

TLC Europe Online: Client Presentations

Topic: Enhancing the Teaching and Learning Journey

Date: Thursday, May 28

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

Digital Storytelling to Document Learning in Higher Education: Examples from a Swedish Context

[Henrika Florén, Dalarna University](#)

This presentation will address the question, how can digital storytelling be used to document learning in higher education? Examples of assignments, from a Blackboard Learn environment in a Swedish context, from two different subjects and academic fields, will be highlighted in order to illustrate how students can represent their learning and knowledge, by creating multimodal texts in the shape of digital presentations with still and moving images and sound. In these examples the students are presenting, reflecting, illustrating and commenting as part of their academic learning, using presentation programs and screencasts. In higher education students increasingly work with various digital formats, creating multimodal texts that combine modes such as image, moving image, sound and writing. Such multimodal texts are complex representations of knowledge and learning. A multimodal social semiotic framework (Kress, 2010) here provides tools for studying and understanding the students' multimodal texts (written, spoken, visual, gestural). The changing possibilities for students to represent learning and knowledge in multimodal texts also entail changes in how teachers design their teaching and in how they recognize and understand learning and knowledge. As a reflection of pedagogy, digital storytelling in the form of multimodal texts is therefore closely linked to teaching quality.

Perceptions of Faculty Regarding Use of Mobile Apps as a Learning Tool for Blackboard Best Practices

[Rasha Almalik and Abeer Alhattami, Dar Al-Hekma University](#)

Dar Al-Hekma University has been using Blackboard as an e-learning management system since 2008.

In order to facilitate and ease the teaching & learning journey, we have decided to provide a service of collecting and gathering the most common issues faced in blackboard by our faculty, this process was mainly to save their time in finding answers for their inquiries, yet to create a tailored library to refer to whenever needed. We started this process by sending weekly emails to our faculty members that contain several blackboard best practices, we have received a good feedback and they were remarkably satisfied with this service.

However, some of the faculty members complained of not being able to keep track on the needed blackboard best practice emails due to several reasons. At that point, we decided to change the way of delivering these best practice tips by building a mobile application to make it reachable, ease of use and accessible anytime anywhere as well as raise their attention to promote blackboard latest news.

Our aim in this paper is to assess the perception and willingness of faculty members on using the mobile application to access blackboard best practices instead of receiving it through emails. In order to collect data, we distributed an online survey among the faculty members at Dar Al-Hekma University (DAH). As a result, the overall perceptions regarding the use of blackboard best practices mobile app by faculty members were extremely positive and reflect their desire to use the mobile app which provide an easy access.

Tackling The Curriculum Design Conundrum: Integrating Technology Enhanced Learning Into Undergraduate Programmes

Adam Bailey and Vicki Holmes, University of Reading

Technology is not a solution in itself but can be used to facilitate a more inclusive curriculum and should be an integral part of every design decision.” (Advance HE, 2011).

This session examines the approach taken by the University of Reading’s Technology Enhanced Learning Team to ensure that the use of technologies to broaden, diversify and support teaching and learning were embedded both at a strategic level and at the practical design stage of the curriculum design process.

The session will:

- Provide a brief introduction to the University’s Curriculum Framework, designed to articulate the attributes of graduates and the academic, and the pedagogic principles that should inform a student-centred curriculum.
- Share our experiences of contributing to a three-year change project to review all undergraduate programmes.
- Outline how Technology Enhanced Learning was purposefully designed into the framework and the rationale behind the approach.
- Explain the critical adoption, implementation and adaptation of the ABC learning design methodology (Young & Perović, 2016) to encourage meaningful engagement with technology; including the mapping of Blackboard tools to different learning types.
- Show the outcomes and impact of our work so far.

Advance HE (2011) Inclusive curriculum design in higher education: Considerations for effective practice across and within subject areas [online]. London, AdvanceHE [Accessed: 26 February 2020] Available from: <https://www.advance-he.ac.uk/knowledge-hub/inclusive-curriculum-design-higher-education>

Young, C., Perović, N. (2016) Rapid and creative course design: As easy as ABC? *Procedia – Social and Behavioral Sciences* [online]. 228, 390-395. [Accessed: 26 February 2020] Available from: <https://doi.org/10.1016/j.sbspro.2016.07.058>"

Better Blackboard Help: Where Your Users Need It, When They Want It

Matthew Deeprise, University of Southampton

It has never been more important to provide localised, central, relevant, and up to date support and messaging within our Blackboard environments. This presentation is a practical guide to how you can use freely available tools to provide contextual, just in time support sign-posting staff and students to local support resources from within Blackboard Learn (original experience).

As Blackboard administrators, learning designers, technologists, programme leads, and support staff, we often wish we could be alongside our users to say, “well in these circumstances we recommend using the feature in this way”, or “you could use that tool, but there’s a much more effective tool over there”, right when the intervention would be most relevant and timely. In current times we may also wish to highlight newly provisioned services and tools such as Blackboard Collaborate.

Blackboard allows us to customise the language pack, but have you noticed that most users will just skim past plain text and get straight into clicking and submitting? Even when a user follows a help link, they may reach a generic help page rather than the bespoke institution-specific guidance that has been carefully curated to provide the most appropriate help, contextualised for an institution's Managed Learning Environment?

In this session I will demonstrate a new approach for the Original Blackboard Learn Experience to provide proactive assistance to staff and students at the right time and in the right place. At the University of Southampton, this method resulted in significantly higher engagement with institutional support resources and has the potential to reduce support calls and encourage better Blackboard usage.

I will show you how you can recreate this approach using free and open-source software. By the end of the session you will be eager to get back to work and start implementing the techniques I will show you.

How Ultra Enabled Pedagogical Reform at UWL

Sophia Hutchinson, University of West London

Changing to a different virtual learning Environment (VLE) is not a small task, especially having in mind years of content in Blackboard original and staff reluctance for changing their historical practice - staff buy-in is always going to be a challenge (Price, Casanova & Orwell, 2017).

For some time, the University of West London (UWL) has implemented policies designed to enable staff to use the VLE in more engaging and consistent ways. Students told us they wanted more intellectually stimulating activities, consistency across modules and explicit links between face-to-face and online learning even more than just simply changing the VLE.

We had been using Diana Laurillard's conversational framework (Laurillard, 2012) to design a new online course aiming at providing better designed and more engaging course with a diverse range of learning activities for our distance students. The students responded well to this learning design approach and the impact was positive. Knowing the challenges UWL was facing, we saw the implementation of Ultra as an opportunity and has a positive change agent. With its simplicity in design and usability, Ultra offered an opportunity to implement pedagogical reform using the conversational framework to create a narrative containing a range of learning activities on a weekly basis. This presentation will demonstrate how Ultra helped refocus and reform our TEL institutional policy from a technology to a pedagogy-based approach.

TLC Europe Office Hours

Date: Thursday, May 28

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.