



Continuing Professional Development
in Vocational Education and Training

Multimedia – What Does a Photo Editor Do?

Inspiration for online teaching





In the COVET project, we have collected many great examples of teaching that have been transformed from the classic off-line version into a modern online learning method.

These sample lessons have been created by VET teachers from different EU countries. We present them to you as inspiration for your work.

The lessons are particularly suitable for vocational teachers, but can also serve as a training tool for teachers, trainers and lecturers in other educational settings.

All sample lessons, training materials as well as all information about the project are available at:

<https://www.covet-project.eu/>

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Multimedia - What Does a Photo Editor Do?

Offline version of the lesson

Goal

In this lesson, students will play the role of photo editor (as a job)

Any newspaper or magazine, published in print or online, needs to be visual. Nearly every article includes at least one photograph, and in many cases the photos are the story itself.

Who is responsible for coordinating, producing and choosing those photos you see? That person would be the photo editor. Photo editors are embedded with each section of publishing material and are central to the reporting process. They work with reporters to strategize what and whom to photograph for a given article. They seek the right photographer for each assignment, and they discuss with photographers how to approach the assignment and which types of photos would work for the tone and subject of the article. Finally, photo editors carefully choose photos and sequence them to help tell the story.

In this lesson, you will get the chance to play the role of a photo editor. After learning about how photo editors make decisions, as well as the ethics of photojournalism, you'll put together your own photo-based piece.

Warming up

Discussion-provoking question:

It is often said, "A picture is worth a thousand words." Do you agree?

What is the power of a single photograph?

What are the unique powers of an individual photograph? Are there things it can reveal and evoke that words cannot? If so, what makes a picture particularly memorable, powerful or affecting?

Contents of the lesson

Part one

Teacher uses a PowerPoint presentation with significant pictures taken from famous papers and online publications, even those awarded during the last years.

Questions for debate:

Why does this photo resonate with you?

What story does it tell?

What do you think the picture communicates that words alone couldn't?

Part two

Class will be divided in teams (small, 3-4 members) and they will study the answers to an interview with various Romanian photo-editors, about the way they select the photos and the editing team.

<https://blog.fotografi-cameramani.ro/selectia-editorilor-interviu-cu-membrii-echipei-foto/>

The interview parts are printed and handed out to all teams.

Teams will analyze and summarize the main aspects mentioned in the interviews.

Conclusions will be communicated by the leader of each team.

Part three

Play the role of the best photo-editor of your school newspaper.

Use your own database collection of pictures from the school (made in prior lessons) and choose a maximum of 5 pictures in which you will illustrate an incentive article about the school – targeted at young future students. The article will speak about the value of this school, how good it is to be a student and how you can build a career after graduating from this school.

Propose your selection of photos in teams.

After each team proposes their own 5 pictures, the whole class will choose the best 5 pictures to be used in a future promotional material for the school.

Shift to online version of the lesson

Things to be considered

Students don't have access to computers/laptops and tablets. they generally enter online using their phone so my online lesson had to be based on what can be done by using the phone alone.

Reasons for the decision

First part of the lesson remained unchanged (Part one and Part two)

Teacher used a share screen to present the PowerPoint and initiated an online debate with the students.

For Part three, the students received the following task:

You are the best photo-editor of the New York Times.

It's the final days before the primary voting day for New York City's mayoral race. Front-runners Eric Adams, Kathryn Garcia and Maya Wiley were all out campaigning around the city and the

photographers on assignment for The New York Times have filed their images. Your assignment is to stitch together a visual narrative of these days, with a maximum of five images.

The file with the images is here:

<https://int.nyt.com/data/documenttools/photo-editing/ad246a6d49321293/full.pdf>

Try your hand at the task. From among the 25 photos in this PDF, choose five photos to tell your story. Remember to take into account newsworthiness, composition, style and ethics.

Compile your five photos into a slide show (using Google applications) in the order you would want them to appear in an article, and write a short statement explaining your choices.

Tools and apps used

I used Google Classroom Platform for schools.

Under the Multimedia class – students will submit their presentations of slideshows as a lesson handout work.

Students have institutional accounts to login.

We spent about 30 minutes online, using Google Meet, for the Introductory part of the lesson and the Part one.

Part two of the lesson was indicated as a supplemental resource for students to read when they have time.

Part three was assigned and explained in the online meeting and then every student worked individually, asynchronously and uploaded the results of their individual work within the Google Classroom platform.

Feedback from the lesson

Not all the students worked out their assignment but those who did, could benefit from a good individual feed-back from the teacher.

Students agreed with this kind of working and many of the lessons in Multimedia had an online part and an offline part.

Students didn't have the means to properly work for the lessons – at school they could use the informatic labs (where they have computers and access to proper specific software) but online, the majority of them only could use their mobile phone.

This was the major minus of these classes, for some softwares, it was almost impossible to adapt the class to the online environment.



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