Blackboard Teaching & Learning Conference 2012

The Pervasive Use of Blackboard to Support Quality Assurance and Enhancement: Promoting Paperless Approaches to Collaborative Quality Procedures
University of Lincoln implemented Blackboard as the de facto institutional standard VLE from September 2008.

The School of Computer Science (SoCS) was one of two Schools who used Blackboard as pilot users from September 2007.

SoCS Head of School David Cobham appointed Kevin Jacques as Blackboard Champion to drive use.
Initial Policy Implementation

- ‘Minimum Standard’ set of pages and styles for the provision of materials to students through Bb sites to present a consistent student view
- Use of Institutional Content Store (Study Materials) for all learning materials ‘linked to’ from Bb sites (aids reuse)
- Key policy documents appear on all Bb sites but are only stored once in Content Store (Admin) making version control easy
- Wholly electronic submission of student work from 2008 through Grade Centre (Gradebook)
Second Stage Enhancements

- All student feedback recorded in Bb Grade Centre
- Mark recording for all modules of study happens through Grade Centre (download mechanism is used to export data into UoL Student Management System)
- Initiation of ‘Level Sites’ to engage with students at higher level than Modules also in Bb
- Wide use of Role to allow permission setting on global documentation folders
Bb as a Catalyst for Change

• Bb adopts a Module – Delivery Year naming convention for sites
• SoCS realised that this maps well with our traditional use of Module Boxes as a means to store Quality Assurance evidence
• Bb Discussion Boards are also available at the Module – Delivery Year level so dialogue between staff members around assessment setting can also be stored
External Examiner Engagement

- All EE’s are Bb users for UoL
- Each assigned as Instructors on modules for which they have responsibility
- All EE moderation (verification) is done through Bb and can therefore be done remotely – this includes moderation of student work
- Discussion Boards within Module sites record approval mechanisms for the whole assessment approval cycle (setting, moderating, revision)
- Assignment documentation is pre-stored in Bb assessments (but kept ‘unavailable’ until approved so students only see final versions)
QA Initiatives

• Students
  – Module evaluation now done through Bb survey for each module (twice per academic year)

• SoCS Staff
  – All feedback to students however must be recorded in Grade Centre
  – Recording of statistical data and reflections on student performance and evaluations all done through Discussion boards

• The only paper used in ALL of our QA is the EE module sign-off form at the end of each cycle
Demonstration and Q&A
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