



# 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



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# 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



An abstract sculpture in a dark, textured material, possibly wood or stone, featuring a stylized face with large, curved eyes and a prominent nose. The sculpture is set against a dark, moody background with warm, golden-yellow lighting that highlights its contours and textures.

# **Redesign Strategies: How to Incorporate Reflective Practices and Creative Tools**



**UCF**

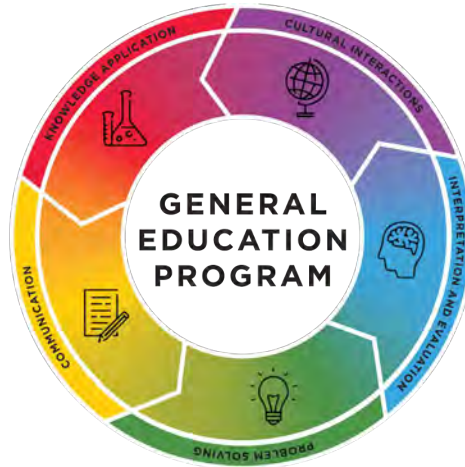
# Integrative GEP and the Five Foundations

## 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?



**UNIVERSITY OF  
CENTRAL FLORIDA**

**2021-2022 General Education Program**

Name: \_\_\_\_\_
Major: \_\_\_\_\_
UCFID: \_\_\_\_\_
Date: \_\_\_\_\_

**COMMUNICATION FOUNDATION**

**CM**

**GEP 1 and GEP 2 are required for all majors.**

GEP 1. ♦ ENC 1101 English Composition I (GRW)

GEP 2. ENC 1102 English Comp. II (PR) (GRW)

**GEP 3 - choose one class to complete**

COM 1000 Introduction to Communication

SPC 1602C Fund. of Technical Presentations

SPC 1605 Fund. of Oral Communication

**MATHEMATICAL FOUNDATION**

**PS**

**GEP 7 - choose one class to complete**

MAC 1105C College Algebra (PR) (GRM)

MAC 2311C Calc. w/ Analytic Geo. I (PR) (GRM)

MGF 1106 Finite Math (PR) (GRM)

MGF 1107 Explorations in Mathematics (GRM)

**GEP 8 - choose one class to complete**

CGS 1060C Introduction to Computers (GRM)

CGS 2100C Computer Fund. for Business (GRM)

COP 2500C Concepts in Computer Science (GRM)

COP 3502C Computer Science I (PR) (GRM)

COT 3100C Intro to Discrete Structures (PR) (GRM)

STA 2014 Principles of Statistics (GRM)

STA 2023 Statistical Methods I (PR) (GRM)

STA 3032 Probability & Stats. for Eng. (PR) (GRM)

**SCIENCE FOUNDATION**

**KA**

**GEP 11 - choose one class to complete**

AST 2002 Astronomy (PR)

CHM 1020 Concepts in Chemistry (PR)

CHM 1032 General Chemistry (PR)

CHM 2045C Chemistry Fund. I (PR)

CHS 1440 Principles of Chemistry (PR)

PHY 1038 Physics of Energy, Climate Change, Env.

PHY 2020 Concepts of Physics

PHY 2048 General Physics using Calc I (PR)

PHY 2053 College Physics I (PR)

PSC 1121 Physical Science (PR)

**GEP 12 - choose one class to complete**

ANT 2511 The Human Species

BSC 1005 Biological Principles

BSC 1050 Biology and Environment

BSC 2100C Biology I (PR)

EVR 1001 Intro to Environmental Science

GEO 1200 Physical Geography

GEO 2370 Resources Geography

GLY 1030 Geology and Its Applications

GLY 2038 Environmental Geoscience

MCB 1310 Intro. to Biotechnology & Genetic Eng.

MET 2104 The Earth's Climate

**HISTORICAL & CULTURAL FOUNDATION**

**CI**

**GEP 4 - choose one class to complete**

AMH 2010 U. S. History: 1492-1877 (GRW)

EUH 2000 Western Civilization I (GRW)

EUH 2001 Western Civilization II (GRW)

HUM 2020 Encountering the Humanities

HUM 2210 Studies in Culture: Anc.-17<sup>th</sup> cent. (GRW)

HUM 2230 Studies in Culture: 17<sup>th</sup> cent.-pres. (GRW)

WOH 2012 World Civilization I (GRW)

WOH 2022 World Civilization II (GRW)

**GEP 5 - choose one class to complete**

ANT 2410 Cultural Anthropology

ARKH 2050 History of Western Art I

ARKH 2051 History of Western Art II

FIL 1000 Cinema Survey

FIL 2030 History of Motion Pictures

FIL 3036 Film History I (PR)

FIL 3037 Film History II (PR)

LIT 2110 World Literature I (GRW)

LIT 2120 World Literature II (PR) (GRW)

MUH 2017 Survey of Rock

MUH 2019 Amer. Pop. Music 1840's-Present

MUL 2016 Evolution of Jazz

MUL 2720 Music of the World

PHI 2010 Introduction to Philosophy

REL 2300 World Religions

THE 2000 Theatre Survey (GRW)

**GEP 6 - choose a course from GEP 4 or GEP 5**

**SOCIAL FOUNDATION**

**IL**

**GEP 9 - choose one class to complete**

ANT 2000 General Anthropology

HSA 2117 Civic Engagement in the US Healthcare

PSY 2112 General Psychology

SYG 2005 Introduction to Sociology

**GEP 10 - choose one class to complete**

AMH 2020 U.S. History: 1877-Present (GRW) (CL)

ECO 2013 Principles of Macroeconomics

ECO 2023 Principles of Microeconomics

POS 2041 American National Government (CL)

**Form Legend**

♦ One Florida State Core course in res. in each of the Five Foundations

GRW Gordon Rule writing class (must earn C- or better; four courses required)

GRM Gordon Rule math class (must earn C- or better; two courses required)

CL Civic Literacy Requirement (for students starting in fall 2018 or later)

PR \*Course has at least one prerequisite. Prerequisites must be satisfied prior to enrollment. Refer to the UCF Undergraduate Catalog for prerequisite information.

**Important Notes**

36 credit hours are required for the UCF General Education Program (GEP).

Consider Gordon Rule Writing (GRW) & State Core Requirements (R) for GEP 6.

Consult your academic advisor and the UCF Undergraduate Catalog for major-specific course requirements and additional acceptable course substitutes.

Course descriptions are available in the UCF Undergraduate Catalog.

Some classes are not offered every semester. Check the UCF.org for schedule.

**Learning Outcomes**

**CM** Communication

**CI** Cultural Interactions

**IL** Problem Solving

**KA** Interpretation and Evaluation

**PS** Knowledge Application



GEP form based on 2021-2022 Undergraduate Catalog, worksheet 1/2/21 / Rev. 04/19/21

## 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



COMMUNICATION



PROBLEM SOLVING



CULTURAL INTERACTIONS



INTERPRETATION & EVALUATION



KNOWLEDGE APPLICATION

The screenshot shows the webcourse interface for the General Education Faculty Learning Community at UCF. The page features a central circular diagram with five segments: Knowledge Application, Communication, Cultural Interactions, Problem Solving, and Interpretation and Evaluation. Below the diagram is a 'Welcome!' message and a table of resources. The left sidebar contains navigation links for Home, Announcements, Modules, Discussions, Assignments, BigBlueButton, Collaborations, Chat, Zoom, Faculty Tools, Materials, UCF Library Tools, Pages, Files, Faculty Support, Outcomes, Quizzes, Syllabus, Special Programs Support, and Settings. The right sidebar includes options to Import Existing Content, Import from Commons, Choose Home Page, View Course Stream, and New Analytics. At the bottom, there is a link to the Integrative GEP News & Collaboration Module.

General Education Faculty Learning Community

Immersive Reader webcourses UCF

Home

Announcements

Modules

Discussions

Assignments

BigBlueButton

Collaborations

Chat

Zoom

Faculty Tools

Materials

UCF Library Tools

Pages

Files

Faculty Support

Outcomes

Quizzes

Syllabus

Special Programs Support

Settings

Knowledge Application

Communication

Cultural Interactions

Problem Solving

Interpretation and Evaluation

GENERAL EDUCATION PROGRAM

College of Undergraduate Studies

Welcome!

This is a resource hub for faculty teaching in the General Education Program (GEP) at the University of Central Florida.

I'm New - Start Here	<a href="#">Assessing the GEP in my Course</a>	<a href="#">Teaching Resources</a>	<a href="#">Teaching Strategies</a>	<a href="#">2021-2022 Integrative GEP (Refresh) Faculty Leadership</a>
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[GEP ADVISING SHEET](#)

[Integrative GEP News & Collaboration Module](#) Who to contact, faculty engagement, focus groups and more!

To learn more about a particular foundation and the courses that are part of that foundation, use the links provided here:

<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

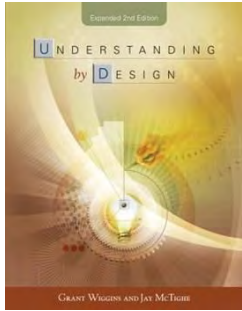


Figure 1.1  
UbD: Stages of Backward Design



- 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:

- Write the learning outcomes for your course and assignments.
- Once the learning goals have been established, you create your assessment.  
***How will I assess that my students have achieved these learning outcomes?***
- 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.

Stage 1 – Desired Results	
<b>ESTABLISHED GOALS</b>  The enduring understandings and learning goals of the lesson, unit, or course.	<b>Transfer</b> <i>Students will be able to independently use their learning to...</i>
	<b>Meaning</b>
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i>
	<b>ESSENTIAL QUESTIONS</b> <i>Refers to the provocative questions that foster inquiry, understanding, and transfer of learning. These questions typically frame the lesson, unit, or course and are often revisited. If students attain the established goals, they should be able to answer the essential question(s).</i>
	<b>Acquisition</b>
<i>Students will know...</i>	<i>Students will be skilled at...</i>
<i>Refers to the key knowledge students will acquire from the lesson, unit, or course.</i>	<i>Refers to the key skills students will acquire from the lesson, unit, or course.</i>
Stage 2 – Evidence and Assessment	
<b>Evaluative Criteria</b>  Refers to the various types of criteria that students will be evaluated on.	<b>Assessment Evidence</b>
	<b>PERFORMANCE TASK(S)</b>  Refers to the authentic performance task(s) that students will complete to demonstrate the desired understandings or demonstrate they have attained the goals. The performance task(s) are typically larger assessments that combine various concepts and understandings like large projects or papers.
	<b>OTHER EVIDENCE</b>  Refers to other types of evidence that will show if students have demonstrated achievement of the desired results. This includes quizzes, tests, homework, etc. This is also a good point to consider incorporating self-assessments and student reflections.
Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>  This stage encompasses the individual learning activities and instructional strategies that will be employed. This includes lectures, discussions, problem-solving sessions, etc.	

# Stage 1: Writing Your Learning Outcomes

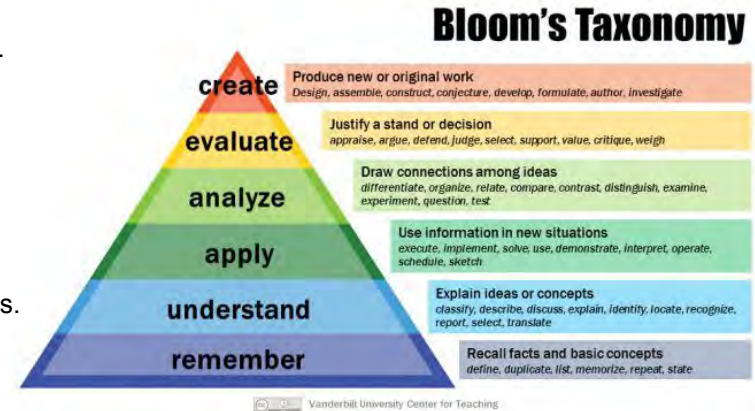
- The **first stage** of Backward design is to identify your desired results by considering the learning goals of the lesson, unit, or course.
- In this case it would be to create reflective assignments and incorporate creative tools.

## 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>

 Higher Education | Other | Careers



## PRODUCE A WEB PAGE REFLECTING ON YOUR CAREER COMPETENCIES

This 1.5- to 2-hour strategy invites students to create a web page where they use curricular and co-curricular experiences to reflect upon their personal career competency, acumen, and development using Adobe Creative Cloud Express. Students demonstrate their self-knowledge and forecast which competencies they will need to gain proficiency in over time. They explain how they will develop strategies to acquire the necessary skills.



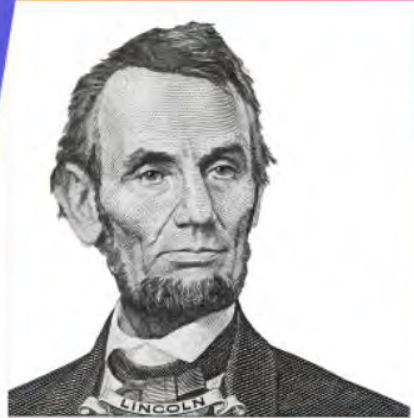
Because Adobe Creative Cloud Express enables quick and professional articulation of concepts and ideas through the use of text and image, this strategy empowers students to demonstrate personal reflection, critical thinking, and assessment in a deeply personal and meaningful way.

Outline			
	Step	Time	Description
1	Learn	20 min	Students identify career competencies relevant to the world of work. Recommended sources include: <a href="#">National Association of Colleges &amp; Employers</a> , <a href="#">O*NET</a> , or job descriptions from an organizational webpage. This task can be assigned up to one week in advance.
2	Evaluate	40 min	Students choose the <a href="#">competencies</a> that most resonate with them to examine and evaluate their skill level as it relates to their curricular and co-curricular activities. An internship or work experience are ideal platforms from which to pull relevant personal examples.
3	Create	50 min	Students publish their reflections in Creative Cloud Express, utilizing text and photos to demonstrate how they have operationalized the competencies in their work.  Students can examine an example <a href="#">here</a> , and find a tutorial <a href="#">here</a> .
4	Share		Students share and publish their Creative Cloud Express web page.



# Examples: Reflective Assignments with Adobe Express

Design an infographic about a historical figure



Secondary (Middle School) | Humanities | English Language and Literature



## 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

	Step	Time	Description
1	Learn	15 min	Introduce women's contributions around the world by showing students <a href="#">"Women Who Changed the World"</a> 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.



# 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

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- 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

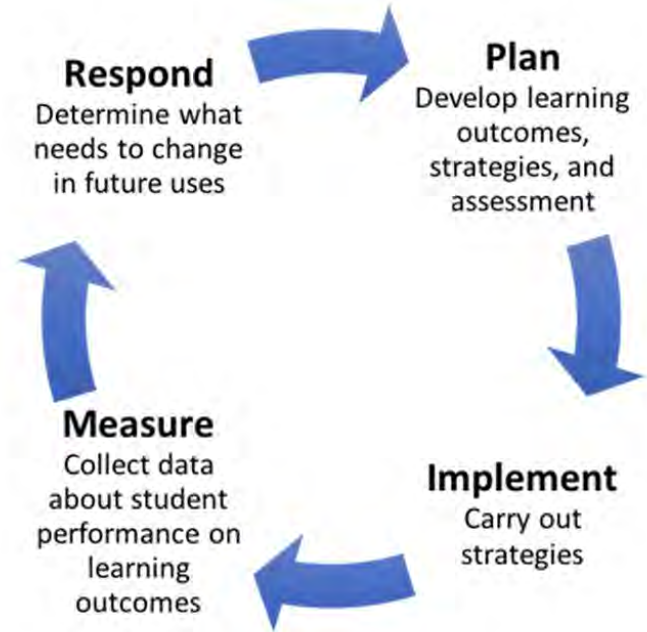


Results are often recorded as **scores or grades** that are then factored into a student's academic record



# 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



# Assessment Transparency Handout

FCTL Assignment Template	
Section	Description
Assignment Title	
Points/ Due Date	
Assignment Learning Objectives	
Rationale for the objectives	
Authentic Learning Task Description and Sequencing	
Tips for Successful Completion	
Assessment Criteria: checklist or rubric and schedule of formative feedback	
Format requirements	

# 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

## Teach with Adobe Creative Cloud Express


 Selected by the Adobe for Education team

Keep students engaged with free, flexible, creative activities for all ages and subjects.


### Design stunning posters, flyers, and graphics

Engage students by easily creating meaningful representations of information.

[View all](#)



**Illustrate a concept from modern art with a poster**

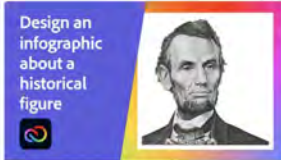
 Adobe for Education

**Illustrate a concept from modern art with a poster**


Students use Adobe Creative Cloud Express and objects from their surroundings to bring art to life.

Primary | Art & Architecture

[Project](#)



**Design an infographic about a historical figure**


 Adobe for Education

**Design an infographic about a historical figure**


Students use Adobe Creative Cloud Express to create infographics presenting biographical information about historical figures.

Secondary | History

[Lesson Plan](#)



**Design a social media post illustrating a STEM concept**

 Adobe for Education

**Design a social media post illustrating a STEM concept**

Students use Adobe Creative Cloud Express to create social media posts that show the importance of a STEM concept.

Higher Education | Science & Engineering

[Project](#)

- Free, customizable templates of classroom projects in the Adobe Education Exchange.
- Interdisciplinary teaching resources ignite creativity in the classroom.



An aerial, high-angle view of a large, circular university atrium. The floor is light-colored and features a large, circular logo in the center. The logo contains a stylized 'S' or 'U' shape, with the words 'UNIVERSITY OF CENTRAL FLORIDA' and '1963' around it. Several people are walking or sitting in the atrium. There are large potted plants and a curved balcony with a railing. The entire image has a yellow tint.

# Let's Explore GEP Assignments Using Adobe Express

# Adobe Express for Student Source Analysis

## Peer Thought Connections (PTC) & Peer Responses (PR) Instructions

Your overall Peer Thought Connection (PTC) approach should be to showcase the source (IC, Weblink or Exploring) to explain more about it and how it connects to the themes your class is learning about. How will it help you understand more about this period of Western Civilizations? In a sense, this written discussion shares your interpretation of the materials to make "peer thought connections" - which is part of what historical thinking is all about.

Using a paragraph for each source you select from the module, explain/summarize what the source is, which source it is (include the others can find it if they need to), and why it was relevant to studying the weekly topics. How does each example you selected connect historically to the studies for this module/course about Western Civilizations and related chapters? Make sure to discuss your real period context and use specific examples from the source to support your points.

The PTCs require clear analysis, editing for standard English norms, and source evidence via citation and source lists as Works Cited/Bibliography.

Three of the PTCs this semester have special requirements. I have included instructions for what they are and how to create them below so plan ahead!

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

### Peer Thought Connections 3, Module 3

**SUBMISSION FORMAT:** [ADOBE SPARK](#) or (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 view). See details and link to the products under Modules. **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 characters and be interactive with your assessment of the materials, just as you would if you were "presenting" this in front of classmates.

**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 clipart). 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 or UCF IDs on the Spark format you submit.

Select FOUR (4) examples from Module 3 on Webcourses; one Instructor Commentary (IC) and three from weblinks/supplements. On the Discussion board thread, your Adobe presentation will explain/summarize what it is, which source it is, and why it was significant. How does it connect historically to the studies for this module/course about Western Civilizations and related chapters? This 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 decide on for the Research Showcase.

## Women In The Era of Invention

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



UCF



# Adobe Express for Student Discussions & Reflection

▼ Adobe Creative Cloud Express (formerly Adobe Spark Posts) - Requirements & Help

[AdobeSparkPosts Requirements](#)

[Free access to Adobe CCEXP](#)

[Updated Adobe CCEXP Tutorial](#)

## Industry in Agriculture



With the rise of the factory, farms were left short-handed. 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.

## COLONIALIZATION, BUT IN REVERSE

THEME 2: ETHNIC RELATIONS  
THEME 9: INTERNATIONAL RELATIONS

Starting in the mid 50's, countries who were once colonies began to see their once mother countries as beacons of opportunity. Whether legally or illegally, immigrants around the world were looking to support their families from the “first world”. This created a new circle of labor and cash that supported families directly, yet unaffected their home countries as a whole. This brings to question what way is best to support the home country. Try to change it from within, or use the benefits elsewhere? Perhaps both are needed together.



## Diplomacy Crumbling!

Western Powers Fail to Limit Japan!

- Western powers feared Japan would take over their colonies in the east.

The Anti-Comintern Pact!

- Though various military openings and attempted coups failed in Japan, the Imperial elite also grew aversive towards Britain and the U.S.  
- Japan joined Germany and Italy in their imperial conquests through the an ideological alliance, known as the Anti-Comintern Pact.  
- Although it is no doubt a part against communism and the Soviet Union, it will prove equally as dangerous to Western democracies.



## ESTADO DA INDIA: PORT CITIES OPENING FAST FOR ASIAN TRADE



CINNAMON, PEPPER, AND WEALTH BEYOND MEASURE. NOW TO ACQUIRE AT PORTUGUESE PORTS

Theme for Both Posts: Commerce, Economics and Trade

The Dutch Trade Takeover  
EST 1802



Founded By:  
The Dutch Republic.



During wars to gain the greatest trading empire in the world, the Dutch Republic's success came from trade ships and rapidly expanding colonies. The Dutch Republic's success came from trade ships and rapidly expanding colonies. The Dutch Republic's success came from trade ships and rapidly expanding colonies.

## The Maize Exchange



When the Columbian Exchange began, corn was one of the most important crops to be exchanged. The corn was brought to the Americas by Spanish explorers. The corn was brought to the Americas by Spanish explorers. The corn was brought to the Americas by Spanish explorers.







# Adobe Express & IGEP for Research Projects & Presentations

UCAP Research Blog #1

Research Blog #1 "Urban Center Travel Planning" - what have you discovered so far about the following:

- Describe where your urban center is located. Include maps or images for your urban center and its region.
- When did the urban center start? Its origins?
- What is the topography like? The climate, weather, and environment?
- What kind of "tourist" might be interested in your location?

Upload your work here for grading by the instructor and include at least one credible source to support your work. Documentation required.

Be sure to also upload a Peer Copy on the Discussions Board (I linked it for you under the Modules/Assignments) and include the bonus below there as well (if you choose to do that part).

Please note the bonus activity offered below is NOT a substitute for the main objectives required for Research Blog #1. Those original materials must still be researched and discussed.

5 Bonus points - Create a social media advertisement using:



• Urban Center Analysis Project (UCAP) - GEP Interdisciplinary Research, Report & Reviews

Objective: To help students use a project to connect different aspects of Global Learning and the GEP Integrative coursework using targeted research, peer encouragement, and creative sharing.

This is where the class is adventuring this Summer. Check out the map (made with Bat

Some information to help you think about what an urban center is...

[Urban History - Articles - Making History.pdf](#)

[Urban6000YearsAnalysis\\_sdata201634.pdf](#)

Interdisciplinary Musings

[Geology & History - Hmm...](#)

[Math & History are Buddies, Really!](#)

[Using Archaeology to Study History](#)

[TheImportanceofHistoryforEconomicDevelopment\\_nunn\\_2009.pdf](#)

[Malschein Why Study History for Science 2000.pdf](#)

Fez, Morocco-  
Cultural oasis  
in the desert



Chouara Tannery- This is where leather is cleaned and dyed which will then be used in a variety of products. This specific tannery is the oldest out of 3 in the city (almost 1000 years old).

University of Al Qarawiyin  
Founded in 859 AD and the  
oldest continuously teaching  
university.



[UCAP research blog #1-1.docx](#)

"THE GREAT ENCLOSURE"  
A ROYAL AND CULTURALLY  
SYMBOLIC FACILITY



SANTU-SPEAKING  
ANCESTORS  
OF THE SHONA  
PEOPLE

THE GREAT ZIMBABWE  
11TH-15TH CENTURY

WITH AN ECONOMY  
BASED ON HUNTING,  
AGRICULTURE, AND MINING



THE GREAT  
ZIMBABWE WAS A  
POWERFUL TRADING EMPIRE



Come and  
witness God's  
work

בואו לראות בעבודת ה' האל



# 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!

