"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 utilisées 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 partie des besoins du travail dans les domaines de la culture. Les données présentées ci-dessous sont tirés 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

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Learn key techniques that can help you successfully use Photoshop for teaching and learning. Learn how to navigate the Photoshop interface, fix common image problems, create web graphics, and more. Explore Lynda.com's library of categories, topics, software and learning paths. Categories. 3D + Animation. Use up and down keys to navigate. Multiple suggestions found. Use up and down keys to navigate. Sign In. Sign Up. Start My Free Month. Reactivate. 6. Videos, Animations, and 360 Media. Extracting a still image from video. 5m 16s. Learn key techniques that can help you successfully use Photoshop for teaching and learning. Learn how to navigate the Photoshop interface, fix common image problems, create web graphics, and more. Chris helps you get started with Photoshop, demonstrating how to navigate the user interface, use actions for repetitive tasks, and create clean image compositions. He also shares how to fix common image problems, prepare images for presentations, work with time-lapse videos, and more. Instructor. Chris Mattia. Educator, Media Producer, Creator, Instructional Designer, Consultant, and Ham Radio Operator W6AH - chrismattia.com. Learn MoreShow less View on LinkedIn. An educator at heart, Chris Mattia helps improve learning through technology. How to Teach with Media to Enhance Teaching and Learning. Media – like all other teaching techniques – should be used judiciously in the learning process. Media can be used to motivate discussions or lock in concepts. Media – like all other teaching techniques – should be used judiciously in the learning process. Media can be used to motivate discussions or lock in concepts. We preface the discussion by noting that while specific titles and types of software are mentioned, there is insufficient research to make specific recommendations regarding tools beneficial for specific circumstances. The article is divided into three main types of multimedia tools: Modeling Tools and Multiple Representations.