TLC Europe Online: Client Presentations

Topic: Using Data and Analytics to Drive Learner Success

Date: Thursday, June 4
Time: 1:00 pm - 3:00 pm BST

We Have Your Number: The Impact of A New Assessment Analytics Dashboard On Student Behaviour, Learning And Satisfaction

Emma Mayhew, University of Reading

Across the higher education sector there is an increased focus on the use of data to enhance student attainment and learning. Encouraging students to self-reflect on their progress and providing sufficiently granular performance data to colleagues involved in student support is increasingly important for retention and performance. This session offers a live demonstration of the University of Reading's new Student Progress Dashboard. The Dashboard has been possible because of the widespread use of online submission, feedback and grading using Blackboard and Turnitin marking tools at the University of Reading and availability of sub modular marks in Blackboard Learn. The project team have been able to use this data to create a Dashboard which shows staff and students how much summative assessment students have completed, what their progress looks like in a series of graphics and how this attainment compares to goals students can (optionally) set. The session will outline how the Dashboard, only launched to students in November 2019 by the EMA Programme team, has already seen high levels of engagement and high levels of student satisfaction. In addition, the session will present the findings of our extensive student survey which has been exploring student understanding of the graphical representation of their progress, their ability and willingness to engage and interpret this data, willingness to act, if necessary, to change assessment behaviours and future data requirements.

Learning Analytics & Students Engagement: Check on EdTech

Bob Schoonbeek, Hanzehogeschool Groningen

Each year of our bachelor program is divided in four periods. Each period I run the BBL Reports (no. 1, 2 and 4) and complete the data with some for the course relevant EesySoft Course Reports graphs.

Together they give a good idea how students have used the course over that period.

In our teacher team we discuss the outcomes: on a student level and as course in total. What can we learn from the figures? How can we make our courses and education better? Are there students who are not participating or seem to be over participating? What can we do with that information and what options does the law offer us (AVG)?

Maybe the data helps you to structure you efforts to help the students study the right way and on the other hand helps the teachers to make good education. That's how my teacher team uses the information we get out of the Course reports.

The observation that the organization's administrative systems contain rich data, which if used carefully, we can use to evaluate student behaviour/ engagement and our education. Both can be used to evaluate and improve our education and the engagement of our students.

How Student Involvement is Influencing our Learning Platform

Paul Smyth, University of Edinburgh

As part of an ongoing process of enhancing the online experience, for students and staff at the University of Edinburgh, we have been looking at using data to optimise and enhance our use of Learn.

During the initial phase of our Learn Foundations project, we employed a team of student interns to support us by carrying out several tasks to allow us to better understand the content and structure of our online courses. Firstly, they systematically analysed courses in order to categorise the types of content. They then performed a mapping exercise which plotted the course structures. Finally, they carried out an accessibility audit on a sample of courses from across the University.

The outcomes of this work has implications for a number of areas. It has provided us with an unprecedented level of understanding of how courses are currently constructed and populated. It has also identified the types of content presently being used within courses, and significantly it has helped inform us on the scale of work required regarding accessibility.

This presentation will discuss the methodology and findings and outline how the results are informing the next steps in the project, along with the wider impact and challenges this presents.

TLC Europe Office Hours

Date: Thursday, June 4
Time: 3:00 pm - 4:00 pm BST

Blackboard office hours is the place to meet your peers and Blackboard experts. Join these open sessions in a number of Collaborate breakout rooms where experts will be on hand to answer questions and give guidance about using our solutions and services, and offer advice on teaching remotely, during the COVID-19 crisis and beyond.