



The Adobe Creative Campus Program and Adobe Digital Literacy Thought Leaders



The Adobe Creative Campus program

The Adobe Creative Campus program spotlights leading colleges and universities that recognize the value of teaching digital literacy skills in higher education. These incredible schools are preparing students for success in the classroom and in the modern economy. They're making Adobe Creative Cloud available to their students, transforming their curricula to teach creative and persuasive digital communication skills across disciplines, and actively collaborating with other institutions that are working toward similar student outcomes. The Adobe Creative Campus program recognizes, facilitates, and supports these schools as they drive innovation and serve as examples for other academic leaders.



Cover photos by Jim Babbage, Adobe.
Above photo by Jakub Mosur.

How does a school benefit from being a member of the Adobe Creative Campus program?

Recognition

Adobe Creative Campus program branding can instantly differentiate a school by highlighting its commitment to transforming education. Schools can demonstrate to prospects, current students, parents, and alumni that they're actively advancing digital literacy skills throughout their curricula across disciplines to engage students more deeply in the learning process and to give students an edge in a competitive modern workplace.

Adobe Faculty Development Institute workshops

Available exclusively to Adobe Creative Campus program institutions, this dynamic, hands-on program offers extensive live support and mentoring to faculty and instructional designers. Participants can select from an array of workshops covering assignment prompts and lesson plans that use Creative Cloud to foster digital literacy, promote in-demand workplace skills, and improve student engagement. At the end of each workshop, participants will have their own digital teaching portfolios to inspire others on campus—and they can also receive Adobe Creative Campus Faculty Fellow certifications.

Adobe Creative Cloud across the Curriculum: A Guide for Students and Teachers

Explore our free e-textbook <https://adobetextbook.myportfolio.com>, a practical resource for learners who increasingly work in digital realms and want to produce media, not just consume it. The e-textbook is designed to emphasize and enable experiential learning, interdisciplinary approaches, and an array of literacies. It begins by asking, "What do you want to create today?" and then it walks novices and experts alike through the choices they need to make to achieve positive learning outcomes. The e-textbook demystifies Creative Cloud and enables all students and teachers to develop digital literacy skills through creative problem solving.

Thought leadership opportunities

Faculty and administrators may have opportunities to speak and present their work alongside Adobe at the above events and at other events focused on digital literacy and the future of learning and careers. Adobe may also amplify faculty thought leadership, student success, and university initiatives in stories across PR and social. As part of the Adobe Creative Campus program, universities will lead the future of digital literacy across the global higher education community.

Inclusion in learning and enrichment events

Administrators, academic leaders, and faculty are invited to participate in special events with Adobe, other Adobe Creative Campus schools, and the broader higher education community, including:

- **Adobe Creative Campus Café webinars**—an ongoing series of virtual events where our Adobe Creative Campus community members share their perspectives and learnings on digital literacy with the broader higher education community.
- **Adobe Creative Jams**—unique virtual experience where creative industry leaders offer a peek into their projects and processes, and students (and sometimes faculty) use their Creative Cloud skills to compete in tournaments and solve design challenges.

How does a school benefit from being a member of the Adobe Creative Campus program? *(continued)*

Marketing support to drive awareness and adoption

Adobe provides customizable marketing materials to inform students and faculty about their Creative Cloud access and connect them with teaching and learning resources.

News and insights

Academic leaders receive our quarterly Adobe Creative Campus Newsletter featuring digital literacy content, insights from Adobe's Digital Literacy Thought Leaders, and resources to support creative and digital learning at your school.

How do students benefit from Adobe Creative Cloud?

- Their engagement increases as they create more immersive course projects, such as podcasts, web pages, and documentaries.
- They learn the skill of persuasive communication, which empowers them to clearly express their ideas and amplify their voices both in and out of the classroom.
- They gain the confidence to become self-starters by innovating on projects related to social justice and their own personal passions.
- No matter their discipline, they graduate with visual, audio, and storytelling skills that can accelerate their time to employment and put them ahead in the modern workplace.

What does it take to become a member of the Adobe Creative Campus program?



Commitment to digital literacy in strategic goals and student outcomes.



Collaboration with other institutions to share content and best practices.



Integration of Creative Cloud into cross-disciplinary curricula.



An Adobe ETLA partnership that gives students access to Creative Cloud on their devices outside of labs and classrooms.



Learn more

To find out more about the Adobe Creative Campus program, and join these schools in the program, contact your Adobe account executive or customer success manager.



Adobe Digital Literacy Thought Leaders

These educators, administrators, and students are innovators who regularly share best practices, research, teaching content, and work with their peers in the Adobe Creative Campus program community. At collaboration events, they come together to share the latest thought leadership around fostering digital literacy to improve student outcomes, and they discuss ideas and innovations for incorporating digital tools and projects across the curriculum.

As Adobe formalizes and recognizes institutions in the Adobe Creative Campus program community, we also want to recognize individuals who have gone above and beyond in advocating for digital literacy in higher education. These Adobe Digital Literacy Thought Leaders are transforming curricula with Adobe Creative Cloud and driving student success.

The Adobe Creative Campus program community is about innovation and collaboration, and these educators and students have generously shared their thought leadership and best practices, reaching outside of their disciplines and their universities. Adobe is committed to supporting the Creative Campus institutions and Adobe Digital Literacy Thought Leaders in their work to prepare students with the most relevant skills for the careers of the future.



Photo by Jim Babbage, Adobe



"You have to be creative to be an artist, but you don't have to be an artist to be creative."

Jan Holmevik

*Associate Professor of English and Associate Executive Director
of the Clemson Big Tent Digital Literacy Initiative
Clemson University*

Dr. Jan Rune Holmevik is an associate professor at Clemson University. He has worked in higher education in Norway, Denmark, and the United States since 1996. Dr. Holmevik's research and teaching interests are centered around technology-enhanced learning, both in traditional and online contexts, video game studies and ludology, and digital rhetorics and literacies. He has been involved with Clemson's digital creativity across the curriculum initiatives with Adobe since 2013. He is the associate executive director for Clemson's Big Tent Digital Literacy initiative and served as the 2018/2019 president of Clemson University's Faculty Senate. Dr. Holmevik's latest book, *Inter/vention: Free Play in the Age of Electracy*, was published by the MIT Press in 2012.



"Being digitally literate is not an option anymore... it is woven into the fabric of our society. It is necessary to our survival as the digital landscape touches every part of our existence."

Melody Buckner

*Senior Director of Digital Learning
University of Arizona*

Dr. Melody Buckner is the interim dean of UA South and director of digital learning and online education at the University of Arizona. As director of digital learning, she oversees instructional design, graphic design, video production, and quality assurance for the UA Online Campus. She came to the University of Arizona eight years ago as an instructional designer to help faculty create online courses that reach out and engage students in an online UA experience. She is a pioneer in the role of technology and multimedia in learning, and how to assess student outcomes in transforming curricula. Before coming to the university, she served as an instructional designer in professional development and as an adjunct faculty for Pima Community College. She conducts research and teaching in the areas of educational technology, digital and creative literacies, and multicultural education. She has earned her Ph.D. in teaching, learning, and sociocultural studies from the University of Arizona in 2015. Before her career as an academic, Melody worked as a computer graphic artist.



"I am eager for the moment when we get past digital as "new," to a moment when we recognize the subsuming function of digital literacy."

Sid Dobrin

Professor and Chair, Department of English
University of Florida

Sid Dobrin is professor and chair of the department of English at the University of Florida. He is also the founding director of the Trace Innovation Initiative, an interdisciplinary research hub focused on intersections of writing studies, digital media studies, and ecocriticism. In the classroom, he enables his students to be makers—through multimodal production, visual rhetoric, video production, virtual reality, and augmented reality. All of his classes incorporate some aspect of digital composition and digital making. He is the author and editor of more than 20 books about writing, ecology, and technology. His first teaching gig was teaching basic coding on Apple IIe; his current research addresses augmented reality and virtual reality as writing spaces. He also serves as chair of the American Sportfishing Association Advocacy Committee.



"We must cultivate our students' digital literacy skills, knowledge, and habits of mind, thus empowering them to share their voice in today's digitally dynamic world."

Matthew Trevett-Smith

Director, Educational Development & Assessment of Learning
University of Delaware

As director of Educational Development & Assessment of Learning for the University of Delaware, Matt Trevett-Smith partners with university leaders, deans, chairs, program directors, faculty, staff, and students to cultivate teaching that is inclusive, centered on active learning, and guided by research. Both he and his center offer individualized consultations, presentations, workshops, seminars, and institutes designed to promote critical reflection and experimentation in teaching, including the purposeful use of technologies. Matt has been particularly effective in leading wide-ranging efforts to convene, support, and facilitate professional and organizational development in the areas of curriculum (re) design, general education reform, digital literacy, flipped/blended classrooms, and technology-enhanced classroom environments. Dr. Trevett-Smith also regularly consults with faculty and administrators beyond the University of Delaware on their specific pedagogical and organizational challenges to identify unique opportunities and individualized solutions.



“Creative innovation through digital and social channels is not only expected in the industry, it’s an absolute necessity. For students to gain experience to meet these expectations, educators must bring creative and innovative real world assignments into the classroom.”

Karen Freberg

Associate Professor in Strategic Communications
University of Louisville

Karen Freberg (@kfreberg) is an associate professor in Strategic Communications at the University of Louisville, where she teaches, researches, and consults in social media strategy, public relations, and crisis communication. Karen has coordinated and advised various companies in the areas of social media pedagogy and certification programs, such as Cannes Lions (co-chair of the Cannes Lions Educator Summit), Hootsuite (Advanced Social Media Certification and #HootAmb), Meltwater (certification program and contributor), Facebook Blueprint (subject matter expert), and HubSpot (education founding member). She has written several books, including *Social media for strategic communications: Creative strategies and research based applications*, published last year.

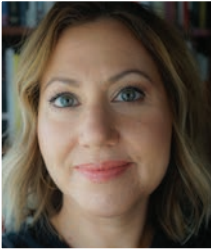


“Working in creative media expands students’ capacities for expression, helping them tell better stories and become more engaging communicators. It also invites them to think differently, preparing them to better translate their ideas for a digital public.”

Justin Hodgson

Associate Professor of Digital Rhetoric
Indiana University Bloomington

Dr. Justin Hodgson is an associate professor in the Department of English at Indiana University and the founding editor of *The Journal for Undergraduate Multimedia Projects* (jumpplus.net). His research explores the intersections of rhetorical studies, digital learning and digital pedagogy, play and game theory, and art and aesthetics. As an educator, he designs learning experiences and experimental courses intended to extend student capacities across digital media platforms (from writing with video and image production to digital storytelling and experience design). Dr. Hodgson also serves as the director of the Online First-Year Composition at Indiana University Bloomington, contributes digital literacy materials to the Adobe Education Exchange, and shares his professional and personal musings at justinhodgson.com. His latest book, *Post-Digital Rhetoric & the New Aesthetic*, was published by Ohio State UP, 2019.



“If we provide students with the opportunity and means to communicate with creativity, they will produce inspiring, nuanced work, regardless if they are in STEM or humanities.”

April O'Brien

Assistant Professor of Technical Communication
Sam Houston State University

April L. O'Brien received her Ph.D. from Clemson University's Rhetorics, Communication, and Information Design program and began teaching technical communication at Sam Houston State University in Fall 2019. Her research focuses on the convergence of rhetorical theory, memory studies, and community-based writing alongside digital storytelling and new media practices. She teaches introductory and advanced writing courses with a focus on developing rhetorical dexterity through a range of writing modes, including video, web-based writing, social media posting, and podcast creation, as well as through traditional text-based researched argument papers. She has current and forthcoming work in journals such as *Present Tense*, *Trace*, *Textshop Experiments*, *Journal for Cultural and Religious Theory*, *Itineration*, and *Afterimage*. She tweets [@april_rhetor](#) and her portfolio can be found at [aprilobrien.net](#).



“Learning through digital projects engages students in a way that is intuitive and inspiring.”

Marcio Oliveira

Assistant Vice President of Academic Technology & Innovation
University of Maryland

Dr. Marcio A. Oliveira is an educator, scientist, and administrator with more than 20 years of experience in higher education. He is currently the assistant vice president of academic technology and innovation in the University of Maryland's Division of Information Technology. In this position, Marcio drives the vision, pace, and priorities for learning and research technology resources at the University of Maryland. Prior to this role, Dr. Oliveira was the assistant dean for educational innovation and technology in UMD's School of Public Health, where his office supported initiatives related to digital literacy and the use of technology to enhance learning strategies. Prior to teaching at UMD, he completed his Ph.D. and taught in several universities in Brazil. His dynamic career has expanded the reach of digital literacy across disciplines and across borders.



“All disciplines need to embrace experiential learning, as plenty of evidence supports the impact it has not only on learning outcomes but also on the professional outcomes that drive people to attend higher education institutions.”

Stephen Marshall

*Chair, Department Media & Communication
East Tennessee State University*

Stephen Marshall Ph.D. is an award-winning professor, department chair, and digital marketing consultant. He is an innovator in the higher education space, creating a unique marketing/media experiential education model with Adobe, bridging the classroom with the university and industry. His model produces exponential university ROI and has been recognized by Forrester as an innovative approach to education. Dr. Marshall, a former Nielsen employee, has consulted for dozens of nonprofit and for-profit brands such as Adobe, Coca-Cola, Siren Marine, Texas Pete, and Creative Energy. Dr. Marshall is an Adobe Experience Cloud industry expert for higher education and is a trainer for Adobe Digital Learning Services, helping firms across the globe create amazing digital experiences.



“Creativity is infectious! When you activate one creative voice, you activate multitudes, and digital tools are often the catalyst of this exciting process.”

Shauna Chung

*Ph.D. Candidate—Rhetorics, Communication, and Information Design
Clemson University*

Shauna Chung is a Ph.D. student in the Rhetorics, Communication, and Information Design program at Clemson University. With a vested interest in and passion for digital literacy, she has worked with colleagues, administrators, and faculty to develop media assets and learning modules for undergraduate and graduate students across disciplines. Her experience as a first-year composition teacher has also afforded her with opportunities to push and rethink the boundaries of traditional writing genres, to directly implement tenets of digital literacy into her curriculum, and, as a result, to involve students as active participants in the creation and dissemination of meaning through digital technologies. Post-graduation, Shauna hopes to continue working in the classroom, which is where her heart is and always will be.



“Creating lets students learn how things really work. They understand how politicians and media figures circulate ideas and messages, and they understand how branding works. They’re set up to continue to learn and grow for the rest of their lives.”

Todd Taylor

Adobe Pedagogical Evangelist; Eliason Distinguished Professor of English
University of North Carolina at Chapel Hill

Todd Taylor is the Eliason Distinguished Professor of English at the University of North Carolina at Chapel Hill. Since the early 1990s, his research and teaching have explored how literacy is evolving in response to rapidly emerging digital, networked media and information technologies. Dr. Taylor is especially interested in using powerful digital literacy technologies to transform general education courses, such as the first-year writing program he directs at UNC. He is the author of the free, online e-textbook *Adobe Creative Cloud across the Curriculum: A Guide for Students and Teachers* and *Becoming a College Writer: A Multimedia Text*. He coedited *Literacy Theory in the Age of the Internet* and coauthored *The Columbia Guide to Online Style*. Todd is also an active contributor to the Adobe Education Exchange; his digital literacy portfolio is online at <https://toddtaylor.myportfolio.com>.



“I think educators have to follow the same advice I give to students: don’t be afraid to take risks, play, and have fun. Start bite-sized and be willing to experiment—there’s no other way.”

Courtney Miller

Formerly Director of Digital Learning Initiatives
USC Annenberg School for Communication and Journalism (now with Adobe)

Courtney Miller is recognized as a leading expert on digital literacy and recently joined the Adobe education team to help drive strategy and engagement. She has spent the past two decades working in higher education, leveraging her background in media production alongside her passion for experiential learning. She previously taught and served as the director of digital learning initiatives at the top-ranked USC Annenberg School for Communication and Journalism, where her leadership included the creation of a cutting-edge digital makerspace, the launch of an Adobe Certification Center, and an innovative approach to curriculum design that now has 86% of all Annenberg students using Adobe Creative Cloud. She is honored to serve as an emeritus Adobe Education Leader, is a regular contributor to the NMC/Educause Horizon Report, and has been invited to speak at numerous conferences. Courtney began her career working in film and TV production, and holds a bachelor of arts in cinema-television and an MFA in writing from the University of Southern California.



“Digital literacy enhances today’s learning and prepares your future self.”

Kyle Bowen

Executive Director, Learning Experience
Arizona State University

Kyle Bowen is Executive Director of Learning Experience at Arizona State University, where he leads university efforts for impactful uses of technology for teaching and learning. Kyle oversees a portfolio of services including digital platforms, learning design, and learning spaces that support learner-centered approaches. Formerly the director of Teaching and Learning with Technology at Penn State and director of informatics at Purdue University, he is experienced in shaping institutional strategies to advance student success through scaling new and innovative technologies. Kyle is an entrepreneur and frequent speaker on the role of technology in learning, and his work has appeared in the New York Times, US News, and the Chronicle of Higher Education.



“Digital literacy is a key for unlocking the door to student identity.”

Stephen Moysey

Professor, Geological Sciences; Director, ECU Water Resources Center
East Carolina University

Stephen Moysey is a professor of Geological Sciences at East Carolina University and Director of the ECU Water Resources Center. As a scientist, he has performed research and worked with communities in North America, India, Africa, and the Caribbean to find solutions to the world’s pressing water issues using innovative environmental sensing and computational tools. Bringing these challenges to his STEM courses led him to pursue research in game-based learning, science communication, virtual reality, and the use of mobile devices to support student exploration and team science. As an Adobe Digital Literacy Thought Leader and an Adobe Master Teacher, he is striving to increase the integration of digital literacy in STEM courses. Not only is this important for engaging a diverse audience of students in STEM fields, but he also strongly believes that digital literacy can enable students to discover who they are meant to be by telling the stories that matter to them.



“In all disciplines, the value of digital literacy lies not in what students create, but rather in the way of thinking that develops through creativity.”

Vincent Fu

Medical Student, Associate Instructor

University of Colorado School of Medicine

Vincent Fu is a medical student, self-training runner and casual athlete, Student Ambassador for Adobe Education, and owner of Arctic Fox Design, through which he provides digital media services to clients in several states. In his professional pursuits, Vincent strives for balance among three pinnacles—design, fitness, and medicine. He is also featured as an Adobe Student Success Story for attaining the position of Digital Marketing Manager of a healthcare startup immediately after graduating with an honors degree in biology. In addition to his focus on the medical sciences as a future physician, Vincent has a passion for digital literacy, digital scholarship, and innovation in medical technology and education. To that end, he has co-designed and currently co-instructs Digital MD—a breakthrough medical school curriculum for digital literacy in regards to healthcare and telehealth.



“Today, digital literacy—combined with scientific literacy—can spell the difference between life and death. Digital literacy allows us to navigate the sea of information, while scientific literacy empowers us to make healthy choices based on that information. We need more of both.”

Hillary Andales

Physics Student/Science Communicator

Massachusetts Institute of Technology

A physics student at MIT, Hillary Andales is researching how galaxies form. She feels inspired by the cosmos and wants to become an astrophysicist to share the wonder of science. At the same time, as a survivor of Super typhoon Haiyan—where better science communication could have saved thousands of lives—she also wants to communicate the value of science. When she was in high school, Hillary wrote a math book for elementary-school students and received \$400,000 in prizes for herself and her school by winning the Breakthrough Junior Challenge, a global competition in which students create a short video explaining a big scientific idea in physics, life sciences, or mathematics. Before starting college, she traveled the Philippines for a year giving talks about science to thousands of people. Hillary shares her messages via videos, speeches, webinars, writing, vector art, Twitter threads, and more—always making use of Adobe Creative Cloud tools.



“Creating a video about a school club may not seem like a big deal, until you realize now you’re capable of making a documentary on subjects like immigration, too. In-class assignments are just the stepping stone to creating something bigger in the future.”

Valentina Arismendi Chirinos

Journalism and Digital Literacy Student

University of North Carolina at Chapel Hill

Valentina Arismendi is a senior attending the University of North Carolina at Chapel Hill. She is pursuing coursework at the intersection of visual communication and English to learn how digital rhetoric can facilitate discussions around change in the public sector. By having access to Adobe Creative Cloud, Valentina gained critical thinking and design skills that she was able to translate across varying disciplines and extracurricular activities. Her work has been recognized in both collegiate and international competitions.

Using Creative Cloud across disciplines

Here are just a few examples of how institutions are integrating Creative Cloud into assignments campus-wide to teach digital literacy and essential soft skills:



Business classes

Create a podcast exploring a current topic in marketing or finance using Adobe Audition.



Psychology classes

Create a multipanel brochure in Adobe Photoshop, Illustrator, or InDesign.



Biology classes

Use Adobe Illustrator to create an infographic explaining the impacts of a public health issue.



Chemistry classes

Design a mobile app that teaches principles of chemistry in the form of a simple game using Adobe XD.



History classes

Use Adobe InDesign to write, design, and publish a magazine exploring events from a particular period in history.



English classes

Use Adobe Premiere Pro to script and produce a video essay that offers a critical response to a work of literature.

An Interview with Adobe Digital Literacy Thought Leaders

Stephen Marshall, April O'Brien, Matthew Trevett-Smith, and Sid Dobrin

Why is digital literacy important in your teaching and your students' learning?

Stephen Marshall: Digital literacy is essential to teaching and learning. The workforce of the future expects students to be great communicators but also be comfortable in the digital space. The only way to do either of these is to practice with the tools and modalities they will be expected to embrace as professionals.

April O'Brien: As my students "make" via digital technologies, they are able to grapple with their argument in a deeper way. For example, students must think about how their background music or images either augment or detract from their argument when they are producing a video, which allows them to experience writing and rhetoric in a more complex way.

Matthew Trevett-Smith: New individual and collaborative skills are emerging in the early twenty-first century. Today's personal, professional, social, political, and economic worlds are all affected by digital multimedia and networked publics. Our students need to reflect on their digital experience, while also exploring the rich scholarship written about these new digital literacies.

What specific ways have you integrated digital literacy into your classroom?

Sid Dobrin: In all of my classes, whether graduate or undergraduate, I ask my students to become makers, to learn to use digital applications—like those provided in Adobe Creative Cloud—to make the documents that best convey their purposes. I focus on multi-modal production, visual rhetoric, video production, virtual reality, and augmented reality. All of my classes incorporate some aspect of digital composition and digital making.

April O'Brien: In one assignment, students worked in groups of two to three, chose one research paper from a group member, and remediated it into a 10- to 15-minute video. They had to revise the "script" for a different audience and consider which videos/images to include and how to incorporate music and voiceover. Students were incredibly proud of their videos and were also able to work as a team.



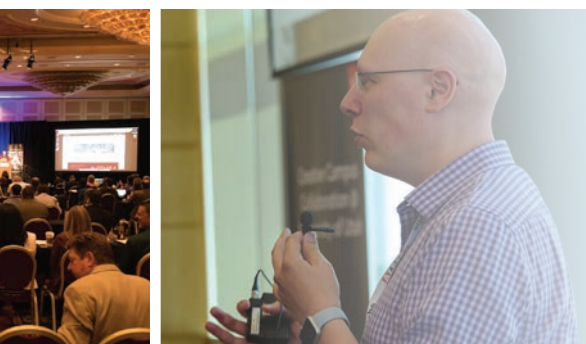


What do you hope for the future of digital literacy—on your own campus and across universities?

Matthew Trevett-Smith: As universities move further into the twenty-first century, we must continue to explore how our current curriculums might be informed by the array of digital tools, open online resources, social media, data, creative expression platforms, and programming languages available today. We need to explore how we can best give our students the knowledge, skills, and habits of mind that prepare them to find their place—and their voice—in the world they inhabit. I believe that ability in these areas—broadly referred to as digital literacy—is an important component of success as a citizen, both locally and globally. It is my most sincere intention that digital literacy becomes a core capacity for all students graduating from our universities.

Sid Dobrin: The evident response is naturalization. That is, I want digital to become ensconced in such a way that it is the “natural” way in which we do things. But, that is a time-driven objective. Mostly, then, what I want is for all students to understand the power and possibility of digital production. I want them to see digital literacy as the atmosphere of communication. I am eager for the moment when we get past digital as “new,” as somehow a tool through which communication and knowledge-making might be expressed, to a moment when we recognize the subsuming function of digital literacy.

April O’Brien: I hope more students can have access to software to make things. It’s as simple as having an open mind (as an instructor) and to provide creative, thinking opportunities with good quality digital technologies. Students will more than exceed our expectations if we simply provide them the space to create.





Learn more about how your institution can transform teaching and learning across disciplines. See how students benefit from digital literacy. Review institution and faculty success stories and see examples of class assignments and student work.

www.adobe.com/education/digital-literacy.html



Adobe
345 Park Avenue
San Jose, CA 95110-2704
USA
www.adobe.com

Adobe, the Adobe logo, Adobe Audition, Adobe Premiere, Creative Cloud, the Creative Cloud logo, Illustrator, InDesign, and Photoshop are either registered trademarks or trademarks of Adobe in the United States and/or other countries. All other trademarks are the property of their respective owners. © 2020 Adobe. All rights reserved. Printed in the USA. 9/20