



Digital Excellence Impact Case Studies

2021/2022

Using Adobe Spark for Formative and Summative Assessment to Engage Students in a Creative Learning Journey

by Rachel Dodd



Planning
Your
Module



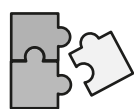
Introducing
Your Module
to Students



Structuring
Your
Content



Design,
Collaboration
and
Construction
of Knowledge



Formative:
Putting Your
Learning into
Application



Designing Your
Summative
Assessment



Concluding
Your
Module





Rachel Dodd

Senior Lecturer in
Digital Journalism
SACI

R.Dodd@tees.ac.uk

Rachel, Senior Lecturer in Digital Journalism, had to quickly reconsider the way to run her assessments as lockdown hit the UK while teaching creative process-driven modules via a hybrid model (BA PR & Digital Communications and MA Multimedia Public Relations). This model necessitated 100% online teaching, with an additional context that students also spent semester 1 in a hybrid model with little time on campus. **Some of the learning outcomes for these modules included creating a PR campaign and portfolio of content, with the formative assessments being set in a face-to-face workshop session to support creative development and formative feedback.** Previous summative assessments required a mix of files, with the challenge of telling a project narrative whilst also embedding media files, graphic designs and videos into a Word or PowerPoint document.

Adobe Creative Campus

When Teesside University became an Adobe Creative Campus in October 2020, Rachel began to produce learning and teaching content using Adobe Spark. This naturally led her to consider that assessment work should also be created using Spark too. Spark pages and videos can be submitted as a link and pasted directly into Teams or a discussion board for formative feedback. For summative work Spark links can be pasted into a Word document or submitted as a single file on Blackboard – and saved to prevent future edits. Students were encouraged to take this option to submit their assessments in Semester 1 of 2021, as a means of demonstrating skills development and creativity. **Rachel tested the submission of Spark videos and pages during week 2-3 seminar sessions and embedded them into asynchronous formative feedback sessions using Teams channels.**

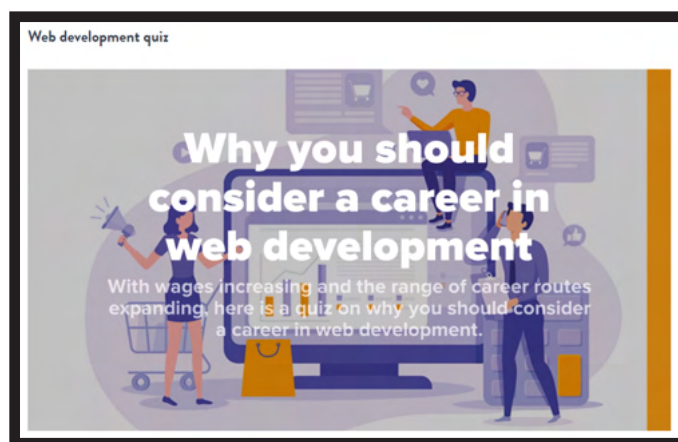
“ Multi-platform, multi-device technologies working seamlessly to enable creative learning journeys that can be student-led and process-driven

Rachel Dodd

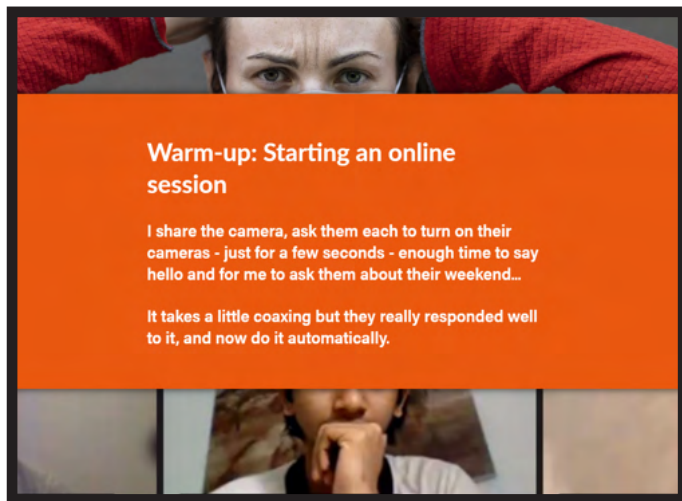
This worked extremely well, with students commenting on each other's work and consolidated learning in a spaced learning model.

Rachel was an early adopter of Adobe Spark to improve engagement with module content and therefore was already embedding digital excellence into her practice. Digital excellence to Rachel means multi-platform, multi-device technologies

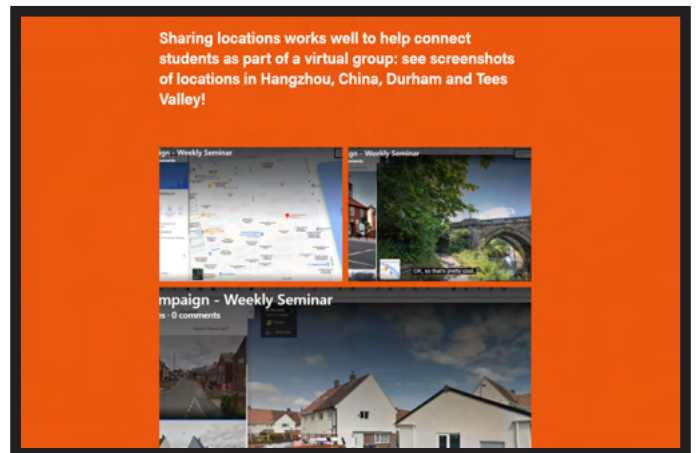
working seamlessly to enable creative learning journeys that can be student-led and process-driven. The outcome of this resulted in a new format of process-based work for students and provided a more creative learning journey, broader skill set, improved agility, and more confidence. **Student feedback has been hugely positive**, with one student saying, “this module has made me go out of my comfort zone to get skills I would have never gone out of my way to acquire” and another saying, “it has made me believe more in my abilities especially with digital technology such as Adobe Spark and Illustrator.” Compared to the previous iteration, using Spark helped to streamline the assessment process and improve the student experience.



Adam Campbell PR & Digital Communications



Link to Spark page for live examples

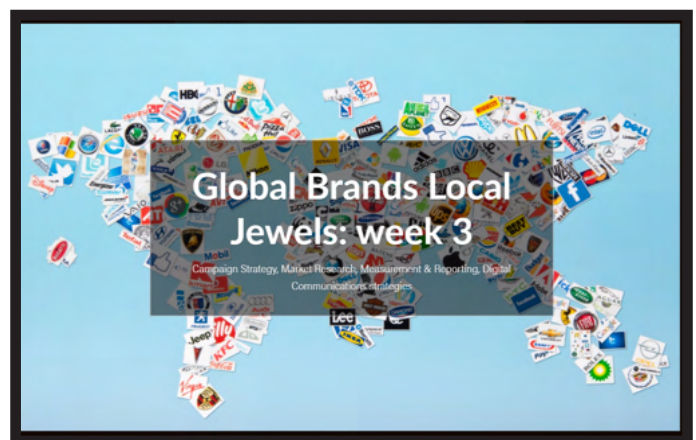


Key Messages

- Spark provides a more cohesive and interactive production asset for session activities, research, and campaign development available across a wider range of disciplines and platforms.

- Assessment using a single cohesive file is much more efficient and engaging.

- Working this way allows the space for learner-led process-oriented creative journeys where we build in a 'tolerance for uncertainty' to work in unfamiliar conditions. This builds resilient work-ready students.



The next step is to encourage students to pick up Spark earlier to facilitate their production abilities and to also develop use of this in formative and summative assessments across a wider range of modules.