

How to teach photography as an ONLINE/HYBRID/HYFLEX class

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One way to do it

This video will cover

- 1) Introduction to teaching Online/Hybrid/Hyflex
- 2) Equipment and Software
- 3) Basic Engagement over Zoom
- 4) Teaching Photoshop/Photopea Online
- 5) Studio Time
- 6) Running Critiques Online
- 7) Peaks & Valleys, and Agendas
- 8) Present and Absent Breaks

Introduction

Don't freak out...

You are still teaching basically the same things you always teach:

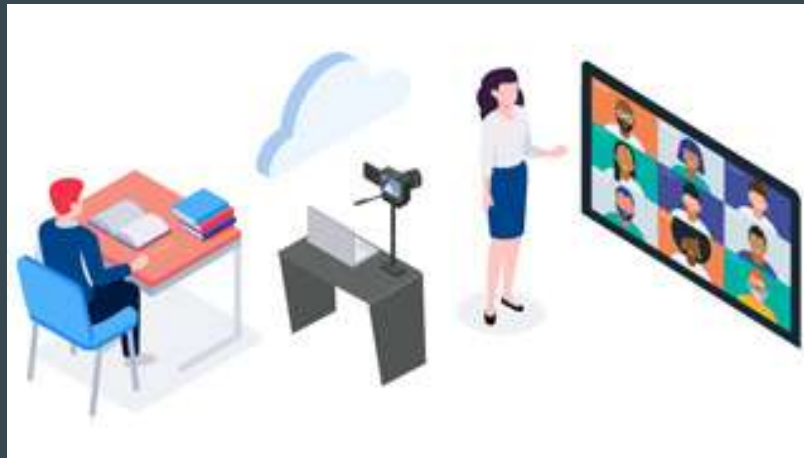
- 1) Camera skills
- 2) Software skills
- 3) Composition
- 4) Photo history
- 5) Photo ethics
- 6) Meaning/communication through photography
- 7) Developing a visual voice
- 8) Etc.

SO MOSTLY JUST STICK TO YOUR CURRICULUM AND TEACHING PRACTICES.

UNIT 2 - Light and Shadows			
DISCUSS & Essential Questions	Photography and Camera Skills	Digital Skills	Photographic Concepts
<ol style="list-style-type: none"> 1. What makes my photos look good? Then watch VIDEO 2. How are your photos graded? How would you grade photos? then check out the rubric 3. How do people express themselves through art today? 4. Who is an artist? 5. VIDEO: ethics (TAL) 	<ol style="list-style-type: none"> 1. TAKE NOTES: lens choices more examples and in portraiture and video ACTIVITY: use your camera to test this out. Start out wide but close to the person, then zoom out more and more as you stand farther and farther away. 2. TAKE NOTES: color to b&w, tone and value, contrast/ exposure, judging tone/contrast 3. Shadow and Light SLIDES & VIDEO 4. CRITIQUE! 	<ol style="list-style-type: none"> 1. DIGITAL SKILL: how to use levels and curves to achieve a full range of tones 2. TAKE NOTES: photoshop intro part 2 3. DIGITAL SKILL ASSIGNMENT: handcolor examples (layer blend) and directions. Take a photo, make it b&w, then add colors back in using layer blending modes 	<ol style="list-style-type: none"> 1. VIDEO and TAKE NOTES: Am Photo 2 2. ACTIVITY: make a 5x7 painting, matching a full range of tones using marks of different sizes and spacing 3. DISCUSS: culling is important
ASSIGNMENT – photo assign – 2 photos where shadow or light are very important <ul style="list-style-type: none"> o Shadow and Light SLIDES & VIDEO o Pinterest examples o how to come up with ideas infographic 			

UNIT 8 - Color			
DISCUSS & Essential Questions	Photography and Camera Skills	Digital Skills	Photographic Concepts
<ol style="list-style-type: none"> 1. What is the emotional connection to color? 2. What do different colors mean in different cultures? 3. How can we manipulate color to communicate different ideas? 	<ol style="list-style-type: none"> 1. color theory 2. color and mood 3. photo examples 4. color temperature / white balance 5. VIDEO: color theory 6. VIDEO: white balance and your camera 7. CRITIQUE! 	<ol style="list-style-type: none"> 1. ACTIVITY: color correction 2. Editing in Raw 3. ACTIVITY: creative color wheel (show 3 primary and 3 secondary, color the objects yourself, use at least 3 source photos, make it interesting) 4. DIGITAL SKILL: PHOTOSHOP QUIZ 	<ol style="list-style-type: none"> 1. VIDEO: colors of the year VIEW: pantone explanation, ben moore, ACTIVITY: play hendoku and take color test 2. ACTIVITY: make a mood board full of things that are big and important or trending in teenagers lives right now, and then predict what a "teen color of next year" would be. (now photoshop file that is 2000x3000 pixels @ 72 dp, at least 30 sources Images, and include box with 2017 teen color of the year, then save it in the TEEN COLOR folder) 3. ACTIVITY: do a web quest and fill out the photo history worksheet then history of photo lecture 4. VIDEO: doguerreotype 5. TEST: color quiz
ASSIGNMENT – photo assign – 3 photos: monochromatic, analogous, complementary <ul style="list-style-type: none"> o examples 			

How it works



In a Hybrid classroom, some students are in class (face to face/F2F) and some students are synchronously participating through Zoom.

In a HyFlex classroom, you have the F2F and Zoom students, and then other students engage in the covered content asynchronously by watching the Zoom recording and completing equivalent activities.

I recommend the YouTube video “How I would approach fall semester: a personal Zoomflex-based view” by Mike Caulfield

How to structure a Hybrid/Hyflex class

Instead of thinking about how you are going to include the Zoom students in the F2F class, flip the paradigm to how you are going to include the in person students in the online experience.



Important tip:

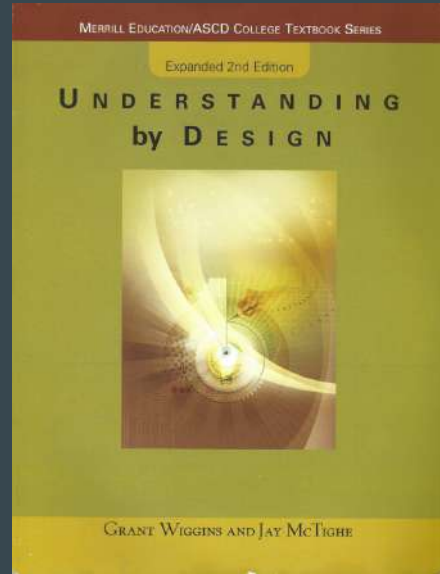
Have F2F students turn their mics to mute so there is not feedback in the class. If they speak loud enough, your mic should be able to pick them up, so remote learners can hear there.

Equivalency

Face to Face, Zoom, and asynchronous students may not always do the *same* activity, but they will do an **equivalent** activity.

For example, in a HYFLEX situation, students online and in the physical class during a Zoom lesson would participate live in a critique. Then, asynchronous students would watch the zoom recording later, and then submit written critiques with new ideas **not** mentioned in the discussion. That way they are held accountable for watching the critique and still have to do equivalent work to the other students.

The idea of equivalency is similar to Backwards Design or Differentiation...give students multiple ways to demonstrate what they have learned.

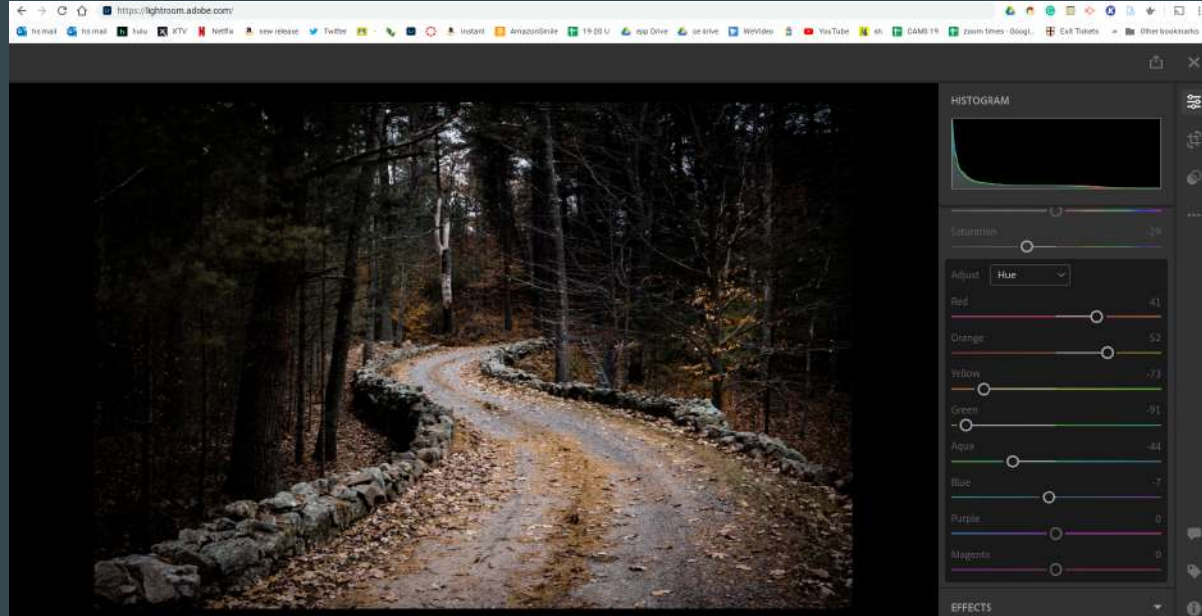


Equipment and Software

It's a pandemic and we all have to compromise

We love DSLRs, and the new mirrorless cameras, and Photoshop CC and all of that... but we can't always get what we want.

So we let kids use phones and we may have to use Photopea or PIXLR. But thankfully Lightroom Mobile is free and can work on phones and even on Chromebooks thru the website version. It doesn't have selective adjustments, but it is still pretty good.

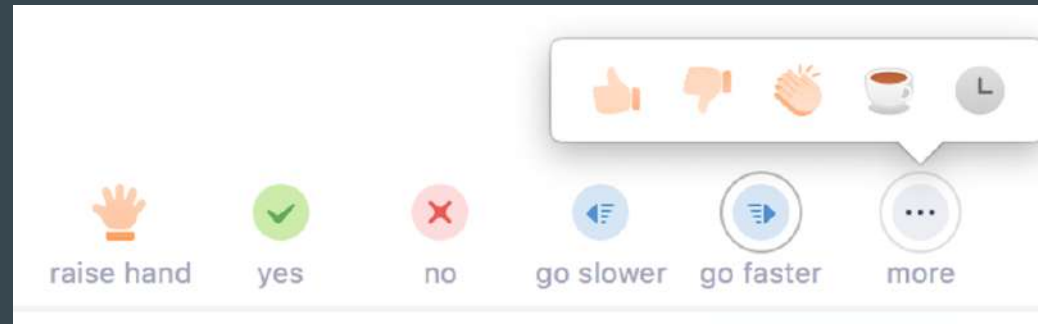


And we CAN STILL TEACH SHUTTER AND APERTURE! There are phone apps where you can control shutter. And teach them about Portrait mode and its pros and cons. Still teach them about ISO and manual focusing. Teach them about focus points. Etc.

Still hold them accountable for knowing the camera controls. So that one day when they can use a real camera, they use it well.

Basic Engagement over Zoom

Keep the students active and engaged - OFTEN!



- 1) Ask the class a question and have them all respond at once in CHAT. If it was oral, only one could respond at a time. This way, they all answer, and the other students can read their responses. You can build discussions off of what they write.
- 2) Use thumbs up and thumbs down, either in real life or with the Zoom buttons. It is a quick way to ask a yes/no question and have everyone move answer all at once. Then build discussion off of the answers.
- 3) Use the voting red/green buttons the same way. Or assign different ideas to each and the students will answer. For example, put a math problem up and say “Press red if you think the answer is 3, and green if you think it is 7”. This can be a segue into error analysis discussions.

Ways to promote discussion over Zoom

- 1) Use breakout rooms for groups of 2-4, with students responsible for reporting their groups answers back to the main group
- 2) Have everyone log into a single common Google Document or a group Padlet, then have them go into breakout rooms and discuss/type their answers. Then, no matter which “room” you are in, you can see what everyone is doing at once. If a group is not on task and not writing much, you know to join that room.
- 3) Call on specific students before you ask the question. Let them know that they will be speaking first. This avoids the awkward Zoom silence that can happen when no one is sure if someone else is about to speak.
- 4) Do cold calling with a warning. Tell the students that you are going to cold call on them, but also tell them what you are going to be asking and give them time to formulate an answer. This engages all of them so they don't zone out.
- 5) Ask students to physically raise their hands just like they would in class. There is also a raised hand button, but it is harder to notice than an actual raised hand.

Teaching Photoshop/Photopea Online

It is similar enough

Teach Photoshop...and then kids can do what they can of it in Photopea.

In a hybrid class, have students in class use Photoshop and kids at home use Photopea. Then when they switch, have them do the assignment again and write up a little evaluation of the differences between the two.

Either way, have students engage in “Studio Time” ->



Studio Time

Studio Time



Robbie
Cooper
Immersion
Project

It may seem scary over Zoom to have periods of silence, but we should embrace it.

After explaining a complicated idea, giving a Photoshop Tutorial, or showing them how to change shutter speed on their phones, give students time to try it.

Everyone can be working on their computer for 5 minutes or so and you let them know that if they have questions, that they shouldn't hesitate to ask vocally or over private chat. You can go into a breakout room with just the one person, answer over private chat, or you can answer their question in the main room as it might benefit others who are struggling with the same thing. You don't even have to let the class know whose question it was. This will help the shy students to feel comfortable to reach out to you.

But it really helps for them to be able to try out a new skill right away with you right there in case they run into trouble. Then give more complex assignment as homework.

An Example of Studio Time:

- 1) Explain the Cloning Stamp, Healing Brush, and Patch Tool
- 2) Give the students 5 minutes to bring a photo into Photoshop/Photopea, and try each tool.
- 3) It will be weird and silent and you will see all of them lean into their computers with concentrated looks on their faces.
- 4) But when Sally or Joaquin has an issue, they can share their screen and you can help them through it.



Running Critiques Online

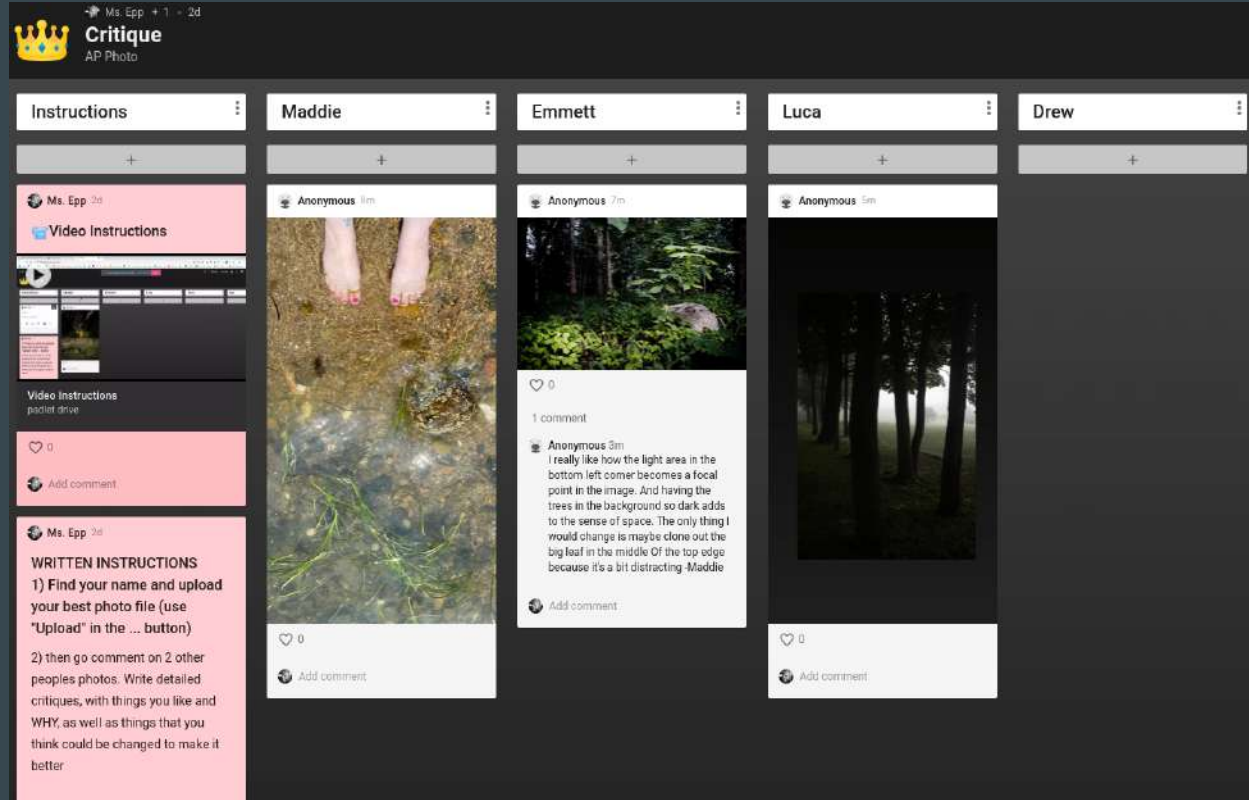
Use Padlet for Critiques

Setup a Padlet in “Shelf” mode, and send out the link to it in the Zoom chat.

Then have students upload their photos under their name.

Next, they can write critiques under 2 other people’s photos.

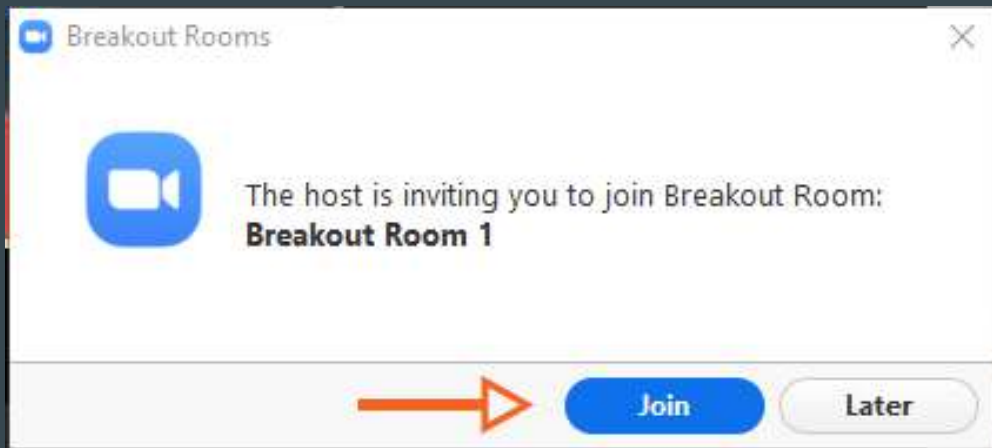
Finally, have a large class discussion where you go over several of the photos. First the critiquers of those photos talk to flesh out their comments, then other students can add more to the conversation..



Or use breakout rooms

Break them up, have them share their photos with each other and talk about them, and then present to the rest of the class when they come back to the main room.

Or just hold a whole class discussion like it's 2019 and you are in your classroom.



Peaks & Valleys, and Agendas

Rotate activities

Carefully plan your agenda so that you go back and forth between more active and more passive learning activities.

FOR EXAMPLE, start with a mini-lecture explaining how to do something, then give the students 10 quiet minutes to do the thing themselves. Then switch to a discussion. Then back to a mini lecture where you check for comprehension with the red/green buttons often, then a breakout room activity, etc.



Students like to know what is happening during class

Having an agenda helps to reinforce the value and importance of the content in a Zoom meeting.

It lessens anxiety (especially when you include a break!)

It helps keep you and the students on task and on schedule.

It helps you plan out your peaks and valleys.

Agenda:

- 1) Portrait mini-lecture
- 2) Fixing Skin demonstration & time to practice in Photoshop/Photopea.com
- 3) Aesthetics mini-lecture
- BREAK
- 4) Crazy Art & Value of Art mini-lecture
- 5) Aesthetics questions discussion (small groups then large group)
- 6) Intro to a research project
- 7) Altering Photos introduction & Collage techniques demonstration

IF TIME:

- 8) problem solve shutter and aperture photos
- 9) Demonstration on editing portraits
- 10) Informal critique of focal point and shutter/aperture photos

Another example

Agenda

- 1) Introduction to Photoshop. Please take notes.
- 2) Studio time playing around in Photoshop/Photopea.com (find background, find object, select object, bring object into background - about 5-10 minutes)
- 3) Focal point mini-lecture
- 4) Find focal points in BBC photos and discuss (https://www.bbc.com/news/in_pictures ↗)

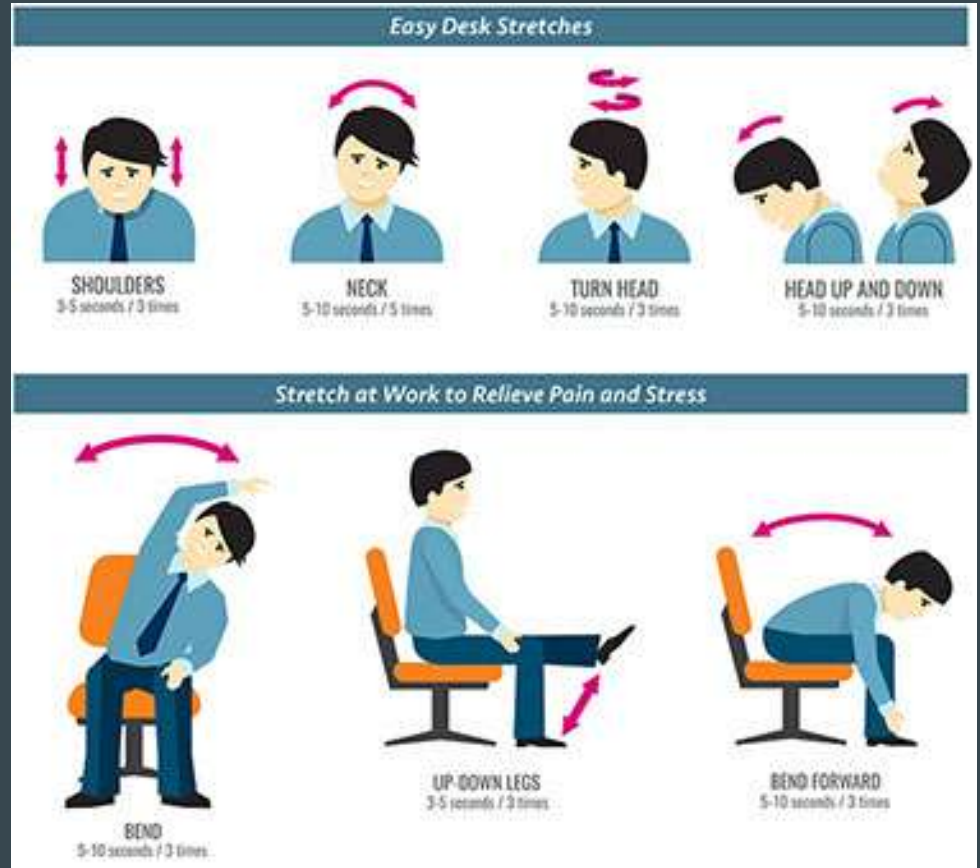
BREAK

- 5) Shutter Speed and Aperture mini-lecture. Please take notes.
- 6) Research and share - apps that control shutter speed (and perhaps aperture)
- 7) The problem with "Portrait Mode" demonstration
- 8) More Active Choices mini-lecture
- 9) Class critique of Shadow or Visual Organization photos

Present and Absent Breaks

Present Breaks

Taking a minute to have everyone stretch or breath at the same time can counter the effects of sitting in a chair for long periods of time. It makes them more alert for the rest of the lesson.



Absent Breaks

- In school, we can't feasibly let everyone go to the restroom at once. But in online learning you can give a 5 minute break for students to get up and go get a snack or let their dog into the yard or whatever.
- It helps to put a timer on your screen and share it, so students can see how much time is left. If you Google "timer" then one comes right up.
- You may want to mute your microphone and turn off your video (of your face, but the screen share of the timer is still on) so you have some privacy during the absent break.

