

TLC Europe Online: Client Presentations

Topic: Effective and Efficient Assessment Practices

Date: Tuesday, June 2

Time: 1:00 pm - 3:00 pm BST

Learning by Doing – Using Blackboard and CodeGrade to Enhance the Student's Journey in Programming Education

Bart Barnard, Hanze UAS

"The use of automatic code review in computer programming education has been a matter of concern for quite some time. The continuous growth of freshmen with different backgrounds in computer science courses, the increasing complexity in programming languages and environments, and the ongoing demand on teachers and assistants to give formative feedback on assignments are all factors that necessitate the introduction of efficient and standardized methods for evaluating and grading student's work.

In this presentation we will share our experiences using one such method, named CodeGrade: a BlackBoard addition that enables students to get automatic and continuous feedback on their programming assignment, based on the clearly defined goals and rubrics by the teacher. Based on our experience of using this tool for a Java 101 course with about 250 participants, we will discuss our best practices of setting up the learning environment, getting students in the active mode, and using this system for both formative and summative grading.

We will see that a CodeGrade enhanced Blackboard environment significantly increases the student's commitment to his work and leads to better overall results at the test in the end.

Organizing Asynchronous Dynamic Assessments Combining A Survey, A Forum And A Quiz

Emmanuel Zilberberg, ESCP

Audience response systems can be used to develop metacognitive skills of critical thinking and self-remediation using peer discussions (Eric Mazur) after an assessment when there is a sociocognitive conflict between participants. Those discussions usually allow students to improve when the question is reiterated.

This dynamic assessment is inspired by a Vygotskian approach allowing students to progress during the assessment itself by letting them explore their "'zone of proximal development'". With an Audience Response System, the process takes place onsite and synchronously. However, it can be emulated online

and asynchronously with Blackboard using a survey, a forum, a quiz sequenced by some adaptive releases.

Ultra's Gradebook and Thoughts on Managing Assessments

Andrew Yule, University of Aberdeen

In this talk I shall aim to summarise the last few month's experience I have gained, at the University of Aberdeen, as our initial cohort of users head towards the end of their first full academic year of Ultra Course View (UCV) adoption. I got involved in eLearning directly through my understanding of the Original Gradecentre and my appreciation of efficient assessment management, albeit in the challenging environment of an "Ancient" University with an atypical grading system.

I played with UCV long before having to use it in anger, but nothing prepares you for the vagaries of "real" users and their "habits".

Today I shall recount..

- How my view of Gradebook has changed radically
- How my understanding of Gradebook grew exponentially
- How the opportunities presented by Gradebook lured me to hypothesise
- How its limitations often dashed my hopes one minute and left me elated at others
- How the simplicity of assessment workflows belie the complexity of their management

Without giving anything away, my major thesis will revolve around this central axiom of all things Ultra.

"In whichever way you think things will work, THINK AGAIN."

Despite its pedigree, bourne out of the union of Learn 9.1 and a mobile phone, Gradebook most definitely does not function (at a user level, whatever happens underneath it all) as Gradecentre does. The focus changes from an Excel style spreadsheet of numbers to a student-centred Grades management system. At the heart of any University course is student achievement and how we measure that. Gradebook is about surfacing that achievement easily to students. Possibly more importantly, in my view, for staff, Gradebook shifts the focus to grades and students and away from simply numbers in a spreadsheet.

Lessons and Observations From Transitioning to Remote, Proctored Examinations.

Andrew Ramsden, Blackboard

This session explores different perspectives for the effective and efficient transition to digital proctored examinations from Blackboard's Global Client Experience Team.

The focus is to consider emerging lessons and observations for institutions as they transition to online examinations to help inform your planning for the next academic year. This includes the strategic planning perspective of embedding off-campus digital assessment, and the staff development perspective of institutional models to scale innovate assessment designs and academic workflows

These perspectives will be based on authentic use cases from Blackboard clients who have transitioned to the institutional deployment of proctored examinations. The takeaways include sharing good practice to help you embed this within your practice, enable you to reflect on opportunities at your institution and consider different aspects for your operational plan.

TLC Europe Office Hours

Date: Tuesday, June 2

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.