

TECH-908 – Online Photo Editing for Chromebooks

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3
Target Audience: K – 14th educator
Course Access: <https://connect.fresno.edu>

Course Description

Pixlr Editor is a browser photo editor for all your editing needs. Have full control over your images, including layers and effects. Pixlr Editor is the most popular advanced online photo editor. No download is required, and it's 100% free for everyone!

Perfect for anyone looking for a great image editor, Pixlr requires no installation like Photoshop and GIMP, making it ideal for students using Chromebooks, or any computer.

All of the lessons are self-paced and include a wide assortment of instructor-created video tutorials to help assist learners of any experience level find success in creating and editing images in ways they never imagined!

No prerequisite knowledge photo editing is required. A Chromebook is not required as Pixlr can run in any browser window and on any device.

Note: A recommended reference book may be purchased separately but is not required.

Recommended Texts and Course Materials

Recommended Book: [*Beginning Pixlr Editor*](#) by Phillip Whitt. Publisher: Apress, ISBN–978-1-4842-2698-8. This is a good resource, but you may find the instructor-created materials along with Internet resources work as well, so it is not required for this course.

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks (one week per credit), to complete the course.

National Standards Addressed in This Course

[National Board for Professional Teaching Standards \(NBPTS\) - The 5 Core Propositions](#)

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

[McRel Technology Standards](#)

1. Knows the characteristics and uses of computer hardware and operating systems
2. Knows the characteristics and uses of computer software programs
3. Understands the relationships among science, technology, society, and the individual
4. Understands the nature of technological design
5. Understands the nature and operation of systems.
6. Understands the nature and uses of different forms of technology

[ISTE Standards for Educators](#)

1. Learner

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:

- a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
- b. Pursue professional interests by creating and actively participating in local and global learning networks.
- c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2. Leader

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:

- a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
- b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
- c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3. Citizen

Educators inspire students to positively contribute to and responsibly participate in the digital world.

Educators:

- a. Create experiences for learners to make positive, socially responsible contributions and exhibit

empathetic behavior online that build relationships and community.

b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.

c. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.

d. Model and promote management of personal data and digital identity and protect student data privacy.

4. Collaborator

Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:

a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.

b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.

c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.

d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

5. Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:

a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6. Facilitator

Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:

a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.

b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.

c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.

d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7. Analyst

Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:

a. Provide alternative ways for students to demonstrate competency and reflect on their learning

using technology.

b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.

c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

Continuing Education Program Student Learning Outcomes

CE 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Student Learning Outcomes (SLOs) for This Course

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
1. Identify and differentiate between different hardware and web-based apps used in creating/editing digital images for instruction.	(NBPTS 2) (ISTE-T 4, 5) (McRel Tech 1, 2, 6)	CE 2, 6
2. Create/modify a new image in Pixlr.	(NBPTS 2) (ISTE-T 1,2,3,4) (McRel Tech 1, 3,4)	CE 1
3. Integrate multiple images developed in Pixlr into others applications such as Word, Google Docs and PowerPoint.	(NBPTS 2) (ISTE-T 1,2,3,4) (McRel Tech 3,4,6)	CE 2, 6

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
4. Incorporate projects developed using Pixlr into different curriculum areas.	(NBPTS 1,2,4,5) (ISTE-T 1,2,3,4,5) (McRel Tech 3)	CE 2
5. Produce in Pixlr images successfully for use in LMS systems such as Canvas, Schoology and Moodle.	(NBPTS 2,5) (NETS-T 1,2,3,4,5) (McRel Tech 1)	CE 1, 2, 6
6. Complete an educational plan to match academic goals.	(NBPTS 1,3) (ISTE-T 1,4, 5, 6) (McRel Tech 3, 4, 6)	CE 1, 3, 5, 6

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible For Each Assignment
Begin Here	<ul style="list-style-type: none"> • Course introduction video • Introduce yourself forum • Moodle online tutorial • Course syllabus 	5 Points
Module 1 – Pixlr Intro and Editor Tools	<ul style="list-style-type: none"> • Topics related to launching Pixlr, its workspace and a large variety of editing tools. • Watch: Screencasts and tutorials related to choosing the best hardware for a specific application. • Reading: Section One from textbook. • 1.1 Forum participation: Discussion on hardware and software. • 1.2 Assignment – Complete 10 different skill building exercises using the Pixlr editing tools. • 1.3 Forum participation: Lesson plan related to this module. 	<p>10 Points</p> <p>200 Points</p> <p>20 Points</p>

<p>Module 2 – Composing Images</p>	<ul style="list-style-type: none"> • Topics related to taking well-composed images. • Reading: Section Two of the textbook. • Watch: Self-paced video screencasts related to topics from this module along with a variety of supplemental video tutorials. • 2.1 Assignment – Taking Interesting Photos • 2.2 Assignment – Basic Photo Editing With Pixlr • 2.3 Forum participation: Share two of your original photos from this module and how you used them in your classroom. • 2.4 Module Independent Assignment 	<p>40 Points 40 Points 20 Points 30 Points</p>
<p>Module 3 – Improving Image Tonality</p>	<ul style="list-style-type: none"> • Topics related to adjusting image brightness/contrast, exposure, levels and curves. • Reading: Section Three of the textbook. • Watch: Self-paced video screencasts related to topics from this module along with a variety of supplemental video tutorials. • 3.1 Assignment: Edited photo using brightness/contrast and exposure. • 3.2 Assignment: Edited photo using levels and curves. • 3.3 Assignment: Edited photo using the dodge and burn tools. • 3.4 Module Independent Assignment 	<p>25 Points 30 Points 20 Points 30 Points</p>
<p>Module 4 – Color Adjustments</p>	<ul style="list-style-type: none"> • Topics related to the RGB color model, adjusting image color balance, levels and curves. • Reading: Section Four of the textbook. • Watch: Self-paced video screencasts related to topics from this module along with a variety of supplemental video tutorials. • 4.1 Assignment: Edited photo using proper color balance. • 4.2 Assignment: Edited photo using color levels and curves adjustment. • 4.3 Forum participation: Lesson plan related to this module. • 4.4 Module Independent Assignment 	<p>30 Points 50 Points 40 Points 30 Points</p>

Module 5 – Photo Retouching and Repair	<ul style="list-style-type: none"> • Topics related to retouching and repairing photos. • Reading: Section Five of the textbook. • Watch: Self-paced video screencasts related to topics from this module along with a variety of supplemental video tutorials. • 5.1 Assignment – Red Eye Correction • 5.2 Assignment – Touching Up Skin • 5.3 Assignment – Removing Scratches and Damage • 5.4 Forum participation: Lesson plan related to this module. • 5.5 Module Independent Assignment 	<p style="text-align: right;">20 Points 20 Points 40 Points 40 Points 30 Points</p>
Module 6 – Removing and Adding Elements	<ul style="list-style-type: none"> • Topics related to improving images by adding or replacing elements from an image, along with replacing a background. • Reading: Section Six of the textbook. • Watch: Self-paced video screencasts related to topics from this module along with a variety of supplemental video tutorials. • Three assignments related to the topics that are applicable to the student’s instructional area. • 6.1 Assignment: Adding Elements • 6.2 Assignment: Removing Elements • 6.3 Assignment: Replacing a background • 6.4 Module Independent Assignment 	<p style="text-align: right;">50 Points 50 Points 30 Points 50 Points</p>
Module 7 – Artistic Effects Using Adjustments and Filters	<ul style="list-style-type: none"> • Topics related to improving images by utilizing Pixlr’s wide assortment of filters. • Reading: Section Seven of the textbook. • Watch: Self-paced video screencasts related to topics from this module along with a variety of supplemental video tutorials. • Three assignments related to the topics that are applicable to the student’s instructional area. • 7.1 Assignment: Depth of Field • 7.2 Assignment: Applying Filters • 7.3 Forum participation: Lesson plan related to this module. • 7.4 Module Independent Assignment 	<p style="text-align: right;">30 Points 40 Points 40 Points 50 Points</p>
Module 8 – Finishing Up	<ul style="list-style-type: none"> • Reading: Instructions on class completion, including feedback, course review and grade request. • Watch: Course completion video. 	<p style="text-align: right;">Included above</p>
	TOTAL POINTS	<p style="text-align: right;">1110 pts</p>

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.

- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Include relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Include mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organization structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate.

Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Discussion Forum Requirements

- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response was ½ to 1 page in length (2-3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed most of the assignment directions, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was less than ½ page in length (1 paragraph). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow the assignment directions, many grammar and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrar-office/academic-catalogs>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrar-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.

Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.

Service: Students will *demonstrate* service and reconciliation as a way of leadership.

Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.

Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.

Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.