

## The Idea: Using a Tool to Teach a Tool

David Kolb, one of the most well-known theorists of experiential learning, defines learning as “the process whereby knowledge is created through the transformation of experience” (Kolb 1984). The experience, if we apply Kolb's theory, will cause the student to *understand* the selected material rather than merely having a knowledge about it. It is with the foundations of experiential learning theories that I developed this assignment for students in an Introduction to Convergence course I teach for both Journalism & Public Relations students.

Especially for the study of media, it is critical for students to involve themselves with the technology. The tools are constantly changing, but the mindset of using those tools for professional purposes I've found to be a significant transition for student mindsets. It is important for students to consider the new and innovative tools as resources to communicate their information to their audiences. At the same time, there is also value to learning something that you then share with someone else. The sharing further influences the reinforcement of learning. This can be explained through the Bloom's Cognitive Domain in the Taxonomy. The domain classifies thinking by six levels of complexity: remember, understand, apply, analyze, evaluate, create. Each builds on the other, challenging students to move from one to the next in their processing of knowledge. A student working in an upper level of the domain is assumed to have already mastered the previous levels.

## The Goals

The project I created has students not only remember and understand how to use a tool, but apply that knowledge and use the tools (analyzing and evaluating) to explain other tools they know and understand. This creation of a tutorial is a clear use of evaluative processing as well. This practice of learning and then explaining is something I have found quite successful within my teaching and our program.

I used Snagit as the tool they students could use because it is an easy tool for students to learn and it has a trial option. I showed students the steps to using the tool by using the tool myself. Once they learned to use the Snagit tool through my tutorial, I asked the students to use Snagit to walk their users through the process of experiencing/using another tool that would be useful for the class.

## In the Classroom

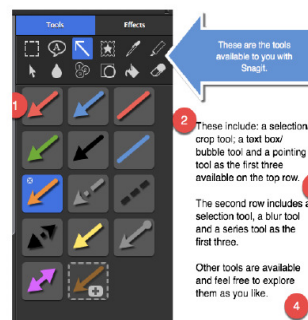
Basically there were four parts to the assignment:

1. Students followed my guide to the Snagit tool to learn how to use it;
2. Students used the Snagit tool to



### Step-by-Step PDF Guide

If you're creating a step-by-step document with screenshots from Snagit, you'll want to export your images from Snagit (as demonstrated in the video) to a "copy" that you can then paste into your word document like this one below (and those above which also came from Snagit).



As you can see, the image has the numbers in it that we put in during our demonstration. If I were to use this image as a guide, I might say:

- 1) Here you find graphic arrows that you can use to point to specific things on an image that you might want to highlight;
- 2) This is text in the image that was input by choosing the "text" option in the top menu;
- 3) Etc. etc.

### Exporting your videos or images

In order to export a completed item whether it be an image or a video capture, select the drop down in the export options.



- teach another tool;
3. Students viewed someone else's tutorial to learn another tool;
4. Students evaluated classmates' tutorials.

For example, after going through my tutorial for Snagit, the students then used Snagit to create a tutorial for using another tool like Storify. *They were able to use the free trial of Snagit to complete their projects.*

After students created their tool tutorial, I had each student view one of the other tool introductions created by a peer (to learn the tool) and finally evaluate the success of the tutorial they viewed. These other tools to be introduced might have included Storify, Google Maps, Sketchup, Lightroom, aspects of Illustrator, etc. Kolb's learning cycle begins with a concrete experience which is followed by observation and reflection. This is what, I believe, is happening with my students when they walk through this experience. They are experiencing, observing and reflecting. Kolb says that this then leads the learner into the forming of abstract concepts out of which actions are taken to test the concepts attained. The cycle continues as another concrete experience is introduced. This is the learning cycle I believe I've created with this project.

After completing this assignment, I have a collection of projects created by my students that introduce potential tools for journalistic use. These tutorials presented by my students can be a resource for introducing those tools to other students, even in other classes.

## Student Reaction

The process of teaching others proved to be more challenging to students than they thought it would be. The critiques were good because students were learning new tools and reviewed tutorials that attempted to teach new tools.

Here are excerpts from some of the reviews:

- "I chose this [tutorial] because I've never heard of Piktochart before and it seemed interesting. The tutorial was very clear and used Snagit's arrows really well to show me each step ...But one thing I was bummed by is that she stopped right when it got interesting..."
- "I choose to learn how to use Piktochart... I know that this software is very prevalent in the PR field as well as other fields... The only things I found to be confusing was that there were at times too many arrows in one picture that I wasn't sure what was trying to come across in the photo. Other than that slight problem it was very helpful and was a refresher so that I am prepared to use it again."
- "I learned how to upload, resize and crop an image in Pixlr.... I liked how she first gave a small summary of what exactly the tool does incase someone has not used this tool before... I liked how she included the option of how to make the photo go back to its original size/image. I thought that

This is a graded discussion: 100 points possible
due Sep 16, 2014



Using Snagit to Teach a Tool

Tamara Weiler

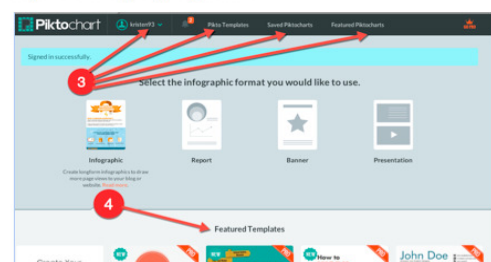
View my tutorials from the first assignment in this module and then use Snagit yourself to create a short tutorial for classmates to learn how to use a tool (or an aspect of a tool) that might be useful for them in P.R. or media professions.

This might include Google Analytics, a "secret trick" for Final Cut Pro, an online image editing tool that others might find for free, a new social media resource, or any number of other tool resources you might choose.

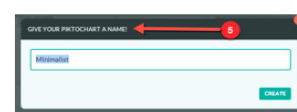
Once you've created your tutorial, you'll need to put it online somewhere where others can find it (preferably on your portfolio site). Then you'll post a link to it here.

This topic was locked Dec 31, 2014 at 11:59pm.

Step 4: Click on any template you desire



Step 5: Give your project a name



Step 6: Learn the different features of the sidebar.

**Graphics**  
 -choose different icons to incorporate into your infographic  
**Upload Pictures**  
 -personal photographs can be used to show personal experiences or make

was an extra tip that showed she thought through her tutorial and looked at it from all different types of approaches."

- "I chose to learn how to use the pen tool in Adobe Illustrator. It was helpful, and I like that she showed shortcuts along the way. However it would have been slightly less confusing if there were arrows pointing at the buttons we're supposed to use... was a very useful thing to learn."

