



# Adobe Education Train the Trainer Course Professional Development Learning Path Plan

Facilitator Name:

Diana vanderSon

Professional Development Title:

Photoshop Collage

<https://spark.adobe.com/video/SkFZsKWd>

Adobe Products:

Photoshop with introduction done with Spark

Session Time (ex: 3 hours, 50 minutes, etc.):

Pre course Spark viewing + 1 x 1hr + 1 x 30mins

Audience:

Level of Product Experience (ex: new, beginner, intermediate, advanced):

New to Beginner level *\*Am also aware of students in class with special needs*

Job Function (ex: teacher, administrator, staff):

Teacher.

Grade Level (ex: elementary, middle, high school, university):

Years 7-10 (Australian secondary) and school staff.

Subject Area (ex: math, science, English)

Arts/Technology

## Learning Objectives

To allow participants to experience the use of layers to create a simple collage using prepared images and showing how to add their own images. To promote interest, participants will be asked to view a short Adobe Spark video that I will create that introduces them to Photoshop but possibly also be their first experience seeing Spark. This could be done pre-course.

## Final Product

What end product or project with relevant, real world applications will my participants complete during the training?

Students will end up with a Guiseppe Archimboldo inspired collage face made of fruit and vegetables. The aim is to show the use of layers, the placing of in front and behind and scale skills.

Hopefully students will also will want to explore Adobe Spark for future presentations and a list of helpful links they can refer to for assistance in understanding.

## Adobe Skills

What Adobe tools and skills (specific functionalities and capabilities) will I introduce?

- Opening multiple images.
- Transparent backgrounds.
- Deleting backgrounds.
- Layers.
- Drag and drop - rearranging layers.
- Scale/rotate functions.
- Joining and merging layers.

(As an add-on, image resolution will need to be covered)

A provided link to Adobe Spark if they are interested in following up on this program. Saving work and file types (.psd retains layers etc.)

# Session Opening

Minutes\_\_

## Overview

How will I introduce the product's professional capabilities and examples of student work?

How will I explain to my participants what they will be learning, how they will be learning, and why they will be learning?

How will I make the session topics relevant to my participants' professional practice or personal development?

How will I acknowledge my participants lifetime of experience?

## Guiding Questions

What guiding questions can I include in my session to support the learning objectives?

## Warm Up Activity

What warm up activity will I include? How much time will I need?

# Direct Instruction

Minutes 10

<p><b>Facilitator Role</b> How will I introduce the skills and functionalities to my participants? By introducing Guiseppe Archimboldo's art and showing examples of collages that I have created in advance, I will point out the areas of Photoshop that are relevant to the task. The layers pallette will be visible and explored as a part of opening and importing images. A quick demonstration of how backgrounds are removed (for more advanced participants that may like to import their own images), and showing where files are stored for use in the task.</p> <p>All this will take place before participants use their computers.</p> <div style="border: 1px solid red; padding: 5px;"><p>This will be introduced initially using Adobe Spark with imbedded screen shots and web links.</p></div>	<p><b>Sequence of Skills</b> How will I sequence the skills and functionalities? Initially, with a completed example on show, I will deconstruct the image and then reconstruct, allowing participants to view and experience the layers and importing of images. Showing the way layers and backgrounds interact, how the images may be resized. I will provide on line handouts with screen shots with reminders of where tools are and guidelines on how things work.</p> <p>As with my students, I could provide all the requirements such as the handouts and the images for downloading via a web application.</p> <div style="border: 1px solid red; padding: 5px;"><p>And in Adobe Spark presentation.</p></div> <p>This will be a demonstration stage without participants actually doing the task at this stage.</p>
<p><b>Participant Role</b> What will my participants be doing during direct instruction? My participants will be able to refer to a handout on line and be looking at a demonstration using a smart board (or a prepared video).</p> <p>They can take notes, ask questions but essentially I want participants to be able to explore and 'do' as much as possible so this will be kept to a minimum while they look and listen in the direct instruction stage.</p>	<p><b>On-going Assessment</b> How can I check for participant understanding of the direct instruction? By allowing questions during the instruction and allowing participants to take notes as required with the handout in front of them, I will be allowing participants to look at the deconstruction and then construction of an image using layers.</p> <div style="border: 1px solid red; padding: 5px;"><p>I have realised that I will need to provide a completed example file for them to refer to as per the one I use to demonstrate. I would assume that participants would assist each other and by circulating to see how participants are completing the task.</p></div>

# Guided Practice

Minutes 30-40

<b>Final Product</b> What end product or project with meaningful, relevant real world or classroom applications will my participants be completing during guided practice? Apart from an artwork, the participants will be able to apply skills to create collages and combine images in Photoshop. This will transfer to their own classroom programs or the preparation of classroom materials and displays.	
<b>Tasks and Steps</b> How will my participants apply the skills and functionalities introduced during direct instruction? How will they complete the end product or project? What process will they follow? During direct instruction, participants will visualise how the program works and where the basic materials for their project will come from. The project will be attempted on an individual basis however peer tutoring will be encouraged, to facilitate the sharing of ideas - it is understood that there are often ways of doing things that are different and make more sense to others in Photoshop.  By taking the provided images and having the option to get their own images when confidence develops and to individualise their creations, participants will approach and create different end results that can be shared and presented to a wider audience - by putting on line along with the tutorial notes by me.	
<p style="color: red;">At all times I will maintain the image I worked on via the SMART board used for presenting the introduction and have visual instructions in an online format for reference. It would be of benefit to have participants sitting where they can see each others' screens.</p> <p style="color: red;">Prior to the task, I will make available all aspects of the course on line including the Spark presentation, on line links, sample material including the images I will provide for the creation of the collage. This could be done via a network location, web page, cloud application. Email information to participants well in advance.</p>	
<b>Grouping</b> How will I group my participants? Participants will be able to work individually or with peers. Generally pairings will probably form naturally.	<b>Support Material</b> What supporting materials can I provide for additional guidance? On line examples, source material and a prepared handout that I will present on line that is visually interesting and shows screen images as they themselves will see them.
<p style="color: red;">I would probably set up the room to facilitate this.</p>	<p style="color: red;">All materials I use will be available for participants to use in future.</p>

## Guided Practice (continued)

### Facilitator Role

How will I support participants during guided practice? What questions will I ask?

I will obviously have to circulate and guide participants. I can refer to the example that will remain on display. Of most importance will be asking participants to ensure they are working on the correct layer when things do not work (years of experience with students tells me this!).

Links to the Adobe education site and relevant videos for future watching can be embedded into an online presentation associated with the task.

What can I do to support participants with more expertise with technology or a particular Adobe tool?

By allowing participants who have more experience to source and prepare their own images by removing backgrounds etc. they can expand their Photoshop skills.

Hopefully they will all be introduced to something new. I know that Adobe Spark will be new. Participants will be able to create something according to their skill level. Participants who feel confident may be able to elaborate on their compositions by adding backgrounds and filters or adding filters,

What can I do to support participants who are not comfortable with technology or a particular Adobe tool?

Participants who are uncomfortable can experiment and make mistakes as we all do naturally. If they take away just one thing or begin to understand the things I am also teaching my students in the use of Photoshop, they do not necessarily have to know how to do it themselves but can possibly ask students to use the skills to enhance their presentations with what they know from my classes.

By having the images prepared, this will give participants that feel less confident far more scope for success.

### Whole Group Share

How will we share our learning as a group? How much time will we need for a whole group share out after guided practice?

The images created - finished or not - can be collated in an online presentation that goes along with the presentation notes, other examples and the works of Giamboldo as a lesson plan for future use by myself or anyone else who would like to give it a go.

I could collate and create a Spark presentation to share at a later date to all participants. This can be edited after the first session to include anything that participants have given feedback on that they would like to see.

### On-going Assessment

How can I check for participant understanding during guided practice?

By encouraging questions and keeping the guiding short and to the point, I can ensure that participants get the most out of their time by doing while being aware of where information is available to help themselves. (Flipping the classroom).

Viewing their references to prepared materials while trying the task. Participants can also submit questions between the first and follow up session.

# Independent Practice

Minutes 5-10

## Final Product

What end product or project with meaningful, relevant real world or classroom applications will my participants be completing during independent practice?

During independent practice, participants will be able to individualise and personalise their experiences. They will hopefully take away skills that they can use in their classrooms and also understand how Photoshop is used to develop an image from multiple sources. They will be able to reference and course the experience in the future in an online mode. By allowing the inclusion of their own sourced images, they will be able to apply further skills to the task.

An introduction to Spark that they may like to further investigate.

## Participant Role

How will my participants apply the skills and functionalities introduced during direct instruction? How will they complete the end product or project? What process will they follow?

Participants will learn to use and practice their skills via direct use of the skills and techniques required for the set task of creating a fruit and vegetable face collage. They will follow the process of building, scaling and rearranging layers to create a composition inspired by Giamboldo.

By presenting and displaying their work to others, they will expand on their own ideas in using the images and the program to develop a new image.

Tasks will need to be collated from all participants for later distribution - possibly via another Spark presentation to affirm the flexibility of the program.

## Facilitator Role

How will I support participants during independent practice?

By using the visual display, circulating and if required, showing the techniques again. By also referring and even adapting the handout (or video) for future reference I can support the learning of the various processes. Individual help by pointing out (not doing) aspects of the more difficult aspects could be required by circulating amongst the participants.

Ensuring participants know where to find on line help that I have prepared.

## On-going Assessment

How can I check for participant understanding during independent practice?

If participants are achieving a collage and using techniques demonstrated, they will be understanding the basic concepts that are relevant to their progress in the task.

I intend the participants to be able to go away and refresh their skills when required by providing the entire outline for future reference on line (maybe via web page).

circulating and checking progress and making it clear that the final product should show an attempt that will be shared amongst participants after the session.

# Session Closing

Minutes\_\_

Wrap up

How will I effectively close the session?

Closing Assessment

How will I know if my participants were able to achieve the learning objectives?



# Post Session Facilitator Reflection

## Session Successes

What went well during my professional development session?

## Session Challenges

What didn't go very well during my professional development session?

## Areas for Refinement

What can I do to improve the professional development session next time?

# Learning Path Plan: Self Reflection Rubric

## Effective Learning Objectives

- The learning objectives are participant-centered.
- The learning objectives can be realistically achieved during the professional
- The learning objectives are specific and easily measurable.

## Technology Training Best Practices

- I allowed my participants to create meaning from experience, empowering them to learn by doing.
- I designed the learning so that participants apply specific Adobe skills to a larger task or project with relevant, real world or classroom applications.
- I allowed for ample guided practice time and minimized direct instruction.
- I avoided the ping pong method of modeling a skill and having participants immediately repeat that same skill throughout the session.

I can do this task not only for my classes but it might be fun for fellow staff to have this as a PD.

## Learning Path Best Practices

- I designed the learning path with the end goal in mind.
- I incorporated well-planned direct instruction, modeling key Adobe tool functionalities.
- I included ample time for guided practice, providing further support for new learners.
- I included independent practice opportunities during or after the session.
- I planned well for time throughout the session.

I may need to amend my times. this could take longer than an hour and might need to be spread over 2 sessions of 45 minutes.