**Analysis of Data**

The students did not do well on the pre-test since they were not exposed to the information. After the lesson, the students demonstrated mastery of the information.

1) To increase the amount of light in a photograph what can we do? 100% answered correctly

2) What does the rule of thirds refer to in good composition? Draw in a picture of your mom’s face and then explain why you chose to put it her face where you did. 100% answered correctly. These were interesting in that half of the kids put the mom’s face in the upper left and the other half in the upper right. The eyes were placed on an intersection.

3) Where should you place the subject of your picture? 100% answered correctly

4) When taking a portrait, what angle should the picture be from? 100% answered correctly

5) What does it mean to crop a photo? What makes this an effective editing strategy? 100% answered correctly

6) Adjust saturation so the picture 75% answered correctly. After we talked, the child said he did not clearly read the question.

7) If you want to experiment between light blue, pastel blue, or vivid blue for the blue in your photograph, what would you adjust? 100% answered correctly

8) What is a glog? 100% answered correctly

9) How can you personalize a glog? 100% answered correctly

10) What would be your most important tip you would you give someone who was new to digital photography? 100% answered correctly

**Impact from this Lesson**

There was a huge impact from this lesson on my students. Before the lesson, the students were not aware of composition rules as they relate to photography, exposure, and how editing software may improve photographs. Now, the children are aware of how these rules and settings affect pictures. The children all mastered the Rule of Thirds and enjoyed editing different pictures so their pictures followed the Rule of Thirds. The children seemed to enjoy the metaphor of the window, shutter, and sunglasses as it relates to aperture, shutter speed, and ISO. These are tricky concepts and I was pleased to find this metaphor on the following site: <http://digital-photography-school.com/learning-exposure-in-digital-photography>. They all enjoyed changing the cropping of their pictures until they found a crop that they liked. The children adjusted the saturation of their photos. They had fun changing the saturation levels since the pictures become quite different. The students also changed the hue. Two children adjusted the lighting. One child tried the transformation tool, but reverted the image because she did not like the transformation.

Three of the children already knew the syllabication rules of haiku before the lesson so this was not an area of profound growth, but they all enjoyed writing their haikus.

None of the children knew about glogs before this lesson. I have a feeling that the older students are hooked as two of them already have created their own glog for personal reasons.

**Lesson Reflection**

The lesson went very well. The students enjoyed the golf cart ride and it was really fun to see what in nature inspired the children. One of the students found the smallest frog that was camouflaged in the woods. I was so shocked that he even saw the frog, but even more shocked when he decided that he would rather write the haiku about the rabbit because he had written a frog haiku in the golf cart on the ride home! Since it was a small group, it was really easy to download the images and allow the children time to edit.

In a larger group, it would be more challenging to upload images and edit them. We do not have access to Photo Shop at my school, and I am not sure if we can get on PicNic at school. I will have to look at what editing software is available at school. I may have to modify this lesson by cropping with scissors and not adjusting hue and saturation. This would not be ideal, but I am limited with technology at my school since a lot of web 2.0 tools are not available. My county blocks numerous sites.

At school I would have to use a glogster site that is eduglog since the regular glog site is blocked at school so <http://edu.glogster.com/> would be the site I would use for the classroom. It has many personalization options just like the glogster site. I would not have access to YouTube videos at school since YouTube is also blocked. Adding a YouTube video was an extra differentiation option, but was not essential to the success of the lesson.