

Blackboard Teaching & Learning Conference 2012



**The Pervasive Use of Blackboard to
Support Quality Assurance and
Enhancement:
Promoting Paperless Approaches to
Collaborative Quality Procedures**





Context



- 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
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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
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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
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QA Initiatives

- 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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