

Teachers' Manual

for

Digital Photo Editing for Seniors



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 **Visual Steps**TM
www.visualsteps.com

1. Introduction

This course manual assumes a lesson structure consisting of nine points. These points have been divided into three groups. Each class period will generally have the following structure:

- A Introduction**
1. Make sure the students are ready for class to begin.
 2. Explain this lesson's objectives.
 3. Review any necessary background knowledge.
- B Instruction**
1. Present the subject matter.
 2. Help the students learn the material.
 3. Have the students demonstrate the requested techniques.
 4. Give feedback on the demonstrations.
- C Conclusion**
1. Assess the final results of the learning process (testing).
 2. Recap and demonstrate uses for what's been learned.

This lesson structure should be followed step by step from start to finish. Steps B1 through B4 will be frequently repeated, as the subject matter will be offered in small chunks (B1).

This means there will be many points at which the student might need some help (B2).

This also means that during a class, students will learn multiple techniques they can demonstrate (B3), to which the instructor should respond with approval or corrective comments as needed (B4).

On the next page you will see the **lesson structure** again, this time expanded with extra information to clarify the content of and "why" behind each step. This structure will also be followed in explaining the details for the eight class meetings later in this manual.

Plan to use the available class time as follows:

- Introduction 10-15%
- Instruction 60-70%
- Conclusion 20-25%

Lesson Structure

A Introduction **1. Make sure the students are ready for class to begin.**

The instructor can ask for silence, close the door, write an announcement on the board, or in some other way draw attention to the coming lesson.

2. Explain this lesson's objectives.

It is important for both student and instructor to know exactly what a lesson's desired results are. The student's work attitude, for example, depends upon whether he needs to recognize, commit to memory, or apply the material being presented.

Simply listing the subjects that will be covered is not enough. The instructor must explain them in recognizable terms.

3. Review any necessary background knowledge.

At the start of each lesson, the instructor should make sure the new information will connect to and build upon previously acquired concepts and skills. In order to do so, the instructor must first help the students recall (activate) the relevant knowledge.

B Instruction **1. Present the subject matter.**

The heart of the learning process is the offering of information by the instructor or by the textbook.

2. Help the students learn the material.

The instructor doesn't stand at the front of the class during the learning process, but rather moves around, observing the students' activities and offering support where necessary. The didactic approach being applied can be characterized as guided experiential learning.

3. Have the students demonstrate the requested techniques.

The point here is not to check whether students have done their homework, but rather to provide an opportunity for practicing the desired (final) techniques. Specific questions will give the students the opportunity to demonstrate to themselves and to the instructor that they understand or can apply the information.

4. Give feedback on the demonstrations.

It's instructive and reinforcing to provide students with feedback on their demonstrations of what they've learned.

Feedback on a student's execution of techniques often occurs naturally: it either works or it doesn't. In any case, feedback should provide information about correct execution of the techniques that are visible during the learning process.

C Conclusion 1. Assess the final results of the learning process.

The point of this step is to determine whether the student has accomplished the educational objectives, and whether he can execute the desired techniques with confidence. There are various forms of testing available for this: completing an exercise, for example, or answering questions. They don't all have to be given at the same time. Naturally, the tests should be tailored to the stated educational objectives.

2. Recap and demonstrate uses for what's been learned.

This last step is focused on helping the material sink in for the long term. As a result, this information should bridge multiple lessons and focus on making connections among different topics.

2. Previous Knowledge

Some previous knowledge is assumed for the entire course. Students without this knowledge should plan to spend some time acquiring it before the first course meeting.

The following skills comprise the previous knowledge assumed for this course:

- able to click with the mouse
- able to start and stop programs
- able to start and stop Windows

3. General

Technical matters such as proper installation of *Windows XP* and *ArcSoft PhotoStudio 5.5* are essential for this course. Installing *PhotoStudio 5.5* falls outside the scope of this course, but it is described in Chapter 1 of the book. The CD-ROM that comes with the book contains practice photos that will be used in the exercises. A scanner, a digital camera, and a (color) printer are needed in order to practice scanning, importing, and printing photos.

4. Lesson Plan

There are eight lessons, covering material from the book **Digital Photo Editing for Seniors using ArcSoft PhotoStudio 5.5**, including an accompanying CD-ROM containing practice photos:

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| | | |
|-----------------|-----------|----------------------------------|
| Lesson 1 | Chapter 2 | Getting Started with PhotoStudio |
| Lesson 2 | Chapter 3 | Improving Photos |
| Lesson 3 | Chapter 4 | Retouching Photos |
| Lesson 4 | Chapter 5 | Working with Selections |
| Lesson 5 | Chapter 6 | Working with Layers |
| Lesson 6 | Chapter 7 | Special Effects |
| Lesson 7 | Chapter 8 | Importing, Editing, and Saving |
| Lesson 8 | Chapter 9 | Printing and Sharing Photos |

First Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

Digital photography has soared in popularity. While the price of **digital cameras** has dropped, the image quality is steadily improving. In addition there are more and more programs with which to edit your photos at home. You can even edit your photos if you don't have a digital camera. For instance, you can use a **scanner** to scan your vacation photos, thereby making digital copies of them. Or you can have your photos put on a **CD** when you have your film roll developed, which is another good way to get digital photos that you can edit with a photo editing program.

The program **ArcSoft PhotoStudio** features many **tools** for working with your digital photos. You can adjust the **color balance** in a photo and even eliminate parts of a photo that you don't want to be visible. With the help of various **special effects**, you can turn an otherwise simple photo into a masterpiece. With this program, many of the tools that a professional photographer has at his disposal in the darkroom are now available to you right on your computer. These techniques will be thoroughly explained in this book.

In this meeting you'll get acquainted with *PhotoStudio*. You'll start working with digital photos and learn just what a digital photo is made of.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- start *PhotoStudio*
- use the palettes
- use the *Browser*
- create a new folder in the *Browser*
- move photos using the *Browser*
- open a practice photo
- rotate a photo
- zoom in and out
- crop a photo
- view a photo's dimensions
- enlarge and shrink a photo
- undo operations
- save a photo

3. Review any necessary background knowledge.

Since this is the first class, you can't refer back to previous classes. It is a good idea, however, to draw attention to the general background knowledge assumed for the whole course:

- able to click with the mouse
- able to start and stop programs
- able to start and stop Windows

B Instruction 1. Present the subject matter.

Pages 31-64.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise *Working with the Browser* on page 65. They may use *Appendix A "How Do I Do That Again?"* beginning on page 339.

Have the students do the practice exercise *Opening a Photo Using the Browser* on page 65. They may use *Appendix A "How Do I Do That Again?"* beginning on page 339.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Second Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

You'll often want to **improve** a photo. The photo might be too light, or conversely too dark. Improperly lighted photos often occur when you use the **flash**. As you'll see in this chapter, you can do a lot to improve these kinds of photos.

Poor color is another common problem in photos. You can adjust these photos, too. Digital photos taken from far away are often not completely sharp. This is the result of the conversion of the image into **pixels**, and the camera-to-subject distance. With *PhotoStudio*, you can make these photos look better in a snap.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- use the *Auto Enhance* function
- use the *Equalization* function
- manually adjust over- and underexposure
- use the *Color Balance* window
- make a photo sharper
- blur a photo

3. Review any necessary background knowledge.

Briefly review the material from the previous class. for instance:

- start *PhotoStudio*
- use the palettes
- use the *Browser*
- create a new folder in the *Browser*
- move photos using the *Browser*
- open a practice photo
- rotate a photo
- zoom in and out
- crop a photo
- view a photo's dimensions
- enlarge and shrink a photo
- undo operations
- save a photo

B Instruction 1. Present the subject matter.

Pages 73-95.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise *Improving a Photo* on page 96. They may use *Appendix A "How Do I Do That Again?"* beginning on page 339.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Third Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

Photo-editing programs like *PhotoStudio* have many tools for touching up photos. Before, you could only touch up photos by hand; these days, there are electronic resources at our disposal. You can use them to rub out mistakes in a photo right on your computer screen. This is called **retouching**. For example, you can remove dust and small scratches with the help of a special filter. For larger scratches and other things that you don't want to see in the photo, you can use the **Clone tool**. This tool lets you replace part of a photo with something from elsewhere in the photo.

These skills will come in particularly handy when you scan in **old photos** or **slides**. But mistakes in photos also occur with modern digital cameras. Just think about the annoying phenomenon **red eyes**, resulting from the flash. *PhotoStudio* contains special functions for getting rid of these red eyes.

The program also provides professional **exposure and focus tools**. This puts resources at your disposal that were previously available only to professional photographers in darkrooms.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- remove red eyes
- use the exposure tools *Lighten* and *Darken*
- remove spots with the *Clone* tool
- use the focus tools *Sharpen* and *Blur*
- select an entire photo
- remove small scratches and dust
- remove larger scratches

3. Review any necessary background knowledge.

Briefly review the material from the previous class. for instance:

- using the *Auto Enhance* function
- using the *Equalization* function
- manually adjusting over- and underexposure
- using the *Color Balance* window
- make a photo sharper
- blur a photo

B Instruction 1. Present the subject matter.

Pages 105-133.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise ***Removing Irregularities*** on page 134. They may use ***Appendix A “How Do I Do That Again?”*** beginning on page 339.

2. Recap and demonstrate uses for what’s been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they’ve learned at home.

Fourth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

The most important action to take before editing part of a photo is **selecting**. *PhotoStudio* has several selection options, such as selecting a **rectangle** or an **oval**. You can manually draw the shape you want to select with another tool, the **Lasso**. The **Magnetic Lasso** helps you select angular or irregular shapes very precisely. Yet another tool lets you make a selection based on color, so that you can easily select the blue sky in a photo, for example. Once you've selected part of a photo, you can improve that part, or copy it and use it in a **photomontage**.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- select using a shape
- move or copy a selection
- remove the selection boundary
- select freehand using the *Lasso*
- select an irregularly shaped object using the *Magnetic Lasso*
- soften the edges of a selection
- add shadow to a selection
- select based on color using the *Magic Wand*
- fill a selection with a pattern
- fill a selection with a color

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- remove red eyes
- use the exposure tools *Lighten* and *Darken*
- remove spots with the *Clone* tool
- use the focus tools *Sharpen* and *Blur*
- select an entire photo
- remove small scratches and dust
- remove larger scratches

B Instruction 1. Present the subject matter.

Pages 141-173.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise *Making Selections* on page 174. They may use **Appendix A “How Do I Do That Again?”** beginning on page 339.

Have the students do the practice exercise *Extending a Selection* on page 174. They may use **Appendix A “How Do I Do That Again?”** beginning on page 339.

2. Recap and demonstrate uses for what’s been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they’ve learned at home.

Fifth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

In *PhotoStudio* you can make use of layers when editing your photos. When you open a photo for the first time, the photo itself becomes the first **layer** called **Layer-0**. If you make changes to this layer, the original photo will be altered. This won't happen if you make changes in a layer covering the first layer. This new layer may contain text or a figure. You can also **copy** (part of) Layer-0 and **improve** or **retouch** it. The big advantage of this method is that you can edit each layer independently without affecting the background layer or other layers. You can compare layers to sheets of glass stacked on top of one another. If part of one layer is empty, you'll see the underlying layers through it. Beneath all the layers is Layer-0, the **background layer**. Until you merge the layers, each layer is **independent** from the others in the image. This means you can experiment with different compositions without making permanent changes to the whole image. With a little practice, you can attain excellent results with layers.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- create a new layer by copying
- view the layers in a photo
- crop a layer with the *Shape* tool
- edit a layer
- add a text layer using the *Text* tool
- save an image with layers
- invert a selection
- merge layers
- create a photomontage
- add text using the *3D Text Factory*
- choose a different text color
- enlarge the canvas
- create a panoramic photo by combining two layers
- improve a panoramic photo

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- select using a shape
- move or copy a selection
- remove the selection boundary
- select freehand using the *Lasso*
- select an irregularly shaped object using the *Magnetic Lasso*
- soften the edges of a selection
- add shadow to a selection
- select based on color using the *Magic Wand*
- fill a selection with a pattern
- fill a selection with a color

B Instruction 1. Present the subject matter.

Pages 179-234.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise *Layers* on page 235. They may use *Appendix A "How Do I Do That Again?"* beginning on page 339.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Sixth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

In this meeting, you'll become acquainted with a number of special effects and techniques in *PhotoStudio*. You'll learn to work with different effects that you can use to add an artistic twist to your photos. You can even **frame** your photos.

With the help of the **Stitch function**, you can put two photos together to make a **panoramic photo**. You'll also see how you can straighten a slanted building and **adjust the perspective** in a photo. If you want to change even more in a photo, you can apply interesting effects with the **distortion filters**.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- use various effects
- frame a photo
- create a panoramic photo with the *Stitch* function
- make a photo look old
- straighten a slanted building
- adjust a photo's perspective
- use the distortion filters

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- create a new layer by copying
- view the layers in a photo
- crop a layer with the *Shape* tool
- edit a layer
- add a text layer using the *Text* tool
- save an image with layers
- invert a selection
- merge layers
- create a photomontage
- add text using the *3D Text Factory*
- choose a different text color
- enlarge the canvas
- create a panoramic photo by combining two layers
- improve a panoramic photo

B Instruction 1. Present the subject matter.

Pages 239- 271.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Special Effects** on page 272. They may use **Appendix A “How Do I Do That Again?”** beginning on page 339.

2. Recap and demonstrate uses for what’s been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they’ve learned at home.

Seventh Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

The fastest way to get digital photos onto your computer is to **import** them directly from your digital camera. *PhotoStudio* provides you with a handy **interface** for quickly importing and saving photos. In addition, **scanning** is still one of the most widely used methods for digitizing photos. In itself, scanning a photo is a simple process. Nonetheless, it's good to know how a scanner works, because you can choose different scanning qualities. You make your choice depending on what you want to use the digital photo for. In this chapter, you'll get the information you need to make that decision. A scanned photo usually needs some editing, such as **cropping**. If you're going to save the scanned photo onto your computer's hard disk, you can choose among various **file formats**. Some file formats produce much larger files than others. This can be important if you want to send your photos through e-mail, for example, or use them on a website.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- import photos from your digital camera
- import a photo using your scanner
- adjust the scanner settings
- edit a scanned photo
- save a photo in a different file format

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- use various effects
- frame a photo
- create a panoramic photo with the *Stitch* function
- make a photo look old
- straighten a slanted building
- adjust a photo's perspective
- use the distortion filters

B Instruction 1. Present the subject matter.

Pages 275-296.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Eighth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

Frequently you'll want to make nice **prints** of your digital photos. With today's printers, you can approach the quality of a photo printed in the conventional way. There are a few details involved, however. Not only are there all kinds of **photo paper**, but you can also adjust the **printer settings** in various ways.

In *PhotoStudio*, you can easily alter the **size** of your printed photo.

You can also print out a **contact sheet**, with miniature versions of the photos. This is useful if you archive your photos on CD-ROMs.

In addition to printing, there's another way to share your photos with others: you can send a photo as an **e-mail attachment**.

In short, there are plenty of options for sharing photos with others in this program. In this meeting, you'll find all the information you need to get good results.

In this lesson, you'll learn how to do the following:

(also write this somewhere that's easy for the students to read)

- view and adjust the page settings
- adjust the printer settings
- print a single photo
- print a contact sheet
- send a photo by e-mail

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- import photos from your digital camera
- import a photo using your scanner
- adjust the scanner settings
- edit a scanned photo
- save a photo in a different file format

B Instruction 1. Present the subject matter.

Pages 313-325.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.
See the general lesson structure.

4. Give feedback on the demonstrations.
See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise *Printing* on page 326. They may use *Appendix A "How Do I Do That Again?"* beginning on page 339.

Have the students do the practice exercise *Printing a Contact Sheet* on page 326. They may use *Appendix A "How Do I Do That Again?"* beginning on page 339.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

6. The Final Exam

The *Digital Photo Editing Computer Certificate* is available as a final exam. This multiple-choice test will show students how good their knowledge of digital photo editing is. If they pass the test, they'll receive a free computer certificate by e-mail.

The test can be taken online at www.ccforseniors.com .

7. Other Course Material

Addo Stuur's popular books have been optimized for classroom use. In addition to the book *Digital Photo Editing for Seniors*, the following titles are available:

Windows XP for Seniors

Internet and E-mail for Seniors with Windows XP

Teachers' manuals are also available for these books. For more information, please visit www.visualsteps.com .