How can Blackboard assist in Assessment and Facilitation of Knowledge Exchange?

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How can Blackboard assist in Assessment and Facilitation of Knowledge Exchange?

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Introduction

- Blackboard is an electronic medium support teaching activities
- Blackboard more than tool for posting data
- Blackboard has potential to facilitate, encourage and monitor independent learning outside the classroom
- Presentation will demonstrate 3 year study of Blackboard in Practise

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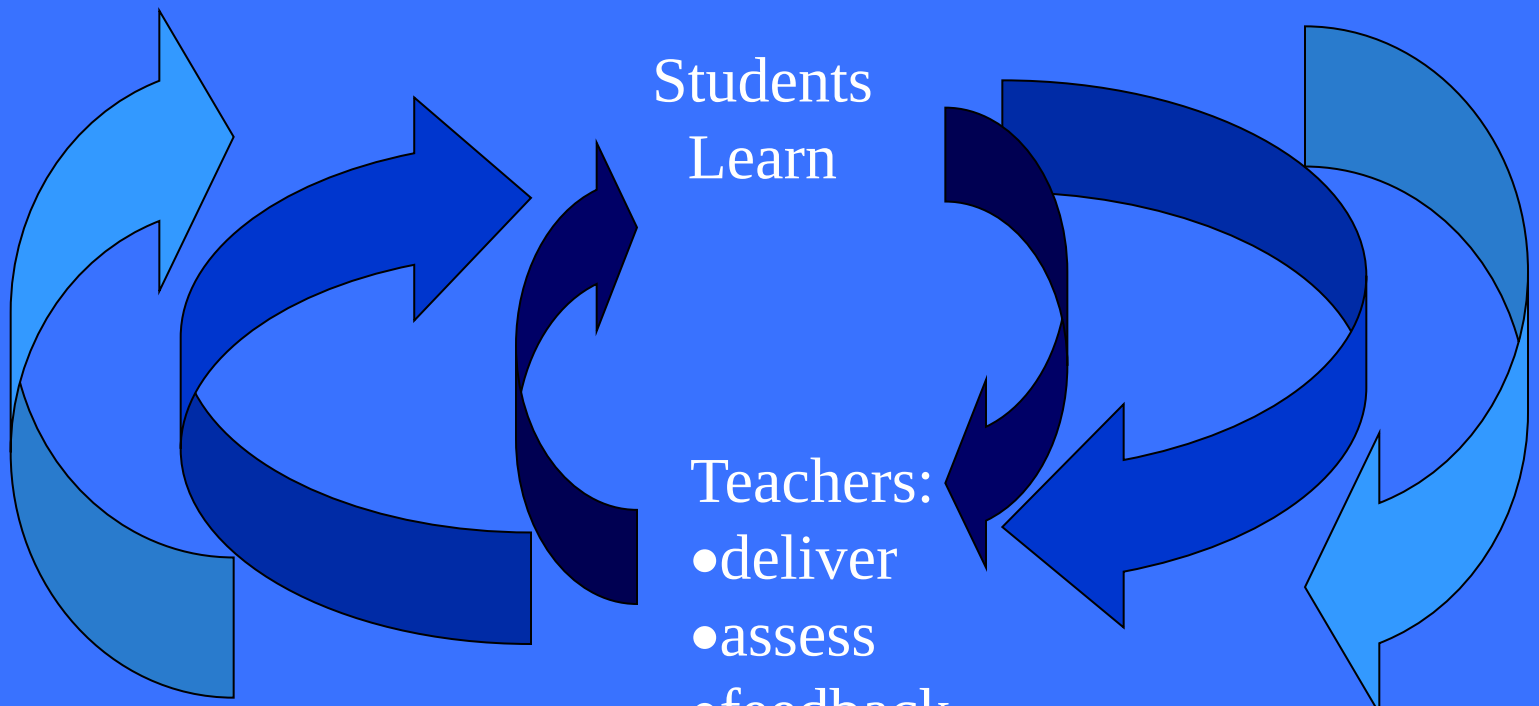
Rationale for Approach

- Dry and ever changing module subject
- Attracted to Powell 's Experiment
- Innovate deliver and assessment
- Promote independent learning
- Academic a facilitator
- Meet the learning outcomes
- Blackboard assists in facilitation of learning
- Deeper learning

Higher Level of Learning



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Original Novel Approach

- Students design and deliver module
- Supported by Blackboard:
  - On-line groups
  - On-line discussions
  - On-line academic summaries

Original Configuration

- Student deliver course and post handouts on Blackboard
- Academic summaries of topics posted on Blackboard
- Discussion Boards Provided
  - General
  - Q & A
- End Semester Phase Test
  - Pool 50 Blackboard multi-questions
  - 4 possible answers to each questions
  - Typical 5 questions per lecture topic
  - Each student presented with 25 random selected multi-choice questions

Original Results 02/03

- During Semester the discussion board actively used
- Phase Test Results
  - Class average mark was 61% std 12
  - Class average mark was 67% std 37 on questions relevant to their topic deliver
  - Class average mark was 61% std 13 on questions on topics not research and lectured by students
- Deeper level of learning

Student Reflection

- Majority learnt from the experience and more than from conventional approach
- Supplementary teaching task was to difficult
- Also, was stressful, however not adverse to repeating the exercise
- Q & A sessions should continue on-line
- Academic should provide e-supplementary material

Conclusion for 02/03

- Evidence deep level learning and knowledge retention
- Student in general positive
  - Teaching
  - On-line support
- Blackboard facilities provide an effective learning resource
- Future student e-summaries broaden learning

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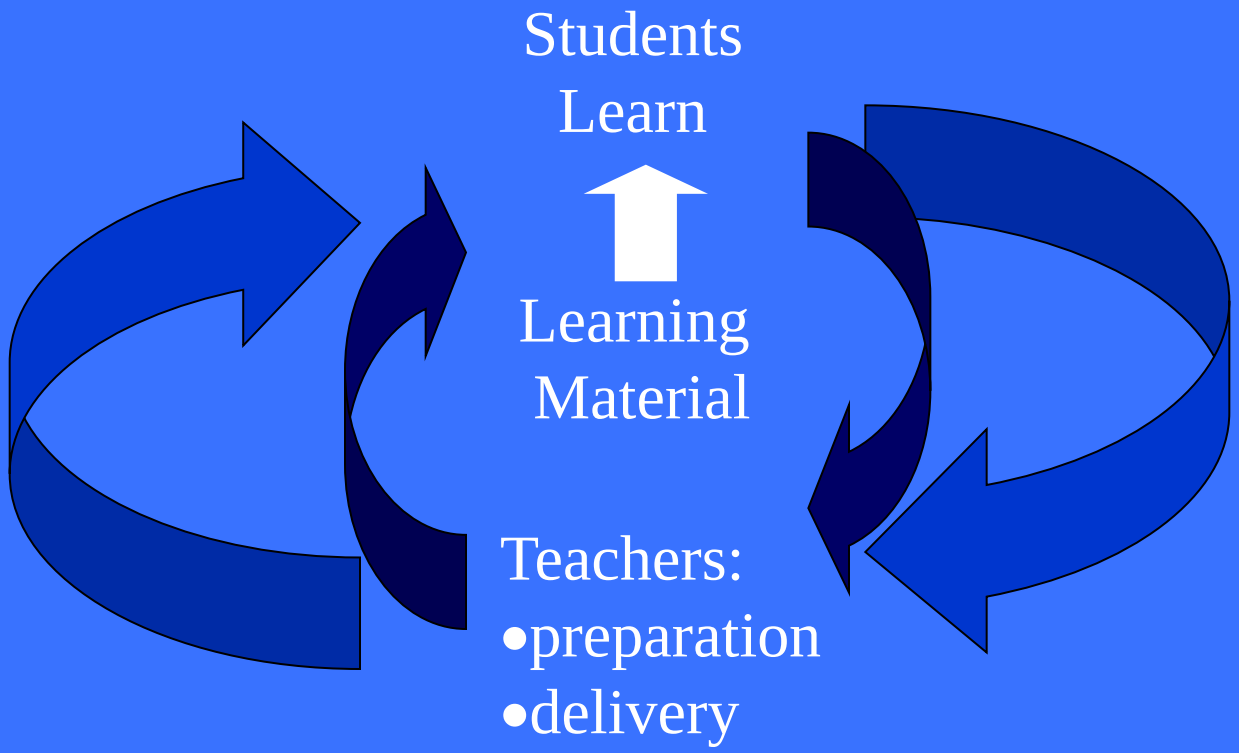
Potential Learning of E-Summary



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Revised Configuration

- Students design module
- Students facilitate on-line summaries
- Supported by Blackboard:
  - On-line groups
  - On-line discussions
  - On-line student summaries
  - On-line academic summaries
- 04/05 less factual phase test more applied questions, for example

Results In practise BB 03/04

- Discussion board actively used
  - Q & A 10 messages 6 participants
- General discussion board forum
  - 165 messages 16 participants out potential 41 students and 1 academic
  - 33 threads; 24 module related; active until 10th week
- Student summaries initially well read
  - 70 times for Lecture 1 topic
  - 11 times for Lecture 10 topic
- Academic summaries initially well read
  - 55 times for Lecture 1 topic
  - 11 times for Lecture 10 topic
- Group Discussion Boards used by 6 out 10 groups
  - 3 only actively

Results In practise BB 04/05

- General discussion board forum
  - 4 messages 2 participants one the academic
  - 3 threads
- Q & A forum, 4 threads and messages and only 2 participants
- Group Discussion Boards, 2 out of 10 utilised the facilities
- Student summaries initially well read
  - 36 times for Lecture 1 topic
  - 17 times for Lecture 10 topic
- Student lecture notes initially well read
  - 46 times for Lecture 1 topic
  - 16 times for Lecture 10 topic
- Academic summaries initially well read
  - 29 times for Lecture 1 topic
  - 11 times for Lecture 10 topic

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Results of learning 03/04

- Same phase test procedure as previous year
- Class size 33
- Class average mark was 42% std 14
- Class average mark was 39% std 40 on questions relevant to their topic deliver; high std as typical 2 questions relevant out of 25
- Class average mark was 43% std 38 on questions relevant to their topic summary; high std as typical 2 questions relevant out of 25
- Class average mark was 42% std 14 on questions on topics not research and lectured by students
- Learning?

Results of learning 04/05

- Same phase test procedure as previous year
- Class size 26
- Class average mark was 45% std 9
- Class average mark was 62% std 32 on questions relevant to their topic deliver
- Class average mark was 50% std 40 on questions relevant to their topic summary
- Class average mark was 43% std 11 on questions on topics not research and lectured by students
- 8 students who actively revised e-material average was 45% std 9
- Students not actively revising e-material average was 44% std 9

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Student Reflection

Supplementary teaching exercise:

- Majority agree that gave them a sense of being in charge of their learning and learnt more than from conventional approach.
- 03/04 found task less difficult than 04/05
- Majority agree it is stressful, not clear if they wish to repeat the experience

E-Summary exercise

- Majority agree they learnt more and gained a higher level of learning than from conventional lecture
- 03/04 don't believe it gave them sense of being in charge of their learning
- 03/04 found the experience stressful and don't wish to repeat it
- 04/05 were more positive about the exercise

On-line facilities:

- Majority are positive about the on-line support; discussion forums, student and academic summaries. .
- 04/05 cohort of students were less than positive, however credibility questionable considering poor student usage

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Conclusion

- Students found exercises stressful, 03/04 less for e-summary exercise
- Both cohorts were more positive about the learning from teaching than e-summary
- 03/04 Phase test results indicate no improved level of learning
- 04/05 Phase test results indicate significant learning for exercises
- 03/04 engaged with on-line facilities and 04/05 did not
- Strong e-communities the greater the perceived level of learning
- Hence breadth learning for 03/04 and the narrow learning of 04/05
- Student e-summaries have potential for deeper learning, illustrated by 04/05
- However learning is potentially less without the peer feedback
- Students are positive about the on-line resource and support
- Students need to be encouraged to utilise the e-facilities to maximise their potential

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Academic Reflection on BB

- Blackboard effective means to monitor outside classroom
- Blackboard forums need careful monitoring
- E-communities do promote learning, hence the difference in 03/04 (closeness) and 04/05 (spread) results
- Blackboard forum participation should be encouraged
- Blackboard effective means to facilitate independent learning
- Blackboard effective means to communicate with students
- Blackboard tests effective for assessment and analysing depth of learning
- Poor configuration of Blackboard results in lost data
- Time-consuming set-up and maintain, lot mouse work: RSI

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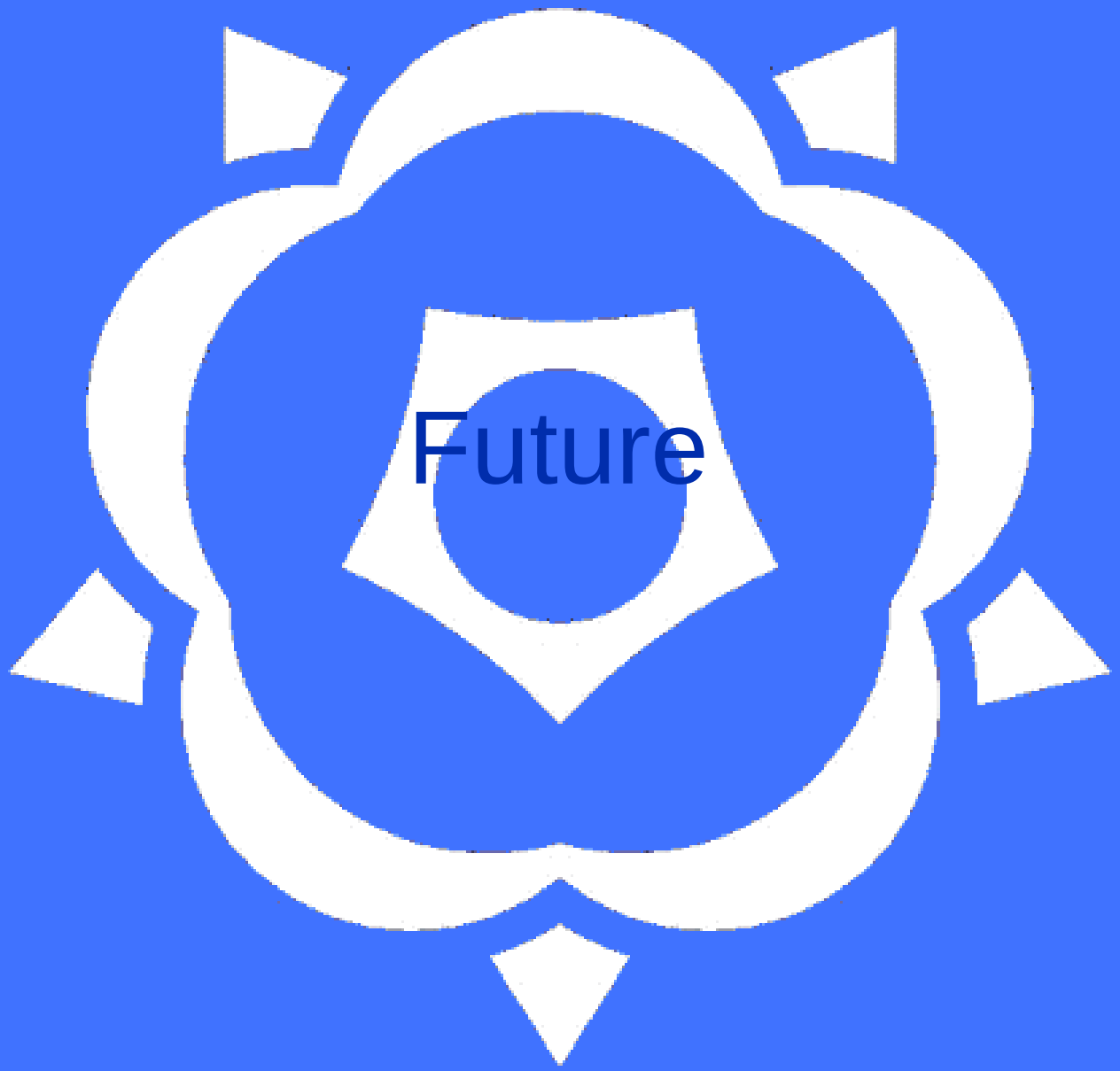
Future