Framingham State University
Continuing Education Courses
Course Syllabus

COURSE NAME: BEGINNING PHOTOSHOP FOR TEACHERS

DATES/TIMES: Online Course Summer 2022

CREDIT HOURS: **1**

INSTRUCTORS: Jennifer Hair
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LOCATION: FSU Online Blackboard Learning Management System

COURSE DESCRIPTION: Adobe's Photoshop program has become a mainstay to create and edit graphics as well as create and manipulate images. It's fun to use, and it can turn the most amateur photographer to a professional with just a few clicks of the mouse. This course will take a look at the basic yet powerful features of Photoshop. Even as a BEGINNER, there are vast possibilities. Participants are encouraged to use their own images for project creation. *If you've wanted to start using Photoshop but didn't know where to start, this is the course for you!*

COURSE OBJECTIVES:

- Create activities that incorporate highly dynamic instructional techniques into the classroom
- Create lessons and activities that will promote interactive learning
- Explore and actively engage in the use of Photoshop and its use in education.
- Gain a working knowledge of Photoshop, develop skills in editing and altering photographs through a basic understanding of the toolbar, layers, and adjustments panel
- Analyze considerations of Photoshop for classroom use by creating, designing, and developing appropriate projects in Photoshop.
- Discover and explore educational resources dedicated to the future of visual communications
- Publish original designs

TEXT: None. The instructor will provide selected handouts with relevant information.

SOFTWARE: Adobe Photoshop is REQUIRED for this course.

National Standards:
This course will apply the National Educational Technology Standards (NETS), the National Board for Professional Teaching Standards (NBPTS), and the Massachusetts Technology Literacy Standards and Expectations.

NETS:
1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

NBPTS:
1. Teachers are Committed to Students and their Learning
2. Teachers Know the Subjects they teach and How to teach those Subjects to Students
3. Teachers are responsible for Managing and Monitoring Student Learning.
4. Teachers Think Systematically about their Practice and Learn from the Experience.
5. Teachers are Members of Learning Communities.

Massachusetts Technology Literacy Standards addressed:
Standard 1:
Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity. This standard includes:
• learning and adapting to new and emerging technology tools.

Standard 2:
Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society. This standard
• relates to social, ethical, and human issues. It promotes positive attitudes toward the uses of technology, as well as responsible use of information. This standard also includes recognition of technology's impact on civic participation, the democratic process, and the environment;
• aims to ensure that students understand general rules for safe Internet practices, including how to protect their personal information on the Internet;
• is to help students develop an awareness of the personal image that they convey through the information they post on the Internet;
• aims to ensure that students understand federal and state laws regarding computer crimes; and
• supports students in exhibiting leadership for digital citizenship.

Standard 3:
Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation. This standard:
• focuses on applying a wide range of technology tools to student learning and everyday life;
• aims to ensure that students will be able to use technology to process and analyze information;
• is to help students develop skills for effective technology-based communication;
• includes the use of technology to explore and create new ideas, identify trends, and forecast possibilities; and
• aims to provide students with an awareness of how technology is used in the real world.

COURSE EXPECTATIONS:

- Completion of four weekly modules using the Blackboard learning management system through Framingham State University is mandatory (module assignments and due dates/times outlined on Blackboard course home page). It is expected that you will spend approximately 3 hours per week engaging in course content. You may login at any time of the day or night to complete assignment

- Completion of the module projects

- Completion of the final project

- Discussion Boards (see below for expectations)

DISCUSSION BOARD EXPECTATIONS:

- The discussion board is a crucial part of this class. Not only will you be asked to respond to a weekly question, but you will also need to read and respond to others to fully benefit from this learning experience.
- Stay on task and answer the question being addressed
- Be respectful and polite at all times when responding to your fellow classmates even if you do not share the same opinion
- Read all posts so you do not repeat what someone else has written
- No cursing
- Please be thoughtful and use complete sentences.
- All discussion comments should be made before the start of the next Module.
- Make sure you check the discussion later in the week to see what other's said about your comments

COURSE INSTRUCTIONAL STRATEGIES USED:

Combination of direct instruction, guided practice, demonstration, cooperative learning, online discussion, tutorial videos and hands-on development of materials will be used

COURSE CONTENT OUTLINE:

Module 1: Topics and Content

- Creating a new document
- Creating your canvas
- Designing for web v. print
- Exploring the Photoshop window, toolbars, rules and guides
- Copyright considerations
- Creative Commons resources
- Finding appropriate images

Module 1 Project:
Underwater Scene (Directions found in Blackboard)

Discussion Board Module 1:

- Introduce yourself! Please post a brief introduction, educational experience, and experience with Pinterest. Respond to 2 other students
- Reflect on your first impression of Photoshop and rate its "intimidation factor" also reflect on your comfort as we have worked through the first module topics and content.
- Post your Underwater Scene project
- View two students projects as well.

Module 2: Topics and Content

- Adjusting and enhancing a photograph
- Working with layers
- Selection tools, cutting something out of a photo
- Free typing
- Text boxes
- Adjusting type

Module 2 Projects:

1. Master's Flag (removing the person in photograph using selection tools) File provided in Blackboard
2. Motion Blur
3. Blend Mode

Discussion Board Module 2

- Collaborate with other educators using web searches, finding and exploring blogs/websites of other teachers who have used Photoshop in the classroom or another social media platform such as Pinterest to find at least 2 resources for using Photoshop. For example here is a board on Pinterest to "follow" for ideas: https://www.pinterest.com/jenniferzhair/beginning-photoshop-for-teachers/
- Post Module 2 Projects
- Respond to two students

Module 3: Topics and Content:

- Layer styles
- Text effects
- Quick selection,magic wand tools
- Inverse editing
- Filters
- Find inspiration
- Sample colors
- Add swatches
- Arrange Images
- Clipping Masks
- Typography considerations

Module 3 Project:

1. Font Family
2. Reflective Lettering
3. Clipping Mask

Discussion Board Module 3:

- Post Module 3 Projects with 2-3 complete thought reflection of choices of images/fonts, hardships, etc.
- Respond to two students

Module 4: Putting it all together - Final Project

- Final project (Module 4 Project) Creating a Mood Board in Photoshop (posted in Blackboard) Your assignment is to create a moodboard! By going through this project you'll learn the fundamentals of Photoshop that are needed for any sort of project including enhancing photographs, adding typography to a composition, creating shapes, applying effects, and more. Your goal is to effectively edit and organize a series of images using Photoshop.
- Summary of Learning: (Directions)
    - Create a summary of the tools/ideas/projects in Photoshop and how learning this information will help you move forward in your professional learning. Summary of learning should be approximately 3-5 paragraphs. All projects should be linked to national or state frameworks.

Discussion Board Module 4 :

- Post Final Project, view two students' projects
- Post Summary of Learning

COURSE CREDIT:

1 graduate credit and 22.5 PDPs will be granted through Framingham State University.

COURSE ASSESSMENT: (Please see rubrics below)

Class Participation Weekly Forums (Discussion Rubric)	40%
Pinterest Board – instructor will follow (Learning Activity Rubric)	40%
Summative written evaluation/summary of learning (Final Project)	20%

ACADEMIC HONESTY POLICY:

Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student's oral and written, technical and artistic work.

Academic Accommodations Policy:

Please refer to the FSU handbook found here:

https://www.framingham.edu/Assets/uploads/academics/center-for-academic-success-and-advising/_documents/disability-services/Accessing%20Academic%20Accommodations.pdf

ASSESSMENT TOOLS

Participation Rubric:
There are four modules. You will receive a participation grade for each module. The scoring is as follows:

3 You participated in all components of the module.
2 You participated in most components of the module.
1 You participated in some components of the module.
0 You did not participate in the module.

The sum of your 4 participation grades will be divided by 12 for a final participation grade.

Discussion Rubric:
Score:
3 You thoroughly participated in the discussion (3 or more posts). Your contributions were relevant to the posted topic(s), detailed & keep the conversation moving.
2 You participated in the discussion (2 posts). Your contributions were relevant to the posted topic(s), & helped keep the conversation moving.
1 You participated in the discussion (1 post). Your contributions were somewhat relevant to the posted topic(s).
0 You did not participate in the discussion.

Learning Activity Rubric:
Score:
3 The activity was thoroughly completed, demonstrates deep reflection about the topic, and provides evidence of genuine understanding of how the assignment relates to your professional work.
2 The activity was completed, demonstrates reflection about the topic, and provides evidence of understanding how the assignment relates to your professional work.
1 The activity was partially completed, demonstrates minimal reflection about the topic, and provides little evidence of understanding how the assignment relates to your professional work.
0 The activity was not completed.

Module Project Rubric and Final Project Rubric: (Google Doc available in Blackboard)

Beginning Photoshop for Teachers

Photoshop Project Grading Rubric

Category	Points Possible	**Excellent** You went above and beyond!	**Very Good** 80% of the requirements are met	**Good** 70% of the requirements are met.	**Poor** Evident student did not attempt	Points Received
Creativity – Design – Layout *Project shows original thought* Project goes beyond a tutorial in content and scope. *Project shows good design* Use of images, color, and text are cohesive and work well together. *Project shows good layout* Overall project has a theme that is transmitted through the layout	30	25 - 30 points	20 - 24 points	15 – 19 points	0 – 14 points	
Photoshop Technique *Document setup* Document is of appropriate size and proper resolution. *Use of Layers* Layers were used to separate the different elements. *Document organization* Layers were named appropriately for element identification.	30	25 - 30 points	20 - 24 points	15 – 19 points	0 – 14 points	
Photoshop Tools *Use of Tools* A variety of tools were used to achieve the desired effects. *Proper use of tools* Student shows a working knowledge of the tools used.	20	15-20 points	10 – 14 points	5 – 9 points	0 – 4 points	
Participation & Work Ethic Time and effort went into the planning and design of the project.	20	15-20 points	10 – 14 points	5 – 9 points	0 – 4 points	
Total Possible Points:	100	80-100	60-79	40-59	0-39	
Grade Equivalent:		A	A-	B	C	