Adobe Creative Cloud Express and the UCF Integrative GEP

By: Chrissy Cruz, M.Ed., Ed.S. and Amy Darty M.A.
Adobe Creative Cloud and the UCF IGEP

Chrissy Cruz M.Ed., Ed.S.
Instructional Specialist and Instructor
Faculty Center for Teaching and Learning
chrissy.cruz@ucf.edu
CB1 Room 207C
(407) 823-0972

Amy Darty M.A.
Senior Instructor of History
Department of History
adarty@ucf.edu
TCH 318D
(407) 823-2225
Today’s Agenda

Integrative General Education program and the Five Foundations
Encouraging Student Motivation, Engagement & Professionalization
General Education Faculty Learning Community Webcourse
Creative Technologies; Materia Widgets
Designing Reflective Assignments with Creative Tools
Backward Design Instructional Design Process
Adobe Education Exchange Teaching Resources
GEP Assignments Using Adobe Express
Outcomes of Using Adobe Express in the Integrative GEP
Redesign Strategies:
How to Incorporate Reflective Practices and Creative Tools
Integrative GEP and the Five Foundations

**KNOWLEDGE APPLICATION**
Understand scientific methods and connect and apply them to challenges facing society.

**COMMUNICATION**
Become successful writers, speakers and producers of digital materials in their academic, civic, and professional worlds.

**CULTURAL INTERACTIONS**
Understand common human themes, have an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what they learn.

**INTERPRETATION AND EVALUATION**
Assess and decipher information in a world full of conflicting sources.

**PROBLEM SOLVING**
Be well-informed citizens who can reason and apply analytical, statistical, and computational methods to the challenges of a globally-diverse and technologically-rich environment.
What is the UCF Integrative GEP?
Encouraging Student Motivation, Engagement & Professionalization

- GEP as more than a checklist
- Encourage students’ interdisciplinary reflection
- Identify cross-discipline connections
- Awareness of transferable skills
Join the General Education Faculty Learning Community Webcourse

https://webcourses.ucf.edu/courses/1308484/
Materia Widgets

https://materia.ucf.edu/play/i2mhc/integrative-gep-the-5-foundations-core-skills-general-education-learning-experience-copy

https://materia.ucf.edu/play/jYLxY/ucf-integrative-gep-adventure-start-exploring

UCF Integrative GEP Adventure - Start Exploring!

As you complete your GEP courses at UCF, you have many choices to fulfill your requirements. All of the GEP classes have been designed with your enrichment and major preparation in mind. Each course shares common characteristics and discipline foundations which help you become more successful on your degree journey. Which of the following Foundations do you want to explore next?

A) Communication (Yellow)
B) Cultural Interactions (Purple)
C) Interpretation and Evaluation (Blue)
D) Knowledge Application (Red)
E) Problem Solving (Green)
Zoom Poll: Teaching Methods Reflection

- Do I utilize any innovative technologies in my GEP classes?
- What assignments would I like to enhance in my GEP class?
- How may I increase in student engagement with creative projects?
- How would I redesign an assignment to incorporate a creative technology?
Designing Reflective Assignments
Instructional Design: Designing Your Curriculum to Include Reflective Assignments and Creative Tools

- Backward design is a method of designing an educational curriculum by creating learning goals before you choose your instructional methods and forms of assessment.
- Challenges "traditional" methods of curriculum planning.
- Encourages intentionality during the design process.
- Instructors typically approach course design in a “forward design” manner.
- They consider the learning activities (how to teach the content), develop assessments around their learning activities, then attempt to draw connections to the learning goals of the course.
Designing Reflective Assignments with The Three Stages of Backward Design

- Backward Design can be applied to individual assignments and tasks. It is accomplished with three steps:

  1. Write the learning outcomes for your course and assignments.
  2. Once the learning goals have been established, you create your assessment. *How will I assess that my students have achieved these learning outcomes?*
  3. Now that the learning outcomes and assessment have been solidified, you plan *how you will teach the content*, which are your learning activities.

- For this reason, backward design is considered a much more intentional approach to course design than traditional methods.

- Once the learning goals, or desired results, have been identified, instructors will have an easier time developing assessments and instruction around grounded learning outcomes.

- This template from Vanderbilt University outlines the three stages of backward design. 

https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/#benefits
Stage 1: Writing Your Learning Outcomes

- The **first stage** of Backward design is to identify your desired results by considering the learning goals of the lesson, unit, or course.
- In this case it would be to create reflective assignments and incorporate creative tools.

**Ask yourself the following questions:**

- What do I want my students to reflect on and master?
- What are the Integrative GEP learning outcomes for my course?
- How can I align my learning goals for this assignment with the IGEP learning outcomes.

**Once you have answered those questions:**

- You can write your learning outcome with action verbs that pertain to higher-order thinking skills.
- In your design of the assignment, you can provide students with options to use creative technologies, such as Adobe Express.
Example: Reflective Assignments in Adobe Express

- Using Adobe Creative Cloud Express, you will create a web page to document and reflect upon professional competencies developed through your curricular and co-curricular experiences.
- You will create an appealing web page documenting your experiences.
- The reflection portion will help students articulate the career-readiness skills and abilities sought by employers.

https://edex.adobe.com/teaching-resources/-PpHmXR8k/preview
Examples: Reflective Assignments with Adobe Express

CREATE A WEB PAGE TO REFLECT ON WOMEN IN HISTORY

In this 2-hour strategy, students conduct research on three notable women from selected fields (business, STEM, education, activism, literature, journalism & media, government, etc.) and create a web page on the women's contributions and their impact. Together, students’ Adobe Creative Cloud Express presentations (exhibits) create a virtual Women's History Museum for the class. Students could work on this alone or in small groups. This strategy could be used in a unit on contributions of women and diverse communities, women's history month, or a nonfiction unit.

Because Adobe Creative Cloud Express enables digital media skills, this strategy empowers students to demonstrate their understanding of women’s contributions in a meaningful way. Students can work individually or in groups. This strategy can be adapted for use with other Adobe products, such as Adobe Acrobat.

Outline

<table>
<thead>
<tr>
<th>Step</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15 min</td>
<td>Introduce women's contributions around the world by showing students &quot;Women Who Changed the World&quot; from the Nobel Foundation. While watching the video, ask students to note five contributions made by notable women and debrief on student findings as a class.</td>
</tr>
</tbody>
</table>
Stage 2: Decide on Your Method of Assessment

The second stage of Backward Design is determining the acceptable evidence to support your learning outcomes.

What are the most vital learning outcomes of this assignment that must be assessed?

How will I score each section of my rubric?

How can I measure the effective attainment of the learning goals I have set forth for this project?
Formative Assessment

- The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.
- Help students during the learning process by enabling them to reflect on their challenges and growth so they may improve.
- Help students identify their strengths and weaknesses and target areas that need work.
- Help faculty recognize where students are struggling and address problems immediately.
Formative Assessment Examples

- In-class discussions
- Clicker questions and surveys
- Low-stakes group work
- Weekly quizzes
- 1-minute reflection writing assignments
- Homework assignments
Summative Assessment

Given at the conclusion of a specific instructional period, and are generally evaluative, rather than diagnostic.

Examples include comprehensive final exams or papers.

Used to determine learning progress and achievement, measure progress toward goals, or make course-placement decisions.

Results are often recorded as scores or grades that are then factored into a student’s academic record.
Development of Assignment Rubrics

- A rubric is an assessment tool that indicates how well students are moving towards the achievement of course or assignment student learning outcomes.

- Alignment between rubric, assignment, and SLO's is vital.

- Rubrics are helpful in assessing:
  - The quality of an assignment
  - Participation
  - A project
  - Overall class performance

[Diagram showing the cycle of Respond, Plan, Measure, and Implement]
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment Title</td>
<td></td>
</tr>
<tr>
<td>Points/Due Date</td>
<td></td>
</tr>
<tr>
<td>Assignment Learning Objectives</td>
<td></td>
</tr>
<tr>
<td>Rationale for the objectives</td>
<td></td>
</tr>
<tr>
<td>Authentic Learning Task Description and Sequencing</td>
<td></td>
</tr>
<tr>
<td>Tips for Successful Completion</td>
<td></td>
</tr>
<tr>
<td>Assessment Criteria: checklist or rubric and schedule of formative feedback</td>
<td></td>
</tr>
<tr>
<td>Format requirements</td>
<td></td>
</tr>
</tbody>
</table>

Assessment Transparency Handout
Stage 3: Develop Your Learning Activities

The third stage of Backward Design is to plan your instruction in accordance with your learning outcomes and intended assessments.

These learning activities will be based on the learning outcomes and assessment selected to ensure students are learning what you are teaching.

Create a class demonstration on how to use the creative technology

Design an in-class peer review for completed projects

Write a reflection paper on their learning experience utilizing these creative technologies
Creative Teaching Resources

• Free, customizable templates of classroom projects in the Adobe Education Exchange.

• Interdisciplinary teaching resources ignite creativity in the classroom.
Let’s Explore GEP Assignments Using Adobe Express
Adobe Express for Student Source Analysis

![Module 7: Women In The Era of Invention](image)

Women obtained more than 5,500 patents between 1865 and 1900, the American Golden Age of Invention. This is a drawing by Sybilla Masters for her corn mill patent (1714). She was the first American to receive a patent.

Mary Kies received a patent for a machine to weave silk and straw for fashionable hats such as the ones shown.

As we can see, the often overlooked contributions of women during the Era of Invention are truly important, and have helped contribute to the world we know today.

---

PTC Mod 3 (Adobe Spark Page or Adobe Spark Video)

Peer Thought Connections: Module 3

SUBMISSION FORMAT: Adobe Spark (Choose Spark Page or Spark Video - do not use Spark Post as it is too limited for your needs on this one) - share your link in the Discussion thread for peer review. See details and link to the products under Materials: Adobe Spark is FREE.

Be creative with your presentation - you might think of using the Adobe Spark products as if you were setting up a bulletin board, museum exhibits, acting as a tour guide, etc. You are free to use observations and facts for your research and presentation. Just as you would if you were "presenting" this to a classroom.

NOTE: You always need to cite the sources of supporting materials for your discussions, regardless of the format. Your Page or Video should incorporate images to help illustrate your points (can be from a variety of types but think in terms of historical relevance rather than just icons or directional clips). Be sure to explain how the images relate to the presentation. Just as you would in person. Be sure to list only your name and class but no personal info on UCF IDs on the Spark format you submit.

Select FOUR (4) examples from Module 3 on Web coursework: one Instructor Commentary (IC) and three from websites/Supplements. On the Discussion board thread, your Adobe presentation will explain/summarize what it is, which source it is, and why it was significant. More does it connect historically to the studies for this module/course about Western Civilizations and related chapters? This module is meant to be visually interactive so your "writing" is supplemental to the explanation and audio may be used in lieu of text so long as labeling of images and citation is included.

Think of this as practice for the final presentation you will deliver on for the Research Showcase.
Industry in Agriculture

With the rise of the factory, farms were left shorthanded. To compensate for this, the "mechanical reaper" was created and sold to farmers, enabling them to manage much more land.

The industrial revolution worked its way throughout the world, penetrating into even the deepest rural communities. For better or for worse, it transformed every style of living.
Adobe Express & IGEP for Exams

Integrative GEP - The 5 Foundations & Core Skills General Education Learning Experience

Login to play this widget

Cultural Interventions Foundation
(This is the primary learning outcome for this course)

1. Adapted Improvement: The wind ranch reflecting the Haida language mistrust by Bill Reid in Pauaian Dye-Off Debate workshop. This wind ranch expresses how each nation or tribe had its own theory of which the ancestors either came from elsewhere or came from the immediate area. The current, winds in the east or west, near a salty area, and so on, had always been where they were at the time the question was posed.

2. Performance/Identity: Migrating to the American-Bering Land Bridge animation. This animation shows the flooding of the land mass which yielded the Bering Straight over thousands of years.

3. Test (preparing written during the time period): The Bay Psalm Book. Printed by Bay Psalm B in 1640, the Bay Psalm Book is the first book to be printed in America.

MIDTERM EXAM

Objective: The objective of the RETRO is to assess your knowledge and understanding of the course material covered in the first semester. This exam assesses your ability to apply your knowledge in a practical context. The exam consists of 40 multiple-choice questions, and each question has four answer options. You have 60 minutes to complete the exam.

Exam Instructions:

1. Choose the correct answer for each question. Be sure to read each question carefully and select the answer that best describes the information provided.

2. You are allowed to use a calculator for this exam.

3. You are not allowed to use any reference materials during the exam. You must rely solely on your knowledge and understanding of the course material to answer the questions.

4. In the event of a tie, the questions will be scored based on the number of questions answered correctly.

5. You may refer to the course syllabus and notes for help in answering the questions.

Good luck!

UCF

MIDTERM EXAM

Objective: The objective of the RETRO is to assess your knowledge and understanding of the course material covered in the first semester. This exam assesses your ability to apply your knowledge in a practical context. The exam consists of 40 multiple-choice questions, and each question has four answer options. You have 60 minutes to complete the exam.

Exam Instructions:

1. Choose the correct answer for each question. Be sure to read each question carefully and select the answer that best describes the information provided.

2. You are allowed to use a calculator for this exam.

3. You are not allowed to use any reference materials during the exam. You must rely solely on your knowledge and understanding of the course material to answer the questions.

4. In the event of a tie, the questions will be scored based on the number of questions answered correctly.

5. You may refer to the course syllabus and notes for help in answering the questions.

Good luck!

UCF
Outcomes of Using Adobe Express in the Integrative GEP

- Increased students’ visual communication skills.
- Increased students’ ability to add context to historical events.
- Increased students’ ability to evaluate credible sources.
- Increased students’ ability to document and represent themselves in their work.
- Increased students’ abilities to navigate Creative Commons licenses.
- Taught students to take pride in the visual artifacts they create.
Questions?

Thank You For Joining Us!