrev også om det indre livet. Fra hun debuterte i 1885 til hun døde i 1905, ga hun ut rundt 20 verk. Det meste er romaner, men noeer også noveller og skuespill. I tillegg skrev Skram en rekke litteraturanmeldelser i sitt arbeid som kritiker. Noen av verkene hennes er også filmatisert.







#### Amalie Skram



Avkom

Hellemyrsfolket





Andie Horam.

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# **RUBY**

#### **The Project**

Ruby is an independent project I undertook as an exercise in strategy building and UX design. It began as a short assignment in the GCM810 Creativity, Clients, and Design course at Toronto Metropolitan University.

The research and strategy were developed collaboratively, while I created the visual identity and app design individually after the course concluded.



# **RUBY**

#### **Vision**

Ruby aims to focus on removing the stigma of financial instability, and envisions a future where it is accessible to everyone. What separates Ruby from other financial apps is that it aims to be friendly, community based, and educational, with a focus on mental health.

The vision is to provide the users with the feeling of calmness, stability and control over personal finance, to better their mental health and well being.

My goals is to help you reach financial freedom.

Download the free app today, and lets start this journey, together.



# **RUBY**

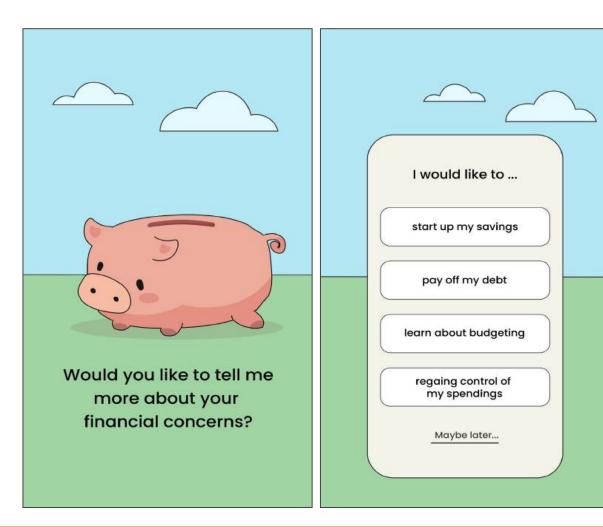
#### The Design

The brand logo features a charming piggy bank named Ruby.

All text in the app is set in Poppins, a geometric and minimalistic typeface that balances a friendly yet professional tone. The soft pastel color palette represents support, friendliness, and optimism.

#### The Features

As you load into the app for the first time you are greeted by the 'Get to Know You' page, where users can customize the app based on their personal needs.



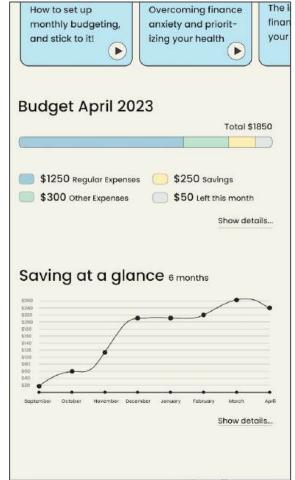
# RUBY

#### The Features

The home page shows an overview of the features Ruby offers, such as: daily affirmations, monthly goal progress bar, top picks from the education forum, monthly budget at a glance, and the users savings.

These features are shown through various infographics to enhance usability, and offer users a clear visual explanation.





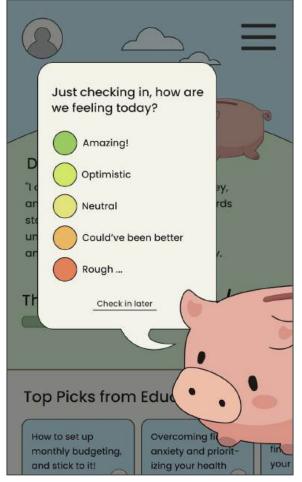
# **RUBY**

#### The Features

The rest of the features can be found on the sidebar menu, and include the following: mood journal, financial goals, budgeting, self assessments, the financial education hub and a community tab.

Everyday a popup will show Ruby checking in on the user to track the users mood. The moods will be tracked in the 'Mood Journal'.





#### **Typeface Design**

#### **'HAPPY SANS'**

#### **The Project**

In this project I have designed my own typeface from scratch in the program Glyphs.

The project is a part of the course IDG 2013 Calligraphy and Typeface Design at Norwegian University of Science and Technology (4th semester). The design process was supervised by well-known typeface designer, and co founder of TypeTogether, Veronica Burian.



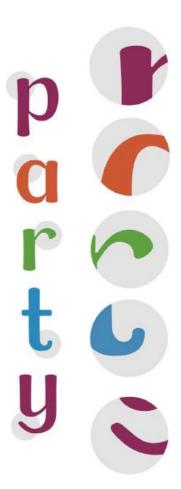
#### **Typeface Design**

#### "HAPPY SANS"

#### The Design

The typeface is designed to embody playful and friendly qualities, making it suitable for a childlike and inviting atmosphere.

It is intended to primarily serve as a display typeface.



# **Ypeface Design**

SANS"

B C D E F a b c d e f GHIJKL ghijkl MNOPQRmnopqr STUVWX stuvwx YZÆØÅ y zæø å

#### **GJØVIK SECONDARY SCHOOL**

#### **The Project**

Me and fellow graphic design student Monica Jankila have designed a new wayfinding system for Gjøvik Upper Secondary School.

The project is a part of the course *IDG* 3950 Wayfinding Systems at the Norwegian University of Science and Technology (5th semester), supervised by associate professor Ole Edward Wattne.

The visual elements were primarily designed by me, while my project partner focused on the strategy and research.



#### **GJØVIK SECONDARY SCHOOL**

#### **The Current System**

This project focused on identifying key issues in the current system to create a clear, adaptable solution. We discovered during field observations that the system was non-cohesive and caused confusion – especially for new students.

The interviews we held confirmed the system was unclear and non intuitive. The student primarily had to rely on asking older students or school staff for directions. Some also reported getting late to class the first few weeks.

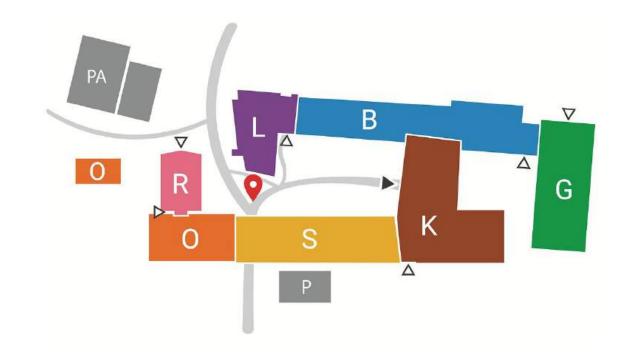


#### **GJØVIK SECONDARY SCHOOL**

#### **Our Solution**

We developed a new system where each building is named after a specific color. The signs and interior design of each area will correspond to its assigned color.

By visually distinguishing each area, students and staff can easily identify their program's space, reinforcing a connection to their specific environment.



# SCHOOL GJØVIK SECONDARY

#### Rom K204-K210

Room K204-K210

Bibliotek

Library

Rom R204-R210

#### Rådgivere



Rom B204-B210

Room B204-B210



Rom S204-S210







Rom G204-G210

Room G204-G210

Rådgivere

Councelors

Rom G204-G210

Room G204-G210

Rådgivere

Councelors

Rom G204-G210

Room G204-G210

Rådgivere

Councelors

# GJØVIK SECONDARY SCHOOL



#### **GJØVIK SECONDARY SCHOOL**

#### **The Signage**

We strived to develop signage that is versatile and customizable.
Accessibility is a key consideration in our design, with careful attention given to the size and height of the signs to accommodate children, adults, and wheelchair users.

The colors have been thoughtfully selected to ensure visibility and clarity for all users.



# **ESSENSIA**

#### **The Project**

This is a branding project for the emerging brand *Essensia*, which I took on as a freelance designer after completing my studies.

The deliverable includes a complete branding solution, featuring the logo, typography, and color palette.



# **ESSENSIA**

#### The Vision

Essensia is a natural brand that aims to make health accessible and understandable for everyone. They offer both products and a learning platform that provides a holistic experience for natural well-being.

Essensia represents the essence of natural well-being, inspired by the word "essence," which means the most fundamental part of something. Their goal is to bring purity, balance, and a holistic lifestyle to everyone, making natural health simple and accessible.

## **ESSENSIA**

#### The Typography

The typographic element is central to the *Essensia* brand, with the expressive and elegant Bely Display typeface capturing the organic and professional essence the brand aims to convey. Its uniqueness sets it apart from competitors, refreshing the natural cosmetics market.

The combination of the playful Bely Display and the strict Botanika Mono creates an engaging dynamic: Bely Display adds creativity and vibrancy, while Botanika Mono conveys precision and reliability.

Title —	Bely Display
This is a 2nd level title	Botanika Mono
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## **ESSENSIA**

#### **The Logos**

The logos are designed to be clean and minimalistic and contribute to strong brand recognition. The use of earthy colors and stylized nature motifs signals that the brand is associated with nature.

The first logo variation is designed for larger surfaces, and is the version that provides the name *Essensia* with the greatest visibility and recognition. This logo has been specifically developed to be clear and prominent on larger areas such as signs, banners, advertising posters, and websites. It will also be used on packaging, as it enhances brand recognition.



## **ESSENSIA**

#### The Logos

The second logo variation is a simplified version of variant 1, specifically developed for use in smaller sizes and to function as an emblem for the brand.

This minimalist and symbolic design is ideal for use on smaller surfaces, such as packaging, advertising, and content on social media, where a compact and easily recognizable representation of the brand is necessary. The variant works well as a simple visual identifier without including the entire brand name.



# **ESSENSIA**

#### The Logos

The third logo is a simplified version for the brand to use as a profile picture on social media.



# **ESSENSIA**

#### **The Color Palette**

The color palette consists of warm, earthy tones that create a sense of natural well-being and optimism.

The deep rust-red Terracotta and dark brown Umber anchor the palette in earthy elements, while the soft Tangerine adds a warm, inviting quality. The deep green Juniper connects to nature, and the lighter tones of Blossom and Eggshell provide a feeling of calm and balance. Together, these colors create a palette that expresses both strength and softness, well-suited for brands that emphasize naturalness and sustainability

TERRACOTTA	UMBER	JUNIPER
TANGERINE	BLOSSOM	EGGSHELL

#### LMS Design

# SCIO

#### **The Project**

In this group project, I collaborated with graphic designer Monica Jankila and interaction designers Henning Adolfsen Buanes and Aron Hundstad Haugen to create a new learning management system (LMS). My main role was branding and interface design.

This project is part of the *IDG 3009*Information Architecture course at the Norwegian University of Science and Technology (5th semester), and was supervised by associate professor and study program leader Eivind Arnstein Johansen.



#### LMS Design

# SCIO

#### The Research

In this project, we chose to conduct interviews with our fellow students to understand their likes and dislikes regarding the current LMS used by our school. We then compiled the insights and organized them using affinity mapping.

Key insights revealed students desired a simple, integrated communication channel instead of relying on email and social media apps to communicate with fellow students and professors. Time management was another challenge, as students struggled to track schedules, class changes, and important dates.



#### LMS Design

# SCIO

#### **The Brand**

As we developed our new LMS, we also built a new brand identity called Scio. Scio, meaning 'I know, I understand, I have knowledge' in Latin, reflected our strong connection to knowledge, with Latin historically used in scientific and literary contexts.

Our brand values were knowledge, efficiency, harmony, collaboration, and success. Our visual identity reflected these values, with green symbolizing science, nature, joy, and teamwork. The logo featured an elegant serif font with rounded curves, representing knowledge and literature."

# Scio













## LMS Design

# SCIO

## Try out the prototype on Figma:

https://www.figma.com/proto/RKvbOrZT9m GHLOf6JycKj4/Scio-prototype?node-id=288 -5379&node-type=canvas&t=sqYoJXhtqbTB 7ll9-1&scaling=scale-down&content-scaling =fixed&page-id=0%3A1&starting-point-node -id=207%3A4382&show-proto-sidebar=1

## **Editorial Design**

# INTERNATIONAL JOURNAL ON E-LEARNING

## **The Project**

This project consists of two parts: the first part involves my redesign of the covers for the International Journal on e-Learning. In the second part, fellow designer Charlotte Fure Lukes and I redesigned the book's interior.

This project is part of the IDG 2013 Editorial Design 1 course at the Norwegian University of Science and Technology (3rd semester), and was supervised by typographer and associate professor Ole Lund.





### Book ennsy

Platforms, capita information profi

in Platform Capitalism, pr story of the platforms au and technological archite a number of neasons who

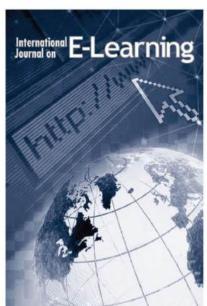
> using law year, we could be exceeded largest platform as to the problems included of the control of the law of the electronic state of the law of the control of the law of the electronic state of the law of the law of the law of the law of law of the law of the law of the law of law of law of the law of law o

## INTERNATIONAL JOURNAL ON E-LEARNING

### **Analysis of the Current Design**

We found the covers of the International Journal on e-Learning (IJEL) to be outdated, especially in their technological references. There is little variation between volumes. making them hard to distinguish.

The interior typography appears disorganized and unappealing, with unclear hierarchy and confusing whitespace. The poor justification and hyphenation disrupts the reading flow. Additionally, the slender sans-serif font may hinder readability at smaller sizes.



collaboration, and self-management — often referred to as "2) it contary didth." Education are increasingly facined on purposing self-methoded lowers and critical thinkers - students who cill through enormous amounts of data, these for themselves and extract information. This process requires analysis, integration, evaluation, or in other words, higher-order drinking skills. Teachers strive to give students opportunities to practice these skills is every subsect of the corriedom, which also promotes creativity and probion selving agritudes that my demonded for maconic in the workplace.

As higher adacation institutions extend their online education offerings to reach more time, and place-board students, there is process increas in documenting teaching and learning effectiveness in the soline environment. Ordine courses often use discussion boards, synchronous char, electronic bufferin boards, and a multi-to-enhance student-to-endom and student-to-instructor interaction. Although discussions are commonly used in ordine vovisconness, pedagogical approaches used within this setting lawe not been widely investigated. According to Widker (2005), asynchronous discussors. can be improved by subject matter experts and guest facilitation through the use of convergent, divergent, evaluative, and Socratic quantitating strategies.

### REVIEW OF LITERATURE

This section begins by exploring teaching learning strategies in the digital age through various theoretical lenses. It is followed by a substantial discourse of Socratic questiming and guided inquiry. Studies that have used guided inquiry in the cefine searting / learning environment are then discould which leads the reader to the purpose of this study.

### Pettagogies for the Digital Age

Considerable attention has been given meenly to the "Net Generation." also called the "Y Generation" This group of individuals, born between 1960 and 1994 (McCrisdle, 2006), has been characterized by their fundian ity with and reliance on information and communication technologies. Several authors have arrared that the digital culture in which the Net Generation has grown up has influenced their penferences in a number of key seem tohard to education. For masurily, those students are said to prefer receiving information quality, to be adopt at precessing information repidly; to put for multi-valding and non-linear access to informative; have a low subvarces Guided Online Group Discussion Enhances Student Colical Thinking Skills 158

for Sectures; to prefer active pulser than passive learning; and finally, to rely heavily on communications technologies to access information to addition to carrying out social and professional interactions (Clerk, 2012). These characteristics of the Net generator students have prompted the anthory to muly ordine strangers that seek to enhance smalest critical distring skills.

According to McCoy (2014), digital technologies when lineed with a wild polagogical approach can provide maltiple beneficial outcomes: 1) a deeper view of world cultures as well as a concise understanding of mark place in the world; 2) the active learning and discovery methods employed drough research opportunities roborr current best gractions of reaching and learning: 5) individual and group course assignments allow students to effactively work with new digital literacy tools; and 4) the planning, impleminutation and assessment processes inquired to implement a plabally oriemul cocial multi course into a collegion mitroament can be integrated acress monorous disciplines. Higher education, be it indice or face-to-face, has a critical preston not just in providing assemblages of information and technical stalls, but even more importantly in cultivating the capacity for Judgment (Lawrence, 2013).

### Theoretical Constructs

Acousting to Anderson & Drun (2011), distance education prolaporacan be classified through the evalution of three enterprises countries below lovist, useful commentation, and commentation. To a large extrus, they have evolved in tandem with the technologies and all three modes are very much in examine today and are categorized by a set of conditions. Quinn (2012) makes a distinction between the volo approach and the social approach in online learning. He delians the incomes in which a biomer works by bismell with course named like a set of videos, online immerise marciaes, and acits, as being realignments yells, and this provinces the common between ionist padagogy citogory.

In contrast is the connectivise pedagogy, which is represented by the soand kind of online assents where the action of the source is persioningally interaction with each other. The cognitive behaviorist courses assentially give maritional adacation a digital face 10% while connectivity courses relate to what fearners do for themselves with tools from a digital world and networking. According to Stemons (2012), the difference is to manufer K online after their registions it redies.

## **Editorial Design**

# INTERNATIONAL JOURNAL ON E-LEARNING

### The Interior

In the interior we mainly focused on fixing the issues we mentioned in the analysis, as well as creating a more modern and vibrant layout with the help of colors and dynamic headline variations.

### The Covers

My cover designs now show a clear distinction between the volumes of the journal. It has a fresh new layout with more exciting colors. I chose to illustrate the covers by making networking lines, that symbolize technology and science.

## Article Moving from Blackboard to Canvas: what the research says, plus two professors' experiences kellypayseucd.org Jimmy Barnes Abstract lacksonville State University barnesimmy@hetmail.com The authors, veteran online instructors and course designers, work at a university that is in the process of changing its learning management system (LMS) from Blackboard to Canvas, discover what the literature has to say about student, faculty, and administrator perspectives and preferences when switching to a new LMS and learn about the authors' experiences during the conversion process The pros and cons of Blackboard and Canvas are discussed, and special attention is paid to the overall faculty experience when transitioning to a new LMS Keywords: Blackboard, Canvas, Students Background The authors are former K-12 teachers and longtime online instructors. We have delivered and designed courses in multiple learning manage Nick Smicek and Alex William ment systems (LMS) including WebCT, eCollege, Blackboard. Desire-2Learn (D2L), LiveText, and ista. Currently professors and certified online instructors at Jacksonville State University, our institution Work, revised and updated ver completed the process of moving fully from Blackboard to Canvas

## International **Journal** on e-Learning

no. 1 vol. 20 / 2021 IJEL serves as a forum to facilitate the international exchange of information on the current research, development, and practice of e-learning in these sectors.

The Association for the Advancement of Computing in Education (AACE), founded in 1981, is an international not-for-profit, educational organization with the mission of advancing information technology in education and e-learning research, developement, learning, and it's practical application.

AACE serves the profession with international conferences, high quality publications, leading-edge digital library, career center, and other opportunities for professional growth.





International no. 1 vol. 20 / 2021 **Journal** on e-Learning Founded by the Association for the Advancement og Computing in VR as an e-learning tool Academic success online: Online Forum Participation How Students Navigate The role of self-efficacy on in an Online Master of in Online Classrooms: academic performance Computer Science Program Usability and structure p. 18

## International Journal on e-Learning

no. 1

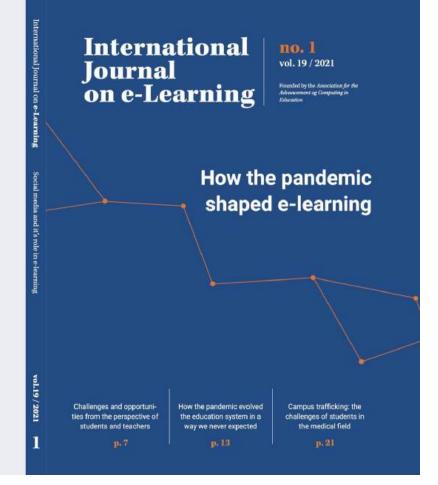
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## **UNGFRITID.NO**

## **The Project**

This group project involved collaboration between me and fellow graphic designer Louise Marie Hansen, along with interaction designers Henning Adolfsen Buanes and Lisa Grøtan Sørgaard, to develop a new website solution for the organization Ung Fritid. My primary responsibility was the interface design.

This project is part of the IDG 2200 Design and Prototyping for Digital Products course at the Norwegian University of Science and Technology (6th semester) and was supervised by associate professor Mari Hermansen.



## **UNGFRITID.NO**

### **UX** evaluation

We evaluated the website by collectively reviewing it and analyzing its appearance and functionality, identifying potential problem areas. We did this using Jakob Nielsens *10 Heuristics*.

We tested the website with 5 participants to gather insights on usage, and identify areas for improvement. Later we used methods like sorting, personas, and flowcharts to organize the information.

Our key findings showed that users found the website confusing, especially regarding search functionality and navigation.

The pictures show the websites current design.







## **UNGFRITID.NO**

### The Design

We created a friendly and playful logo with the Nunito font, incorporating a bright color palette and playful shapes reminiscent of childhood blocks. The new colors improve visibility and accessibility, aligning with WCAG standards.

We enhanced the layout and search functionality to support broader searches, along with updated filter menus. The activity cards on the homepage maintain their original shape but feature rounded corners for a more approachable look, a design element that is consistently applied throughout.









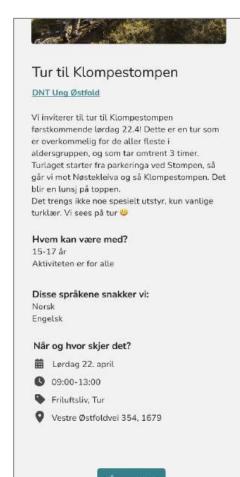
# all 🕏 💳 9:41 Ungfritid.ne 5øk... Tur til Klompestompen DNT Ung Østfold Vi inviterer til tur til Klompestompen førstkommende lørdag 22.4! Dette er en tur som er overkommelig for de aller fleste i

aldersgruppen, og som tar omtrent 3 timer. Turlaget starter fra parkeringa ved Stompen, så går vi mot Nøstekleiva og så Klompestompen. Det

Det trengs ikke noe spesielt utstyr, kun vanlige

blir en lunsi på toppen.

turklær. Vi sees på tur 🐸





## **UNGFRITID.NO**

### Try out the prototype on Figma:

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