

EDU720: Developing flexible Learning Environments Assessment 1

Adele Annett

March 2024

Part A: Explanation of the purpose and design features of your flipped classroom approach.

Link to webcast: <https://youtu.be/qUAI-WoO978>

The webinars I host are optional for students, so I wanted to use the webcast as a way to entice students to attend the in-person session as much as to use it to engage the students in colour theory. I also wanted to use the webcast as a way to discuss aspects of colour theory in a fast-paced way so that it was touched on before the webinar, but without taking up too much time, as many of the students should already have some level of understanding of the basics and as such the webcast serves as a visual refresher before advancing into how colour can be applied to photography in a practical lesson. By making ideas visual I aimed to make difficult concepts easier to understand and aids in building effective mental models (Shank, Patti. 2007:293)

I included additional YouTube videos created by other educators as optional extra resources should any of the students wish to spend more time learning about colour theory in greater depth. I also referenced a book in the webcast as an additional resource for those wishing to develop their knowledge even further.

Thinking about 'Level 3' principles of student-centric teaching and how accessible the learning is, but also how much time it takes for the student. I was mindful of taking up too much of students time with the webcast. I wanted to signal to students that the time being spent would give them a good return on their time investment in the webinar. (Biggs, Tang and Kennedy, 2022:57-58)

I wanted to design the webcast in a way that allowed students to think creatively and engage in deeper learning by applying what they were learning to images that inspired them and to give them a "what if.." moment as they reflect on how they could apply this learning to their own creative work. I wanted to use the webcast to communicate the theory of what we'd be working on practically in the face-to-face session in a way that felt relevant to the industry they're aiming to work in and really make them consider how the theory could help them to elevate their own practice, rather than just learning for the sake of it. (Biggs, Tang, Kennedy, 2022:24)

The in-person webinar then focused on the practical ways that colour theory can be incorporated into a photograph and how it can be used in the post-production editing of a photograph to enhance the results. We looked at the inspirational images that

students brought to the webinar and used Photoshop to analyse the colours (live follow-along screen share demonstration) followed by a discussion about how the colours had been harmonised and what aspects of the colour analysis they wanted to try out on their own image.

We then looked at the different ways colours could be edited in Photoshop (live screen share demonstration) before students tried out the tools and asked questions as they worked on their images. As this was a small group I didn't use breakout rooms and as a result I was able to help troubleshoot any issues students were having in real time and have better oversight of where the group were at both in terms of understanding and in the task.

I didn't record the in-person webinar because as a rule these are not recorded on the course so that students can interact and ask questions in a relaxed environment where they're not being recorded. However, I did record separately the Photoshop demonstrations so that the attendees could access them again if needed and also so that those who couldn't attend the in-person session could still learn the skills, '*offering flexibility in the time when learners can participate in courses, reducing or removing restrictions arising from that balancing of work or home commitments with study.*' (Littlejohn and Pegler, 2009:21)

Part B: Evaluation of your flipped classroom approach

By reflecting on Biggs' (2003) model of constructive alignment I wanted students to be active in developing their own understanding and inspire their motivation and show them a purpose for which they can apply their new knowledge. I tried to do this by integrating the theory in the webcast with inspiring examples of how it could be applied in the hope of motivating them to want to take an active part in their learning by doing the practical exercise of applying the theory to an image which would then give them the skills needed for the workplace. (MacDonald, Janet. 2016:128-129). I believe from the feedback (Appendix B) that I managed to achieve this for the students who engaged with the learning as they spoke of finding the content interesting and the fact they reflected on it and arrived at the in-person session with ideas they wanted to try meant they could learn new industry standard skills.

I reminded myself that Mason (1994) suggested that only about one-third of online participants will generally be very active and a further third will sometimes choose to engage at other times. So the low turnout for my optional webinar was expected, but it is something I will continue to try and improve. Perhaps overall engagement with the content rather than using the turnout at the in-person webinar is a better way to measure the success of engaging students. As such I am considering how to better support and check-in with students who aren't at the live sessions.

I think one of the biggest benefits to having the webcast available ahead of time was that it gave students time to think about the content and reflect on it. One of the students mentioned that if we had watched the same video at the start of the webinar she wouldn't have had time to process the information before moving on to the practical work which also required a lot of focused attention (Appendix B). Something which wasn't fed back but which I have since reflected on is that the content whilst connected required very different brain processing skills. To switch from one task (learning theory and applying it to images) to another (practical software skills) in the space of a webinar could be much more mentally taxing and diminish the retention and learning of the information.

Placing the theoretical content in the webcast allowed students to watch it at their own pace, pausing to take notes and rewatching any parts they wish to spend more time on. This made this form of delivery more inclusive as students could watch it in their own schedules and it freed up time in the in-person webinar for the practical elements which students may need more real time assistance with. (Gimbar, Katie. 2011)

The webcast also has the advantage of being very visual, the design was created to be engaging to capture and hold the viewers attention. There wasn't a gallery of other student faces or a chat box to draw away students attention as might be the case in the webinar. I was also able to contain all the information into 5 minutes which made it easy to digest.

“Expecting people to concentrate in front of a computer over weeks, months and years is a lot! Without the sense of fun.... participants will only learn tips and tricks. But with a sense of wonder, they can change the way they think and work” (Salmon, Gilly. 2013: 117). I think sharing and analysing other well known photographers' works in the webcast made the dry theory more fun and gave the students a glimpse of inspiration into how successful photographers have achieved incredible images, with the sense that with these skills applied to their own work they could do the same.

I think some students who wanted more information in the webcast would have preferred to have the additional information in the same video rather than have to watch additional resources. Whilst I can understand this as a preference doing so would have run the risk of other more knowledgeable students disengaging before the later content, (which I felt was more useful for bridging the connection to the in-person learning) was reached. Perhaps segmenting a longer video with points where students are signposted to a different time point in the video if they are already familiar with the upcoming content would be beneficial and allow the content not to be a one-size-fits-all way of learning (Stein and Graham, 2014:19)

Appendix A - Additional Content

Additional Video Learning Available on YouTube

10 Best Uses of Color of All Time -

<https://www.youtube.com/watch?v=tILLeNjbH1E> **13 min video** created by *CineFix - IGN Movies and TV*

Secrets of color-grading in photography -

<https://www.youtube.com/watch?v=mC8ol2-V7Ck&list=PLF-jnkRG6SoSfdLWax01cdGIN98wVZ-BJ&index=6> In depth **1 hour 17 min video** by Joanna Kustra

Further reading referenced in the webcast

Bellantoni, Patti. 2005. *If It's Purple Someone's Gonna Die | The Power of Color in Visual Storytelling*. Oxford: Focal Press.

Additional Videos of Demonstrated Photoshop Skills

Each of these videos are under 10minutes long:

1. Three different ways to change the colours in an image in Photoshop
2. Using Layer masks and changing colours on selected parts of an image in Photoshop

Colour grading in Photoshop

Appendix B: Student feedback discussed informally at the end of the webcast

	How did the 'Elevate Your Images: Colour Mastery' video add to your experience of learning how to apply colour theory to you images?	How did watching the video before the webinar impact your experience of the webinar?	Anything that didn't work or could be done better?
Ruby	It made colour theory seem interesting and made me think about it in respect of my work. I'd not really thought about choosing and changing colours in my images before. I've always just photographed what was there, it never occurred to me to alter the colours after.	Having time to look for inspiration photos allowed me time to think about the ways in which colours are used in the photographs I'm drawn to and how I might want to use colour in my work. If it had been at the start of this webinar I'd not have had that time to think about it.	I had to pause the video in places to read all the words.
Patrick	Seeing the analysis of colour in other photographers photos was interesting. I already know a bit about colour theory so I liked that it was short with the option to use other resources if needed.	It was good to get stuck into the practical side of things quickly. I liked that the techniques were recorded and available to come back to later.	It worked well. I liked working along whilst watching the demos. The pace worked well for me but it may have seemed fast for others.
Mandy	It was interesting learning about colour theory. I would have liked to have had more about the psychology of colour theory in the video but I understand that additional resources were provided.	I liked that we got to bring a photo and research some photographs before hand. I felt like I arrived at the webinar with ideas that I wanted to try.	I felt like I was slower learning the steps in photoshop than others. At times it felt hard to keep up. I will use the videos to revisit the steps later but I would have liked more time in the webinar to complete things.
Annemarie	It was a nice introduction i was looking forward to the webinar after watching it.	It helped give me some ideas on who I might want to use colour.	Maybe fewer techniques in the webinar, it felt like there were lots of things to learn

Appendix C Flipped Classroom (FC) Session Planning Form

Lecturer's name: Adele Annett	Date of session: Week 5 of the current term
Course: BA in Photography (Online)	Webcast duration: 5 mins Class duration: 90mins
Module name: Storytelling	Level: Year 1 Undergraduate
Topic: Using colour and colour theory to enhance a photographic story	
<p>Aims of flipped classroom:</p> <ul style="list-style-type: none"> • To engage students curiosity in how colour can impact their imagery and how colour theories can be used to elicit different emotions and readings of an image. • For students to understand the impact that colours can have on the mood and interpretation of an image and what emotions and reactions different colours can elicit. • For students to understand how they can enhance and change colours in Adobe Photoshop and use these digital methods to explore how different colours impact their interpretations of their own photographs. <p>Due to the wide and varied nature of the creative possibilities available to photography students, the workshops are optional and as such those attending will have chosen to do so because they have an interest in developing their skills in this area. Engaging their curiosity is key to activating their desire to want to attend and learn. I am hoping to use the pre-class webcast not only to deliver information but also to excite students in the possibilities available to them thus encouraging them to attend and actively engage in the topic.</p>	
<p>Flipped classroom learning outcomes: Students will be able to...</p> <ul style="list-style-type: none"> • Students will understand the impact that colours can have on an image and use Adobe software to manipulate the colours in their images to explore and deepen their understanding of how different colours can effect the reading of a photograph. 	
<p>Background of students: (e.g. numbers, prior educational experience, level, gender balance, students with declared disabilities, students with English as an additional language, cultural background, etc)</p> <ul style="list-style-type: none"> • 23 students • They have all completed module 1 of the online photography BA however experience and knowledge prior to this varies considerably. • There are a number of students with ADHD and Autism Diagnoses. 	

Assumed prior knowledge:

- I ran workshops in module 1 on how to use Adobe Lightroom. These workshops were recorded and are still available to students and they will be referenced in the workshop description so students with no knowledge of Lightroom can catch up before attending this session.

Differentiation: (addressing all learners' needs)

- There will be links to further videos and reading so that students who don't have prior assumed knowledge on colour theory can access it and those who want to advance their knowledge further can do so.
- In the in-person session I will present a range of different ways that colours can be changed and digitally enhanced. They will be presented in order of technical difficulty and as such students can work their way through the different options. Not all students will be interested in achieving some of the more advanced methods whilst others may already be familiar with the earlier methods and want to attempt the later more challenging options.

Resources:

- Webcast: an engaging video showing the impact that colours have on photographs.
- Further reading suggestion.
- A link to past workshops on how to use Adobe Lightroom
- A "tool box" of short videos demonstrating the various ways in which colours can be enhanced and changed using Adobe Lightroom and Photoshop. Each short video will be accompanied by a one page guide showing where to find the tools and tool options being used. This will help students find the tools in the software when working on their own images, without having to keep rewatching and searching through the video content for a reminder. These will be available following the in-person webinar and will be a way to watch back the examples that were done during the live demonstrations

In-class and out-of-class formative assessment: (how learning will be recognised *in* class and/or out of class/online)

- At the end of the in-class workshop students will share the images that they've been working on to demonstrate their understanding of the technical aspect of changing colours digitally. They will also share what they've learnt verbally whilst doing so.

Time	Content & Lecturer Activity	Student Activity
5 mins	<p>Webcast: An engaging video showing how colour theory can be applied to photographs and how other established and world famous photographers use colour theory in their work.</p> <p>There will be a quick run through of individual colours and the colour psychology attached to them and then a section on colour harmonies. Finally the students will be shown some famous work where colour is a feature of the success of an image, with analysis of one of these images to show how the colours map back to the colour wheel.</p> <p>At the end I will show the students how I've used colour in my own images to give them a sense of my skills and experience in the topic whilst telling them that in the webinar we will analysis some of their inspiration images and then work on the colours in their own images in Photoshop.</p>	<p>Students will watch the webcast as part of their weekly activities in Canvas. At the end of the webcast they will be invited to explore the recommended reading and other videos and the face to face session.</p>
30 -50 mins 20-30 mins	<p>Face-to-face session: The face-to-face session will be focused on helping students to change colours in their own images.</p> <p>Facilitate the joining of breakout rooms and asking a student in each to share their screen so the group can watch a demonstration video together.</p> <p>I will be available as they work to help trouble shoot any technical issues or answer any questions that come up for the students whilst they're working. If the students work quickly I can facilitate another round of breakout room videos or students can go off and watch the next video individually if they want to progress quickly.</p> <p>I will facilitate the students taking turns to share their work. I will ask them what they have found interesting or learnt and if there was anything that they didn't expect or were surprised at whilst working on their images.</p>	<p>Using breakout rooms students will watch a video of their choice from the "tool box" of methods for changing colours (a different breakout room for each method). Each video will be short and last 2-3mins. Students will be able to ask each other questions or review a section of the video to check their understanding before returning back to the main webinar.</p> <p>After watching the video the students will leave the breakout room and rejoin the main webinar whilst they work on editing their own images.</p> <p>Students will share their colour changed images with the group and whilst sharing their results reflect on what they have learnt or found most interesting.</p>
<p>Link to assessment and other parts of the course/programme of study: These tutorials are for skill building and whilst they allow students to improve on and explore different creative ways of producing their work for assessment the skills learnt on this workshop are not directly assessed as students have the creative freedom to use whichever skills they wish to create their portfolio of images and not all students will be interested in digitally manipulating colours, they may prefer to consider colour in another way.</p>		<p>Hand in date:</p>

Post session reflections:

There weren't enough students for the breakout room system to work so instead I provided a live demo so I could keep checking in with the students and answer their questions as I worked to ensure everyone in the webinar could keep up and didn't get lost. Will make the toolbox videos available for students after the session.

References

Biggs, J., Tang, C. and Kennedy, G. (2022). *Teaching for Quality Learning at University* 5e. McGraw-Hill Education (UK)

Gimbar, Katie. (2011). *Why I Flipped My Classroom*. [online] www.youtube.com. Available at: https://youtu.be/9aGuLuipTwg?si=-pFvmg__pum3JoKH [Accessed 7 Mar 2024].

Littlejohn, A. and Pegler, C. (2009). *Preparing for Blended e-Learning*. London ; New York: Routledge

MacDonald, Janet. (2016) *Blended learning and online tutoring: a good practice guide*. Aldershot: Gower

Salmon, Gilly (2013). *etivities: The key to active online learning*. New York: Routledge

Shank, Patti (2007) *The Online Learning Idea Book: 95 Proven Ways to Enhance Technology Based and Blended Learning*. San Francisco: Pfeiffer

Stein, J. and Graham, C.R. (2014). *Essentials for Blended Learning*. London: Routledge

