



# Adobe Education Train the Trainer Course

## Professional Development Plan

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**Session Title:** Designing a Business Card in Photoshop

**Adobe Products:** Photoshop

**Audience:**

**Product Experience Level:** Beginning

**Job Function:** Students

**Subject Areas Taught:** Anyone

**Grade Levels Taught:** High School / College Students

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**Materials Needed:**

- 1) Computers with Photoshop installed
- 2) Projector and large screen
- 3) Check list
- 4) Internet connection
- 5) Exit surveys

**Learning Objectives:**

**At the end of the session, participants will be able to:**

- 1) Open a new canvas in Photoshop
  - 2) Locate and use the selection, text, and shape tool
  - 3) Understand layers and be able to name them
  - 4) Transform shapes
  - 5) Import and transform an image into Photoshop
  - 6) Save a Photoshop file
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**Time:**

**Opening:** 15 Minutes

**Learning Path:**

**Direct Instruction:** 25 Minutes

**Guided Practice:** 60 Minutes

**Independent Practice:** 30 Minutes

**Total Learning Path:** 115 Minutes

**Closing:** 15 Minutes

**Total:** 140 Minutes



## Professional Development Plan

15 Minutes

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### Overview

#### **How will I introduce the product's professional capabilities and examples of student's work?**

I will have everyone introduce themselves to the people near them and using the Think-Pair-Share Model, have them discuss ways they have seen Photoshop being used. I will call on various people after a few minutes. Then, I will show them examples of business cards and various work being created in Photoshop. I will show both advanced and student examples to show the spectrum of talent.

#### **How will I explain to my students what they will be learning, how will they be learning and why they will be learning?**

To start off the workshop, I'll be going over that we will be learning how to make a simple business card in Photoshop. I'll go over the learning objectives with the students so they know what to expect throughout the class. I will emphasize its importance by saying it's becoming more crucial to carry around business cards to connect but to also start building your personal brand based on your passions.

#### **How will I make the session topics relevant to my participant's professional practice or personal development?**

For whatever job the students want to go into, most will require some level of Photoshop knowledge and definitely media literacy. Photoshop is a desired skill to have on any resume.

#### **How will I acknowledge my participants' lifetime of experience?**

Everyone starts somewhere when working with technology whether it be in Word or learning PowerPoint. Photoshop is the same! I'll have people raise their hands based on level of proficiency but I would expect to everyone be a beginner.



## Professional Development Plan

15 Minutes

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### Overview

#### Guiding Questions:

- 1) What do I want to be when I grow up?
- 2) What fonts/colors reflect my personality?
- 3) How can I make a positive first impression with my business card?

#### Best Practices for Teaching Technology:

- 1) What do you know?
- 2) What do you want to know?
- 3) What did you learn?

#### Warm Up Activity

The warm up activity will depend on the size of the workshop. If the group is small enough where we can go around and say everyone's names and something they think they would be interested in we will otherwise I'll try to group the room based on large areas of interest (business, medicine, communication, etc.). The students will then go to those areas and introduce themselves to a new person! This will also help down the line if they wanted to brainstorm colors or think of ways to make their business card fit their field.



## **Learning Path - Direct Instruction**

**25 Minutes**

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### **Step 1**

**5 Minutes**

Go over exceptional work done in Photoshop including engaging business cards. Show how Photoshop is not some tool for magazine models but rather professional software to edit and enhance photos and art.

### **Step 2**

**5 Minutes**

After we look at some Photoshop examples, I'll have the students open up Photoshop and I will have my Photoshop up on the projector. We will start the step by step instruction of some of the tools and functionalities.

### **Step 3**

**10 Minutes**

This part of the instruction will go over the interface of Photoshop, including identifying the navigation and tool bar. The tools (selection, shape, text) will be discussed here too. If need be, I will open up Word to show some of the similarities between Word and Photoshop like the navigation bar and how you work in the document area.

The students will be guided through opening up and saving a 600 x 300 canvas. From here, I will explain that this will be the basis of their business card and throughout the guided instruction to ask any questions.



## **Learning Path - Guided Practice**

**60 Minutes**

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### **Step 1: Shape Tool**

**10 Minutes**

We will create a rectangle using the shape tool and draw a rectangle over the business card. The students will name this layer “Card Color” and I will show them how they can change it. The students will be given a chance to see the different types of colors which will give me time to help students who need help getting to this step.

### **Step 2: Text**

**15 Minutes**

The students will get to use the text tool to write their name. I will show the students how to create the text box and write in it and change the font and size. We will also go over that if the words are too big for the box, the students will not see what they wrote. Students will then label this layer “Name”.

I will guide the students to do another text layer, “Job Title”, or for those with more experience can go ahead and do this on their own.

### **Step 3: Selection Tool**

**5 Minutes**

There should be 4 layers: Background (locked), Card Color, Name, and Job Title. Using the selection tool, the students will move the layers so the name appears and disappears to show that the top layer is always the first to be seen.

### **Step 5: Import an Image**

**15 Minutes**

If there is WiFi, the students will have the chance to browse the Internet to look for an image/logo for their business card based on their field. They can talk to their seat partners since they will be grouped based on interests for ideas.

If there is no WiFi, students can draw a shape with the shape tool like a circle or triangle.



## **Learning Path - Guided Practice**

**60 Minutes**

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### **Step 6: Transform Images/Objects**

**5 Minutes**

The image will most likely be too big for the business card so I will show how to change the size of an object using **COMMAND + T** if we are on a Mac. The students will also learn that by holding **SHIFT**, the image will keep the same dimensions. This layer should be called "Image".

### **Step 7: Layers**

**10 Minutes**

The students should have 5 layers: Background (locked), Card Color, Name, Job Title, and Image. I will go over how one needs to click on the layer to move it and we will practice this with all the layers.

This is one of the most important fundamentals of Photoshop!



## Learning Path - Independent Practice

25 Minutes

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### Overview

**How will the students apply the knowledge and skills from the direct instruction to their individual practice? What task will they be completing?**

The students will be moving the text and image around to their liking on the business card. The independent practice is meant for them to personalize their project so they can change the font of the text, make the image bigger, or change the color of the background. This time will also help solidify moving between the layers. If the students feel comfortable importing another image they are welcome to do that too.

**How will I support the students during individual practice?**

I will be walking around the room helping students who need assistance in the skills we learned. If there seems to be a common struggle, I will go over the skill again with the projector.

### On-Going Assessment

**How will I check my participants understanding during individual practice?**

As I'm teaching the lesson, I will make sure I'm seeing the following items on the students' computer - a rectangle, text, and an image. I will double check to see if everyone has this on their business card when I walk around during independent practice. Throughout the lesson, I will encourage the students to ask questions and raise their hands for help.



## **Session Closing**

**15 Minutes**

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### **Closing Assessment**

**How will I know if my participants were able to achieve the learning objectives?**

If the students have placed text, a shape, and an image on their business card and all are visible then they would have achieved the learning objects. If the final product looks like a very simple business card then that is good news!

### **Wrap Up Session**

**15 Minutes**

The students will learn how to properly save a Photoshop file (PSD vs. JPG) and email it to themselves if they would like to save their projects. Once everyone has saved their projects, we will go around, depending on the size of the group, and the interested students will be able to share their businesses cards. If they email them to me, I can put them up on the projector.

At the end of the workshop, the students will fill out an exit survey via Google Surveys to help improve future professional development sessions.



## **Post Session Facilitator Reflection**

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### **Session Success**

**What went well during my professional development session?**

### **Session Challenges**

**What didn't go very well during my professional development session?**