



Digital Excellence Impact Case Studies

2021/2022

Fully Embracing All Adobe Software in Module
Delivery, Assessment and as Head of Department
Engaging the Team

by Gill Owens

Planning
Your
Module



Introducing
Your Module
to Students



Structuring
Your
Content



Design,
Collaboration
and
Construction
of Knowledge



Formative:
Putting Your
Learning into
Application



Designing Your
Summative
Assessment



Concluding
Your
Module





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Gill Owens

As part of the digital transformation in Teesside University International Business School, Gill Owens was asked to lead on a project working with EdgeGain - creative digital specialists, in addition to support received from Adobe. The collaboration with EdgeGain originated from the results of a competition that final year business students entered which focussed on creating an app based around mental health. The students were up against Masters students from Cambridge University and won the competition.

The expertise from the specialists at EdgeGain were added into a level four module, Business Enterprise, which all of the students across the business school engage with in their first year. EdgeGain worked with the students to enhance their capabilities and skills in using Adobe products. Within the module the students had to work in groups to develop a sustainable business idea. Due to the fact that students were in lockdown at the time, they used Adobe products to further enhance and present their ideas. The final outcome required of students was for them to create a presentation in the format of their choice. Due to the nature of the module, students were given the option to present in the traditional way, but all students chose Adobe products to present their final outcome, with many relaying that it made curating the assessment a lot easier.

The students worked through and learned many different Adobe programmes across the suite, starting with Spark and working through to Photoshop and more advanced programmes. Students that attended the module reported a fantastic experience. However, any student that expected to catch up with the module delivery if they did not attend the lectures, really struggled to keep up with the rest of the class.

It is vital that all students engage with the content of the module in order to be able to succeed with this new style of teaching. This can be done by ensuring that the students completely understand at the start of the module that they are going to have a very different learning experience to one they would normally have.

Gill was keen on ensuring that the project focussed around digital transformation as opposed to digital substitution. When asked what digital excellence means to her, Gill said “Digital excellence means that you become competent in the use of the tools available to you, you don’t put all of your eggs in one basket when utilising the tools. It’s about being able to transform an experience or process rather than replacing something that was traditionally delivered. It also means that you are skilled in a variety of tools and having an arsenal of tools that means you are able to provide an enhanced experience.”

Overall, it was an incredible experience for everyone involved, from staff to students. Some feedback from students included “I really enjoyed utilising new technology that kept online learning engaging and interesting”, “I gained knowledge of a brand-new software that I’ve never heard of that can be used to express my ideas in a smart modern way. This enabled me to design anything I want to exactly how I like” and “The sessions were thoroughly engaging and simple enough for me to follow. I was very appreciative at first as I’m not the best with technology, however, I realised quickly I didn’t need to worry.” Staff across the business school now use Adobe products on a regular basis to deliver updates and there is an increased engagement with Adobe across the faculty as a whole.