

Learning Outcomes

Cognitive Domain (Knowledge and understanding)

On successful completion of this module, the learner will be able to:

1. Understand key Moodle features and structure
2. Identify and interpret terminology and communication relating to design purpose, target audience, and audience needs.
3. Determine the appropriate copyright, permissions, or licensing required for the use of specific content.
4. Define key terminology related to digital images, including resolution, colour modes, and file formats.
5. Evaluate the application of photographic and design principles with digital visual content.

Psychomotor Domain (Practical and technical skills)

On successful completion of this module, the learner will be able to:

6. Create or modify a document using appropriate settings for the intended output.
7. Navigate and customise the Photoshop workspace and use design aids to improve workflow effectively.
8. Import and manage digital assets within a project.
9. Manage colours, swatches, and gradients to support consistent visual design.
10. Work with brushes, styles and patterns to enhance creative output.
11. Use layers to organise and manage design elements effectively.
12. Modify layer visibility using masks to support non-destructive editing.
13. Apply adjustments to elements and adjustment layers to modify image appearance.
14. Create and edit using raster drawing tools and features.
15. Create and edit vector-based shapes and paths using Photoshop vector tools.
16. Add, format and modifying text within design documents.
17. Make, manage and manipulate selections accurately.
18. Manipulate images using retouching and repair tools.
19. Transform digital graphics using scaling, rotation, distortion, and alignment tools.
20. Modify the appearance of design elements by using filters, styles and materials
21. Export documents and assets using appropriate formats and settings for different output needs.
22. Save documents and assets using correct file management and versioning practices.

Affective Domain (Professional Attitudes and Learning Behaviours)

On successful completion of this module, the learner will be able to:

- 23. Demonstrate responsibility for their own learning through independent practice, reflection, and skill development
- 24. Apply ethical and professional judgement when selecting and using digital content.
- 25. Demonstrate confidence and professionalism when discussing design choices and workflows with peers or clients
- 26. Engage positively with feedback, using it to refine work and improving performance.

Understanding the three Domains of knowledge for this module

The programme integrates cognitive, psychomotor, and affective learning domains to ensure learners acquire theoretical knowledge, demonstrate technical competence in digital media production, and develop professional attitudes and self-directed learning behaviours consistent with industry practice and adult education principles (Bloom et al., 1956; Krathwohl, Bloom and Masia, 1964).

Cognitive Domain (Knowledge and understanding)

The **cognitive domain**, derived from Bloom's Taxonomy, relates to knowledge acquisition and the development of mental processes such as understanding, reasoning, problem-solving, and applying knowledge (Bloom et al., 1956; Anderson and Krathwohl, 2001). Cognitivist learning theory emphasises how learners process, organise, store, and retrieve information, focusing on structured knowledge development and schema formation (Gagné et al., 2005).

In the Visual Design using Adobe Photoshop module, learners progress from foundational cognitive processes such as understanding, identifying, determining, and defining key design concepts and terminology, to applying and integrating this knowledge in structured tasks, including adjusting, modifying, and transforming digital images using advanced editing techniques and creating original design outputs. The learning outcomes are scaffolded and sequenced to support progressive cognitive development and enable measurable demonstration of knowledge-based competencies in professional visual design contexts (Biggs and Tang, 2011).

It is recommended that learners begin developing a portfolio from day one to build foundational knowledge based on prior experiences and progressively master core design concepts. This approach also supports experiential learning by connecting theory with practical design activities (Kolb, 1984).

Part I of the portfolio should focus on conceptual understanding, hands-on real-world scenarios, and peer collaboration. This phase should emphasise the development of essential skills, and project management, including understanding the design process, identifying key terminology, applying communication techniques, defining key concepts, recognising legal and ethical procedures, differentiating sketching, drafting, and prototyping methods, explaining colour models, and evaluating the application of visual and photographic design principles.

Psychomotor Domain (practical and technical skills)

The psychomotor domain is critical for vocational skills in employment. It refers to physical skills, motor coordination, and the ability to manipulate tools, operate equipment, or perform processes (Dave, 1970). In a graphic design environment, mastery of Adobe Photoshop software requires learners to perform precise actions, such as layer management, masking, retouching, and compositing, while integrating multiple techniques into cohesive workflows.

Learners acquire psychomotor skills progressively through three stages:

1. **Cognitive Stage** – Learners observe demonstrations, follow instructions, and understand the steps required to complete a task.
2. **Associative Stage** – Learners will practice skills with guidance, gradually improving accuracy and combining multiple techniques.
3. **Autonomous Stage** – Learners perform tasks efficiently and accurately with minimal conscious effort (Fitts and Posner, 1967), allowing them to focus on creativity and professional output.

In Photoshop training, this progression is supported through learning by imitation, hands-on practice, and repetition of tasks, with increasing complexity and integration of automated functions (e.g., working with swatches, styles, layers, masks, templates) to build efficiency and professional competence.

Recommendations for the module:

- Introduce guided demonstrations and imitation exercises early, allowing learners to observe and replicate core Photoshop techniques.
- Integrate structured hands-on practice that gradually increases in complexity, progressing from single tools to combined workflows.
- Provide opportunities for learners to automate repetitive tasks once foundational skills are mastered, reinforcing efficiency and independent competence.

- Sequence activities to support progression through the cognitive, associative, and autonomous stages, ensuring measurable development of psychomotor skills relevant to professional visual design practice.

This approach ensures learners acquire both the technical skills and workflow competence required for employment in digital design and visual communication roles.

Affective Domain

The **affective domain** refers to attitudes, values, and professional behaviours that influence how learners engage with tasks, collaborate, and respond to feedback (Krathwohl, Bloom and Masia, 1964). In a vocational graphic design context, affective skills are essential for fostering professionalism, ethical practice, and effective teamwork.

Learners develop confidence, perseverance, and responsibility as they interact with peers and instructors and as they manage their own learning and project workflows. Encouraging peer feedback, collaborative exercises, and reflective discussion also supports the development of self-directed learning and professional identity (Knowles, Holton and Swanson, 2015; Schön, 1983).

Recommendations for the module

- Encourage learners to engage actively in peer feedback and collaborative exercises to build communication, teamwork, and constructive critique skills.
- Promote ethical and professional practice, including correct attribution of digital assets, respect for copyright, and adherence to industry standards.
- Support learners in taking responsibility for their own learning, including managing portfolio development, meeting project deadlines, and reflecting on progress.
- Provide structured opportunities for learners to demonstrate confidence and professionalism when presenting or explaining design choices.

Integration of the Three Domains

Integrating affective domain alongside cognitive and psychomotor learning ensures learners not only acquire technical skills but also the attitudes and behaviours necessary for effective, professional practice in digital design and visual communication roles.

In re-designing the Visual Design using Adobe Photoshop module, careful consideration has been given to the needs of adult learners, recognising their diverse motivations, prior experiences, and preferred learning approaches. The programme integrates strategies to engage autonomous, goal-oriented, and practical learners while

addressing cognitive, psychomotor, and affective domains. Through structured knowledge acquisition, hands-on skill development, and opportunities to practice professional attitudes and behaviours, learners progressively build competence, confidence, and workflow efficiency. Aligning learning activities, outcomes, and assessment tasks supports constructive alignment and promotes deeper learning and skill development (Biggs and Tang, 2011).

By aligning learning activities with the cognitive, psychomotor, and affective domains, the module ensures that adult learners achieve the desired outcomes, developing both the technical proficiency and the professional attributes required for success in digital design and visual communication roles.

References

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