“Keeping up” through Teaching and Learning Media Software: "Introducing" Photoshop

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Abstract

Research on cultural industries suggests that the constant and rapid change to digital technologies used by creative practitioners requires that they continually upgrade their skills in order to remain relevant in their occupations. In this article, we present the results of an investigation into the mediation of Photoshop, focusing on how this digital imaging application software and its content are used to mediate access to cultural work. Teaching and learning Photoshop is presented as a key set of practices for digitally mediated cultural work, raising interesting paradoxes concerning Photoshop’s status as a digital imaging standard and how it is used by practitioners to negotiate access to occupations. The findings are drawn from two phases of an ongoing research project that includes interviews with practitioners in Canada and the United Kingdom and participant observation in a Greater Vancouver higher education institution.

Les transformations technologiques constantes et rapides des médias numériques utilisés parmi les praticiens des industries culturelles exigent une mise à jour continue de compétences. Nous présentons ici les résultats d’une étude de la médiation de Photoshop, particulièrement en ce qui a trait à l’utilisation de cette application pour l’imagerie numérique et son contenu pour la médiation de l’accès aux occupations de praticiens établis. Nous soutenons que l’enseignement et l’apprentissage de cette application font parfois des constituants du travail dans les domaines de la culture. Les données présentées ci-dessous sont tirées de deux phases d’un projet de recherche : une phase d’entrevues avec praticiens Canadiens et Britanniques, et une phase d’observation participante dans un établissement d’enseignement dans la région de Vancouver.

Keywords

Digital media; Cultural industries; Photoshop; Higher education; Application software; Mediation; Communities of Practice; Médias numériques; Industries culturelles; Enseignement supérieur, Logiciel d’application; Médiation; Communautés de pratique

Full Text: PDF HTML

DOI: https://doi.org/10.22230/cjc.2015v40n2a2810
Writing a Kick-Ass Media Pitch. Creating a pitch that makes a journalist’s eyes light up like kids opening presents, you need these three things. Keep things simple by simply referring to their recent work. This keeps their guard low and compels them to at least open the email. Email body. This type of email works best when you’re targeting professional journalists (as opposed to influencers) who are used to getting email pitches. Mathematics teaching software – dynamic geometry software (for constructions and transformations e.g. for coordinates, measures) and interactive package including graph-plotting using Graph-plotters, data-handling (database or statistical software), symbolic algebra. E-learning- For e.g.Xerte (open source e-learning) is an interactive program and a fully-featured e-learning development for creating rich interactive environment. Provide self-responsibility for learning and allow students to learn at their own pace and to keep track of their progress. Enhance student participation while encouraging less confident students to take part. Sign Up for Free. Get unlimited access to this class and 26,000+ more. Sign Up with Facebook. In this class you will learn your pixels from your polygons. How to work with transparency in Photoshop (and eventually in InDesign & Illustrator too). We will look at colour and image manipulation and of course how to export and output your work for screen or print. So lets get started with Digital Studio 1: Introducing Photoshop and make some meme’s. If you have any questions then just send me a message. Other classes in the The Digital Studio series. Digital Studio 1: Interface, Layers, Cutouts & Shapes (aka Introduces Photoshop & Makes a Meme). Digital Studio 2: Photoshop