

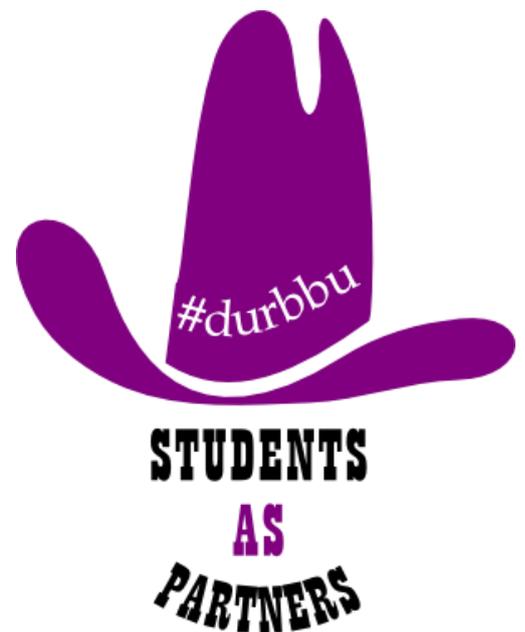


Blackboard®

15th Annual Durham Blackboard Users' Conference

6th & 7th January 2015

Calman Learning Centre
Durham University



Conference Programme



Blackboard®



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WELCOME

We hope you had a safe trip to Durham and enjoy your time spent with us at this, the Fifteenth Durham Blackboard Users' Conference. As ever, we ask you to tweet about events using the hashtag **#durbbu** so that other people can share your insights. This year the conference theme is "**Students as Partners**" - something very close to our heart. We are delighted that Abbi Flint will be giving the opening keynote, she is one of the three authors of a recent seminal HEA publication about partnership. Doug Belshaw (a Durham Graduate several times over) from the Mozilla Foundation will be exploring a range of opportunities for partnership and how these can be used to increase our digital literacies. Blackboard's Alan Masson will discuss the concept of partnership from a vendor's perspective, sharing how this influences their thinking and shapes the product roadmap. We also have a range of exciting panel discussions (including the current state of plagiarism detection and prevention software) and of course the delegate presentations, running over three parallel sessions. We have allocated five minutes changeover time between sessions and we ask presenters and members of the audience to please keep to time.

This year we have taken one step towards giving everyone a feeling of what the partnership approach is like by encouraging presentations by staff and students. Whilst we have had students in the audience for many years, their presence at the front is long overdue. We are grateful to Blackboard who have assisted with the funding of these student delegates and look forward to the changed dynamic that this will create. Some of the students will also be blogging about their experiences.

This independent conference is user-led, and on behalf of the entire Learning Technologies Team at Durham I would like to thank everyone who submitted a proposal, reviewed papers (some at very short notice), ran a pre-conference workshop, the people who over the next few days will provide technical support, chair sessions and generally get involved. We really appreciate your time and effort - you make the conference and the community what it is. I'd also like to take this opportunity to thank Julie Mulvey who each year manages the process and ensures everything runs smoothly, fitting this in around her day job. We are grateful for the financial support offered by Blackboard's User Group Programme and our six conference sponsors: Turning Technologies, Pebble Learning, Kaltura, Eesysoft, MyKnowledgeMap and Talis. Their contribution puts the chocolate in your bags, provides accommodation for the keynote speakers and helps keep costs down for everyone. The exhibition area can be found on the top floor of the Calman Learning Centre (where we serve lunch, teas and coffees) and we hope you'll take the opportunity to peruse the stands to find out more.

We are lucky to be able to use Durham Castle again for the social activities on Tuesday evening. These begin at the Undercroft Bar at 6pm, with a drinks reception in the Senate Room at 7.30 and the main dinner starting at 8.15 pm. There is no dress code, but bear in mind you will be eating watched over by a collection of oil paintings and old militaria. There is also an opportunity for you to book a Castle Tour at 6.45 - highly recommended - talk to staff at the Registration Desk if you are interested.

If you have any questions that are not answered here, don't hesitate to stop me, any other member of the LTT or Will Vick our registration assistant - you'll find our photos in the programme. If this is your first trip to Durham do say hello.

I hope that you enjoy the conference, learn something new, extend your network of contacts and return home energised and ready to face the challenges of 2016.
Thanks for being part of **#durbbu** this year,



Dr Malcolm Murray FRGS FHEA CMALT PG Cert
e-Learning Manager - Learning Technologies Team
Computing & Information Service, Durham University
@malcolmmurray

CONFERENCE SPONSORS



Kaltura provides the first and only open source video platform for education, a full-featured framework that enables educational institutions to handle all of their rich-media needs. The platform is in use by more than 100,000 global publishers including leading universities. Platform functionalities include media ingestion, transcoding, editing, annotation, metadata and content management, publishing (live or VOD) to web or mobile, syndication, and analytics. In addition, Kaltura offers a pre-integrated Video Building Block for Blackboard, and an out-of-the-box 'YouTube' application for universities – Kaltura MediaSpace™. Kaltura is also pioneering the 'open video' revolution through initiatives like www.openvideoalliance.org, www.HTML5video.org and the introduction of collaborative video-making into Wikipedia. For more information visit www.kaltura.com.

www.kaltura.com | Represented by: Jeffrey Newman & Joe Garvey



Blackboard offers your organisation a lot of options to optimise the learning process and the communication and administration around it. As many institutions are increasingly aware however, extensive functionality does not always equate to extensive use, often resulting in Blackboard being reduced to the status of document repository.

Increasing end-user adoption and satisfaction is critical to leverage the potential benefits of your investment in Blackboard. EesySoft's unique building block helps your organisation to achieve this, by supporting users while they are working in the Blackboard application.

- Detailed reports on how Blackboard is being used
- Increased end-user adoption
- Fewer help-desk calls
- Lower training costs
- Higher end-user satisfaction

www.eesysoft.com | Represented by: Peter Rayment on behalf of Michel Visser



Talis helps connect teaching and learning in new and better ways. We promise that everything we do will be designed to help you reach your strategic and operational goals. Every tool and button we'll provide. Every line of code we'll write. Every piece of advice we'll give.

This clear focus underpins our full product suite, and our whole range of supporting services. It's this clarity and purpose that is winning us business across the world.

We're not educators. Nor do we claim to be. What we are is a problem-solving, technology company, with a long history of partnering with academic institutions.

The ways in which libraries, academics, and students share and access content are changing all the time. It's our job to make sure these changes work to your advantage.

www.talis.com | Representatives: Paul Dibble, Time Hodson & Paul Gavillet



Blackboard Learn is a powerful tool for teachers to support their learners and for institutions to manage their learning environment. At Pebble Learning we believe it is important for learners to have their own space in addition to the institutionally controlled systems - a place that allows them to plan and record their learning independent of the course or unit of study they are enrolled in. PebblePad provides a personal environment that is not course specific and is available to users for free after they leave the institution. It is also important that it is as easy as possible for people to work with PebblePad, so we have developed a feature rich Blackboard Building Block™ to assist learners in their movement between the Blackboard Learn and PebblePad environments.

www.pebblelearning.co.uk | Representative: John Couperthwaite



We're an e-learning company that believes in the pedagogical benefits of interactive response technology. We manufacture industry leading hardware and software solutions developed to enhance learning at all levels.

At Turning Technologies, we are passionate about creating better learning experiences and believe in a future where technology is usefully integrated into every learning environment. We are committed to innovation, product reliability and developing relevant solutions that will improve instruction.

www.turningtechnologies.co.uk | Representative: Conor Dumigan



MyKnowledgeMap is one of the UK's leading e-assessment software and solution specialists, offering world class quality systems with numerous awards to our (and our customers') credit. We've been delivery high-quality products and customer software since we started in 2000, with a mission to be a "trusted provider of the best customer and user experience in learning technology for improvement of skills and knowledge".

www.myknowledgemap.com | Representatives: Steve Sidaway and Tom Holland

LEARNING TECHNOLOGIES TEAM

Feel free to stop any of the people shown below if you've any questions about the conference.



Malcolm
Murray



Stephen
Applegarth



Janet
Lavery



Julie
Mulvey



Elaine
Tan



Judith
Jurowska

HOUSEKEEPING

Calman Learning Centre

The conference is located in the Calman Learning Centre which opened in September 2007. You can refer any queries to the Reception Desk staff, Conference Assistant, or to a member of the Learning Technologies Team, who will be happy to help.

Wi-Fi Access

Wi-Fi Access is available in the Calman Learning Centre. Usernames and passwords can be found on the reverse of your conference booklet. The University has signed up to EduRoam.

Mobile Phones

Please turn your mobile phones to silent during the presentations, but feel free to tweet at any time - our conference hash tag is #durbbu

Luggage

Coats rails are provided just outside the Registration area. Small bags can be stored during the day in Room 406 - The Derman Christopherson Room - on the top floor – behind the Conference Reception desk. A member of staff will be on duty at all times to watch over these items. Suitcases should be dropped off at the Reception Desk on the Ground Floor as you arrive where they can be stored securely using a ticketing system.

Toilets

These are located on each floor of the Calman Learning Centre.

Transport

The staff at the Reception Desk can arrange individual taxis for your departure as long as you make the booking before 10 am each morning. Durham Taxis are very popular so you need to book in advance.

A coach will be available at 4.00 pm on the Wednesday afternoon to travel from the Calman Learning Centre to Durham Railway Station. This is free of charge but you will need to reserve your seat with the Conference Assistant.

If you need to arrange transport to an airport please speak to staff at the Reception Desk the day before your flight.

Smoking

Durham University has a “No Smoking” policy in force. Smoking is not permitted in any part of University premises or entrances at any time, by any person regardless of their status or business with the University.

Fire Procedures

Fire Notices are posted throughout the building and if an alarm sounds, please evacuate the building in an orderly fashion. You should congregate outside at the front of the Calman Learning Centre where a register will be taken.

Not Feeling Well?

Please contact the Reception Staff who can arrange assistance.

Meals

A buffet lunch will be available on the first day in the Room 406 - The Derman Christopherson Room - on the top floor. Catering staff will be available to help you through the selection process. Please allow speakers who are presenting straight after lunch to take priority.

You will need to wear your conference badge to indicate that you are a conference delegate and are thus entitled to a free meal. As we are catering for over 100 people there may be queues so please be patient.

Once you have chosen/collected your meal please proceed next door to Room 407 – The Kingsley Barrett Lecture Theatre where tables are available along with drinks. There you will be able to sit down and take the opportunity to mingle with other delegates and take the time to meet our Conference Sponsors.

If you have any specific dietary requirements, please identify yourself to a member of the Catering staff, as special plates of food will have been prepared.

On Wednesday we provide a “take away” lunch in a bag. We have found that delegates who need to leave early appreciate this. In your bag you will find a sandwich of your choice (from a selection), a bag of crisps, a piece of fruit, a chocolate bar and a bottle of water/orange juice. We are also serving tea and coffee with this lunch break.

The Calman Café will also be open during the day which is on the ground floor.

Prayer Room

If you have need of a Prayer Room, then please speak to a member of the LTT, who will be able to give you access to a quiet room.

CALMAN LEARNING CENTRE - LAYOUT

Floor 4

Registration & Lunch
Sponsors & Blackboard
CLC 406 – Derman Christopherson Room

Sponsors & Refreshments
CLC 407 – Kingsley Barrett Lecture Theatre

Floor 2

CLC 202 – Rosemary Cramp Lecture Theatre
CLC 203 – Ken Wade Lecture Theatre
Level 2 Techno Café

Floor 1

Level 1 Techno Café

Ground Floor

Welcome & Keynotes
CLC 013 – Arnold Wolfendale Lecture Theatre

Calman Learning Centre Reception
Calman Learning Centre Café

CONFERENCE PROGRAMME

DAY ONE TUESDAY, 6th JANUARY 2015

Start Time		Room
9:30 am	Registration Early morning tea, coffee, pastries and exhibits <i>Presenters - this is a good time to upload your slides & check equipment</i>	406 & 407
10:30 am	 Formal Welcome Malcolm Murray <i>Durham University</i>	013
11:00 am	 Keynote 1 Engagement Through Partnership Abbi Flint <i>Consultant in Academic Practice (Students As Partners), Higher Education Academy</i>	013
12:00 noon	Short Break	
12:15 pm	Panel Discussion Students As Partners Keynotes and Invited Guests	013
1.00 pm	Lunch & Exhibits	406 & 407
2.00 pm	Strand A Sessions - 25 minutes <hr/> Engaging Students at GCU: The Story So Far Jim Emery & Stephanie Noble* <i>Glasgow Caledonian University</i>	013
	Designing a Student Centric Learning Environment Bryony Bramer, James Leahy & Steve Dawes <i>Regent's University London</i>	202
	 PebblePad ³ Pebble Learning (Sponsor Presentation) John Couperthwaite	203
2.30 pm	Strand B Sessions - 25 minutes <hr/> Student/Staff Collaboration in the Production of an official University App for Students Sharon Flynn, Darren Kelly* & Fionn Delahunty* <i>National University of Ireland, Galway</i>	013
	Learning and Assessment with Social Media: A Case Study with 'Manipulating Media' Bex Lewis <i>Durham University</i>	202
	 Kaltura (Sponsor Presentation) Jeffrey Newman & Joe Garvey	203

3:00 pm	Strand C Sessions - 25 minutes	
	Enhancing Graduate Employability: Developing Digital Resources Final Year Projects	013
	Dave Lewis, Alexandra Byrne* & Daniel Davis* <i>Leeds University (Students Not Attending)</i>	
	Flexible Approaches to Feedback using Video-Based Resources in Blackboard	202
	Charlie Davis <i>University of Derby</i>	
	Eesysoft (Sponsor Presentation)	203
	Peter Rayment	
3.30 pm	Tea, Coffee, & Exhibits	407
4:00 pm	Strand D Sessions - 55 minutes	
	Facilitating a Feedback Loop through Grademark and TurningPoint - Workshop	013
	Christie Harner, Alison Graham, Sara Marsham & Caitlin Oliver* <i>Newcastle University</i>	
	Solutions for Detecting & Preventing Plagiarism	202
	A community session: SafeAssign and Turnitin - Discussion	
	Jonathan Knight <i>Keele University</i>	
	Get The Bigger Picture: Point and Click for your Instant Feedback Kick!	203
	Fraser McLeish <i>Glasgow Caledonian University</i>	

EVENING HOSPITALITY

6.00 pm	Undercroft Bar (Durham Castle)	Castle
	Conference bar open from 6pm	
6:45 pm	Guided Tour of Durham Castle	Castle
	Tours must be pre-booked using the Conference Office - £3.50	
7:30 pm	Drinks Reception	Castle
	The Senate Room, University College (Durham Castle)	
8:15 pm	Conference Dinner	Castle
	The Great Hall, University College (Durham Castle)	
10:00 pm	Undercroft Bar (Durham Castle)	Castle
	The conference bar will remain open until midnight	

CONFERENCE PROGRAMME

DAY TWO WEDNESDAY, 7th JANUARY 2015

Start Time		Room
9:30 am	 Welcome Back Malcolm Murray <i>Durham University</i>	013
9:35 am	 Partnership: The Blackboard Perspective Alan Masson <i>Head of International Customer Success, Blackboard Inc</i>	013
11.00 am	Refreshments Mid morning tea, coffee, pastries and exhibits	407
11:30 am	 Keynote 2 Radical Participation Doug Belshaw <i>Mozilla Foundation</i>	013
12.30 pm	Strand E Sessions - 25 minutes	
	Blurring The Boundaries: Putting Students at the Heart of Programme Delivery Paul Scott, Aseem Mishra* & Edward Miller* <i>Hull York Medical School</i>	013
	Delivering a MOOC via Blackboard Open Education: The 12 Apps of Christmas Steve Dawes, James Leahy & Bryony Bramer <i>Regent's University, London</i>	202
	Small Groups Projects Big Groups Numbers Zafar Ali <i>Sheffield University</i>	203
1.00 pm	Lunch & Exhibits Tea & Coffee	406 & 407
	Blackboard UK User Group Leaders Meeting <i>By Invitation Only</i>	203
2.00 pm	Strand F Sessions - 25 minutes	
	Using Open Badges to Encourage Student Participation in Class Rep Activities Josephine Kinsley & Tanya Lubicz-Nawrocka* <i>The University of Edinburgh</i>	013
Blackboard	Grades Journey Paul Wigfield <i>Blackboard Inc</i>	202
	Talis (Sponsor Presentation) Paul Dibble, Tim Hodson & Mark Gavillet	203

2.30 pm	Strand G Sessions - 25 minutes	
	Spinning Plates – Working with Students as Partners to Delivery Innovative Scholarship	013
	Sam Nolan & Sarah Learmonth* <i>Durham University</i>	
	GCUGameson: An Open Education Event	202
	Jim Emery <i>Glasgow Caledonian University</i>	
 myknowledgemap	MyKnowledgeMap	203
	Steve Sidaway & Tom Holland	
3:00 pm	Strand H Sessions - 25 minutes	
	Going Large - Adventures Running a MOOC	013
	Nuala Davis, Suzanne Hardy & Mike Cameron <i>Newcastle University</i>	
	Reflective and Dialogic Student Spaces using Campus Pack Learning Objects	202
	Maria Tannant <i>University for the Creative Arts</i>	
	Taking the Pain out of Software Development: Timely and Effective Feedback Systems using Google Apps for Education	203
	Adrian Molyneux & Dan Harding <i>Keele University</i>	
3.30 pm	Conference Close	013
	Initial feedback plus your ideas for next year's format & theme...	
3.45 pm	Finish	
	Free shuttle bus service from the University to the Railway Station	

Tuesday, 6 January 2015 – 11.00 am in Room 013, Ground Floor

Keynote: Abbi Flint – Higher Education Academy



Dr Abbi Flint is a Consultant in Academic Practice at the Higher Education Academy. Abbi has 11 years' experience of educational development and pedagogic research at both the institutional and national level. Abbi's current role concerns student engagement and partnership in their learning experiences, curriculum design and quality enhancement. She is an active qualitative researcher and a Visiting Research Fellow in Student Engagement at Birmingham City University. She regularly presents at UK and international conferences and has published on a range of topics including: student engagement in quality enhancement, student surveys, and cultural change in HE.

<https://www.heacademy.ac.uk/person/7878>

Engagement Through Partnership

Engaging students in meaningful ways with their learning is arguably one of the most important issues facing higher education in the 21st Century. In recent years, partnership with students has become a key concept in both the policy and practice of student engagement, although the term may be interpreted and employed in different ways. This session will draw on recent publications from the Higher Education Academy (HEA 2014; Healey, Flint and Harrington 2014) to outline a new framework for partnership with students in learning and teaching.

The keynote presentation will explore:

- definitions and rationales for engagement through partnership
- a new conceptual model for exploring the different areas of learning and teaching where partnership may take place
- examples of engagement through partnership in learning and teaching
- tensions and opportunities that thinking about working and learning in partnership raises.

The framework offers a non-prescriptive lens through which to explore the complex nature of learning relationships and processes, and how policy and practice may be enhanced. Delegates will be invited to reflect on their own ideas around student engagement, and how partnership might apply in their contexts.

Healey, M., Flint, A. and Harrington, K (2014) *Engagement through partnership: students as partners in learning and teaching in higher education*. York: Higher Education Academy. Available from: <https://www.heacademy.ac.uk/engagement-through-partnership-students-partners-learning-and-teaching-higher-education>

Higher Education Academy (2014) *Framework for partnership in learning and teaching in higher education*. York: Higher Education Academy.

Available from: <https://www.heacademy.ac.uk/students-partners-framework-action>

Tuesday, 6 January 2015 – 12.15 pm in Room 013, Ground Floor

Panel Discussion

Sharing Experiences of Students as Partners

Malcolm Murray – e-Learning Manager, Learning Technologies Team, Durham University

Tom Ward - Pro Vice Chancellor (Education), Durham University

Bob Matthew - Head of Centre for Academic & Researcher Development, Durham University

Abbi Flint – Higher Education Academy

Doug Belshaw – Mozilla Foundation

Dan Slavin & Leigh Spanner – Durham Student Union (TBC)

This year we thought we would try something new, to keep the discussion rolling after the opening keynote. We will be hosting a panel session with Abbi Flint, Doug Belshaw and staff and students from Durham University. This session will explore what 'students as partners' means to each individual, what motivates them to adopt this approach, what are the possible benefits and risks. Questions from the floor are encouraged, but keep on your toes, we may also reverse the usual flow and allow panel members to ask the audience!

Strand A (25 Minutes)

Tuesday, 6 January 2015 – 2.00 pm in Room 013, Ground Floor

Engaging Students At GCU: The Story So Far

Jim Emery - Lecturer in Blended Learning, Glasgow Caledonian University

**Stephanie Noble, In 5th year at GCU doing a postgraduate degree. Active student representative and member of the SAGE project (see details below)*

Based on GCU's current Strategy for Learning, Engage is a newly established cross university project committed to enhancing the student experience. A key part of the projects is the Student Action Group for Engagement (SAGE) where students are enabled to genuinely participate in learning teaching and quality enhancement activities. Joint working groups with academic have been set up to explore, suggest and create where improvements can be made to the overall student experience. This structural approach is supported by a Blackboard Community where students and staff can co-operate and co-create resources such as guidelines for learning and teaching enhancement.

The student voice is a vital part of the University's developing Strategy for 2020. Stephanie Noble, one of the student participants in the SAGE group, will outline her experiences and expectations of being part of this new student driven collaboration. Key areas for consideration include:

1. The Impact of Technology Students are brought up with computers, smartphones are like an extension of the self and tablets/laptops are much more commonly utilised than desktop PCs.

2. The Rate of Change

There is a sense of urgency of innovation, continuous adaptation and development due to the job climate being so intense and our need to always be doing something interesting (If not then the 'social networking' decreases).

Some of this will be understood by lecturers but those who graduated even as recently as 4 years ago faced different challenges from the students of right now. The dynamic and relationship between a teacher and a learner is different, or if not it's ineffective. The challenge of engagement of students is something which I think would take a shift in the way we interact

3. Expectations

More interactivity between staff and students on modules.

Jim Emery will close on a statement of where GCU is currently and the next steps.

Strand A (25 Minutes)

Tuesday, 6 January 2015 – 2.00 pm in Room 202, 2nd Floor

Designing a Student-Centric Learning Environment

Bryony Bramer - Learning Technology Manager, James Leahy - Learning Technology Content Developer, Steve Dawes - Learning Technology Content Developer, Regent's University London

This presentation will demonstrate the usability enhancements we have made to the design of our Blackboard system to provide a more user friendly learning experience for our students. We will explain the rationale behind these changes as well as describing the improvements we have made.

Our overall aim was to enhance usability for our students. We identified our key objectives for the design process, including an uncluttered and simple interface, clear branding of the University, good visibility of 'integrated software', consistency with the mobile app and easy-to-find links. This presentation will describe and explain the changes we made to our Blackboard Login Page, Homepage and Course Templates and how they met these criteria.

We will also discuss how we have developed our 'Help for Students' section in Blackboard including redesigning our icons and reducing the number of clicks needed for students to access support guides and videos. We focussed on providing the right support at the right time for students to access, providing signposting information via the intranet, and via QR code enabled posters, to give our students just-in-time access to the help resources we have provided for them via Blackboard.

Strand A (25 Minutes)

Tuesday, 6 January 2015 – 2.00 pm in Room 203, 2nd Floor

Sponsor Session:

John Couperthwaite – Pebble Learning



Strand B (25 Minutes)

Tuesday, 6 January 2015 – 2.30 pm in Room 013, Ground Floor

Student/staff Collaboration in the Production of an Official University App for Students

*Sharon Flynn - Assistant Director, Centre for Excellence in Learning and Teaching,
*Darren Kelly & *Fionn Delahunty, National University of Ireland, Galway*

A group of staff and students came together in November 2013 in a novel collaboration to create a mobile application for students, by students but with the legitimacy and polish only seen with the involvement of the institution itself.

The app launched to the public in May 2014 and has since reached over 5400 students of NUI Galway (1/3 students) with a budget of only 1000 euro for the project. The application utilizes Blackboard's mymosaic system allowing for easy development without knowledge of coding. This factor allowed the development to be led by students with no coding backgrounds with the guidance and permissions of the University Marketing department and the Teaching and Learning unit in regards to content and security.

The app provides students of NUI Galway with a mobile hub for University services which was previously non-existent. The team also developed a new searchable map of the campus for the use of new and old students alike.

This project demonstrates all the advantages of a staff/student partnership such as the agility and speed of development and a direct link to students which lets the team give students what they want and what they need.

The official NUI Galway Mobile App team was named Best Presentation at the 2014 Blackboard European Conference and presented the novel approach and resulting application at Blackboard World in Las Vegas this May.

Students and staff working together can lead to a product or service that neither could produce alone.

Strand B (25 Minutes)

Tuesday, 6 January 2015 – 2.30 pm in Room 202, 2nd Floor

Learning and Assessment with Social Media: A Case Study with 'Manipulating Media'

Dr Bex Lewis, Research Fellow in Social Media and Online Learning, CODEC Research Centre for Digital Theology, Durham University

"Sit still and listen!"

Traditional learning approaches stress that the teacher is the source of all knowledge, that there is a fixed path to learning.

"Stand up and join in!"

Lifelong learning emphasises that educators are guides to sources of knowledge, which people learn by doing, in groups and from each other.

Manipulating Media was a new course taken by all first year media studies students at the University of Winchester from 2011. After an intensive period of front-loaded teaching, students taking the course worked upon a number of live team briefs that presented problems that required the use of academic literacy to be solved. The projects made extensive use of collaborative online learning. Students produced and delivered work using a number of web 2.0 applications and platforms, including reflective blogging. The course proved very popular with students and there were clear indications of the development of academic literacy in students.

Previously, academic literacy, which comprises the core skills of critical thinking, evaluation of sources, referencing, analytic and critical writing and self directed learning has proven a difficult and often unpopular aspect of introductory years for students in higher education. This paper explores one successful way in which a combination of social media and project based learning have been used to teach academic literacy to media studies undergraduate students at the University of Winchester, overcoming the sense of 'disconnect' between the substantive elements of a media studies degree and the 'drier' academic style and skills required.

Strand B (25 Minutes)

Tuesday, 6 January 2015 – 2.30 pm in Room 203, 2nd Floor

Sponsor Presentation

Jeffrey Newman of Kaltura

Join Jeffrey Newman of Kaltura, the world's leading provider of online video solutions, as he explores how to revolutionise the teaching and learning experience by using video in BlackBoard.



Strand C (25 Minutes)

Tuesday, 6 January 2015 – 3.00 pm in Room 013, Ground Floor

Enhancing Graduate Employability:

Developing Digital Resources Final Year Research Projects

Dr Dave Lewis ~ Senior Lecturer in Neuroscience & Scientific Ethics

Alexandra Byrne / Daniel Davis*, University of Leeds*

These students named as co-authors but unable to be present to co-deliver

With the increase in student numbers, coupled with reductions in staff and resources, many Biosciences Departments are finding it increasingly more difficult to provide wet, laboratory-based final year research projects for all their students. Furthermore, in the current economic climate, it is essential that graduates possess employability skills and have relevant work experience. However, less than 20% of graduates from the Faculty of Biological Sciences, University of Leeds go into careers in scientific research. Therefore students enrolled on Biomedical Sciences are offered the opportunity to undertake non-laboratory based, “alternative” research projects which develop key transferable skills required by graduate employers and provide experiences more closely matched to their final career destinations. The aim of this project was to develop a new format of alternative project, “digital resources” projects, where students would use Xerte to create digital learning objects for use in the curriculum.

However, before introducing a new type of project, there is a need to develop student accessible guidance. Two undergraduate students were recruited as educational research interns and tasked with using Xerte to create digital learning objects whilst also working collaboratively to write student guidance notes on how to use Xerte. This guidance was then pilot tested by two new interns, who utilised it to create two more learning objects, modifying it where it was unclear or adding information where it was absent.

The interns successfully created student accessible guidance notes, overcoming the issues of surrounding the accessibility of the Xerte Online Toolkit and the Xerte Community pages. In creating these resources, students improved their own digital literacies and skills and enhanced their employability. These guidance notes are now be used by students undertaking “Digital Resources” Final Year Research Projects; they will also be disseminated and shared with colleagues as an Open Educational Resources.

This project demonstrates that Xerte is suitable for use by undergraduate students to create learning objects, the benefits to be gained from Staff working in collaborative partnerships with students to develop the curriculum and of educational research internships in developing student skills, providing valuable work experience and enhancing student employability.

Strand C (25 Minutes)

Tuesday, 6 January 2015 – 2.30 pm in Room 202, 2nd Floor

Flexible Approaches to Feedback using Video-based Resources in Blackboard

Charlie Davis, Learning Technologist, University of Derby

This session will demonstrate how the Fashion Programme at the University of Derby (UoD), working collaboratively with the Technology Enhanced Learning Team (TEL), used Blackboard as a central hub through which students accessed a wide range of video-feedback resources.

These resources included an archive of instructional videos, expert interviews, lecture recordings and real-time video feedback dialogues which could be accessed by students via the institutional virtual learning environment (VLE) at times and in places of their choosing. These videos were designed to support students in both directed and self-directed learning and assessment contexts. In addition to providing students with demonstrative content, they were also given opportunities to reflect on their work. In addition to having access to video resources, the students were also provided with a personal journal within Blackboard where they could discuss with their tutors not only what they were doing, but why they were doing it. As part of this process, the students were encouraged to use their mobile devices to capture still images of their work so that that could be uploaded to their journals. Discussions were then generated around different aspects of their work so as to inform future activities of a similar nature.

The presentation topic will provide practical examples of how technological and pedagogic approaches can be merged to create flexible learning environments. Particular attention will also be paid to how the resources and associated workflows to integrate video were designed to be scalable across the institution. Audience members will be asked to reflect on aspects of the learning designs, while considering how they might be applied to their own teaching, learning and assessment practices.

Strand C (25 Minutes)

Tuesday, 6 January 2015 – 2.30 pm in Room 203, 2nd Floor

Sponsor Presentation

Peter Rayment on behalf of Eesysoft



Raising technology adoption to improve the student experience

Cardiff University has made a £16 million commitment to improving its students experience. One of the key elements is the improved usage of technology such as Blackboard & Turnitin.

Having now had Eesysoft software in place for just under two years we have a good insight into technology use across the institution.

This presentation will discuss a case study around how we use Eesysoft Adoption platform to implement an engagement strategy for improving assessment and feedback, particularly in relation to use of Blackboard and Turnitin systems.

Strand D (55 Minutes)

Tuesday, 6 January 2015 – 4.00 pm in Room 013, Ground Floor

Facilitating a Feedback Loop through GradeMark and TurningPoint

Dr Christie Harner, Development Officer, Learning and Teaching Development Service

Dr Alison Graham, School of Biology, Dr Sara Marsham, School of Marine Science and Technology

**Miss Caitlin Oliver, School of Biology - Newcastle University*

Students frequently express frustration with assessment and feedback e.g. some sets of marking criteria are too generic, feedback comments do not relate to a specific marking criterion. Many students would like feedback to be a dialogue between assessor and student: for markers to pose challenges or praise successes in specific sections allowing students to ask questions about their learning. We aimed to improve the clarity of marking criteria and link feedback comments more explicitly to them, with a focus on comments that would improve student performance on future assessments.

We began by using student focus groups and seminars to develop new marking criteria for several modules in the Schools of Biology and Marine Science. These new criteria fed directly into organised workshops that aimed to engage students with the marking and feedback process (using TurningPoint to facilitate peer marking) and prepare them for the assessment. Following submission, we trialled GradeMark as an electronic marking platform to provide feedback on coursework. Within the system we developed libraries of feedback comments specific to a particular assessment and its marking criteria. This allowed us to pose questions to students to improve their understanding of content and skills for future assessments and provide positive feedback. After the assessment was returned to students, we sought feedback from them on the criteria and marking processes. This student feedback subsequently fed into a revision of the criteria and student-engagement sessions for the following year: a closure of the feedback loop.

Strand D (55 Minutes)

Tuesday, 6 January 2015 – 4.00 pm in Room 202, 2nd Floor

Solutions for Detecting & Preventing Plagiarism

A Community Session: SafeAssign and Turnitin – Discussion

Jonathan Knight – Keele University

Strand D (55 Minutes)

Tuesday, 6 January 2015 – 4.00 pm in Room 203, 2nd Floor

Get the Bigger Picture - Point and Click for your Instant Feedback Kick!

Fraser McLeish BA, MBA, dipCDP - Learning Technologist, Glasgow Caledonian University

After co-presenting at the eAssessment Conference in Dundee 2013, the SCSN ASPIH Scottish Symposium, April 2014, and more recently at the Turning Technologies User Conference, September 2014, Fraser McLeish will now go solo to present on how he introduced and implemented a 7 seven point action plan to take Clicker usage from one department in the School to all departments. Exciting examples/video will be shown on how it has transformed feedback and how this instant feedback feeds forward. Flipped teaching and green screen technology will be discussed and how narrated Powerpoint to HTML5 is taking the GCU student world by storm. Implementation of free Padlet walls will be shown and how the days of the paper flip chart are as good as gone. Fraser will finish by showing the bigger feedback picture at GCU and how Blackboard tests and Turnitin quickmarks, rubrics and grading forms were developed and then successfully rolled out within the School. Vote with your feet and come along. Your feedback is appreciated.

Wednesday, 7 January 2015 – 9.35 am in Room 013, Ground Floor

Keynote:

Alan Masson – Head of International Customer Success, Blackboard

Partnership: The Blackboard Perspective



Dr Masson leads a team of functional experts that support the realization of institutional strategic benefits through the adoption of Blackboard solutions. Previous to this role, he spent 10 years at the University of Ulster leading the development and delivery of e-learning and support services to enhance the teaching and learning experience.

While at the University of Ulster, Dr Masson led a number of large-scale, UK nationally funded education enhancement projects. These projects focused on a range of educational enhancement themes including curriculum innovation, assessment and feedback, digital literacy, learning design and the integration of library and VLE services. He has extensive experience of delivering curriculum innovation and assessment & feedback enhancement workshops at a number of UK Universities and has acted as a critical friend to the Quality Assurance Authority (QAA).

Wednesday, 7 January 2015 – 11.30 am in Room 013, Ground Floor

Keynote:

Doug Belshaw – Mozilla Foundation



Doug is the Web Literacy Lead for the Mozilla Foundation, an ex teacher living in the NE of England. He was heavily involved in making Open Badges a reality. Enthusiastic about all things related to education, technology and productivity. Regular speaker and contributor at educational technology conferences and workshops across the globe.

He is responsible for a range of cleverly titled websites including:

Open Educational Thinkering | Literaci.es | Thought Shrapnel

Author of the book *Essential Elements of Digital Literacies*, which builds on his Ed D thesis (Durham). Normally a prolific digital sharer of his thoughts, for the last few years he has undertaken a digital hiatus over winter – the self styled “Belshaw Black Ops”.

Radical Participation

Mozilla is the global non-profit best known for the Firefox web browser. At its heart is a global community, with staff are known as 'paid contributors'. Much as some universities instill a strong sense of affiliation in alumni, so the saying within the Mozilla community is "once a mozillian, always a mozillian".

In this presentation, Doug will touch upon:

- Mozilla's approach to radical participation
- ways curricula can be made 'hackable'
- suggestions for alternative credentialing
- community as laboratory
- the importance of web literacy

As an open educator, Doug's presentation (slides, links and notes) are being developed on his wiki. This can be found at: <http://bit.ly/doug-durbbu>. Questions before, during, and after the keynote can be tweeted to @dajbelshaw (although, note that Doug is in self-imposed social media exile until January 1st, 2015!)

Strand E (25 Minutes)

Wednesday, 7 January 2015 – 12.30 pm in Room 013, Ground Floor

Blurring the Boundaries: Putting Students at the Heart of Programme Delivery

Paul Scott ~ Learning Enhancement and Support Manager,

**Aseem Mishra & *Edward Miller (4th Year Medical Student) , Hull York Medical School*

Hull York Medical School (HYMS) is a relatively new institution (opening our doors in 2003), that has always been committed to student involvement in shaping the structure and content of our MBBS programme.

Every year we have employed a number of students during the summer to help with a variety of curriculum development activities. Examples include the HYMS eLearning Team working with students to ensure that the VLE courses for the new academic year are updated and evolve in appropriate ways both in curriculum design and content and to accommodate the changing profile of students. This involves working alongside clinical and academic staff as co-designers of learning resources and influencing the way we use technology to enhance learning and teaching. Students have also been working on research projects and to develop eLearning resources such as virtual patients and e-tutorials.

We have recently been selected as a centre for the Leadership Foundation for Higher Education (LFHE) Changing the Learning Landscape (CLL) programme. This has involved an external consultancy review and benchmarking by a panel including representatives from the National Union of Students. They commended our student engagement strategies and further recommended that "...students should continue to be encouraged and empowered to constructively challenge and question the acquisition of knowledge...." and that "Process and function should embed students as drive agents".

We continue to develop student-faculty partnerships in a number of areas: student representatives working with us on designing and implementing our CLL@HYMS Technology Enhanced Learning Programme (<http://cll.hyms.org.uk>); collaborative projects to remodel our virtual and physical learning environments; review of eLearning design and publishing processes; expanding students role as TEL ambassadors and digital literacy facilitators within classroom, bedside and virtual learning environments.

In this presentation we would like to share some of our experiences and aspirations of working in partnership with our students and reflect on some of the benefits that this can bring both to the institution and also to the students themselves.

Strand E (25 Minutes)

Wednesday, 7 January 2015 – 12.30 pm in Room 202, 2nd Floor

Delivering a MOOC via Blackboard Open Education: The '12 Apps of Christmas' Course

Steve Dawes - Learning Technology Content Developer, James Leahy - Learning Technology Content Developer, Bryony Bramer - Learning Technology Manager ~ Regent's University London

What started as a colleague's idea to produce a fun and engaging training course for our staff, whilst enabling us to try out the new Blackboard Open Education platform, quickly turned into a Massive Open Online Course, with participants from around the country and across the world, as well as staff at our University.

Our initial intention was to try to engage the members of staff at Regent's who are unable to attend face to face training, but we wanted to open this out to people outside our institution, to enable a wider range of discussions and to really try out the capabilities of the Open Education platform - we just didn't expect it to be as popular as it became.

After promotion internally and at a few external events, we had almost 50 sign-ups from our staff and some external peers, and we were quite happy to get that many people interested. However, in the final week before the course, our promotional tweets and messages started being retweeted and reshared by our peers, and we were soon up to almost 500 sign-ups on the course.

This presentation will explain how we went about setting up and delivering the course, the lessons we have learnt from this experience, and will discuss how we can measure the success of the course based on what happened during this process. We hope to be able to give you an insight into running your own MOOCs and how you might be able to use the Blackboard Open Education platform.

Strand E (25 Minutes)

Wednesday, 7 January 2015 – 12.30 pm in Room 203, 2nd Floor

Small Groups Projects Big Groups Numbers

Zafer Ali - Learning Technologist, University of Sheffield

This year all first year undergraduate students throughout the University of Sheffield have to take part in the Achieve More faculty module. It is a chance for students to work alongside other students from other disciplines developing potential solutions for a range of real-life global problems. It also provides opportunities to extend student studies through languages, enterprise, work based placements and voluntary work.

The Faculty of Science have called their challenge Breaking Boundaries and involves just under 1400 students. The faculty students were split up into groups of 4 and were given questions to solve, at the end they had to create a video presentation showing their findings. They had to do all this within an 8 week period along with attending various workshops which had been set up and keep an individual reflection on how the challenge had gone for them.

This presentation will go through how we got such a large cohort of students to engage with the challenge and working in groups as well as keep an independent reflection by the use of PebblePad and Blackboard. It will also show how the team managed to use the Tools to keep a track on everyones progress throughout the challenge.

Strand F (25 Minutes)

Wednesday, 7 January 2015 – 2.00 pm in Room 013, Ground Floor

Using Open Badges to Encourage Student Participation in Class Rep Activities

Josephine Kinsley ~ Learning Applications Manager, The University of Edinburgh
Tanya Lubicz-Nawrocka ~ EUSA Academic Engagement Coordinator

Edinburgh University Students' Association, EUSA, currently runs Class Rep training in person, outlining the role of the Class Rep and providing guidance on how student representatives can work effectively with their course organisers to effect changes that improve the student learning experience. EUSA also provides a wide range of personal development events and, for the most engaged representatives, the opportunity to earn the Edinburgh Award for Representing Students when they devote 50 hours to the student representative role during the academic year and reflect on the skills they are developing in this role.

EUSA has been reflecting on how to reward Class Reps for the effort they put into the role, how to give more structure to the role, and how to help student representatives reflect on their skills and experiences. At the Open Education, Open Scotland - ALT Scotland SIG Event in June 2013, a presentation on open badges used in higher education inspired EUSA to think about how open badges could be used to help recognise the work of Class Reps and act as stepping stones for their work on the Edinburgh Award for those who have time to devote to it.

There are 1,400 Class Reps representing students in over 1,800 courses, programmes, and year groups across the University. Open Badges will allow Class Reps to reflect on and document their work, and they provide a system for EUSA to manage and gain more information about Class Reps' activities within Schools across the University.

Since students already use Learn in many of their academic courses, EUSA developed a Class Rep Learn forum in Semester 1 which was an initial step, but it served mostly as a repository for resources and information to help Class Reps in their role. Open Badges from 'graded' blogs were seen as a way to incentivise student participation in sharing their work and achievements across the University's 22 Schools, and to recognise and reward this student engagement.

Strand F (25 Minutes)

Wednesday, 7 January 2015 – 2.00 pm in Room 202, 2nd Floor

Grades Journey

Paul Wigfield ~ Blackboard Inc

Blackboard have been working with Tribal to develop a solution that helps institutions manage grading and the exchange of data between Blackboard Learn and your Student Information System (SIS). Grades Journey makes use of the LIS 2.0 standard to provide an end to end solution for synchronizing grades (outcomes data). Learn more about it, including how it can be used to automatically create Grade Centre Columns in your Courses based on assessment data held in your SIS; the workflow for reviewing and approving the marks held in the Blackboard Grade Centre; and finally automatically feeding them into the SIS. This solution will soon be available to all clients - join Paul to learn more.

Strand F (25 Minutes)

Wednesday, 7 January 2015 – 2.00 pm in Room 203, 2nd Floor

Sponsor Presentation



Talis will share information about new tools to allow reading lists, and other digital content to be embedded into your Blackboard Learn course content, primarily using LTI. We will also preview an extension to our current VLE support which provides detailed learning analytics across a wide range of teaching and learning resources.

Strand G (25 Minutes)

Wednesday, 7 January 2015 – 2.30 pm in Room 013, Ground Floor

Spinning Plates -

Working with Students as Partners to Deliver Innovative Scholarship

*Sam Nolan, Teaching Fellow, Durham University & *Sarah Learmonth*

In this presentation I'll present how a series of projects that have worked with students as partners to develop innovative new technologies in learning and teaching. By involving students throughout the projects, we have worked together to ensure the products produced are designed by students for students and are clearly targeted at known barriers to engagement and learning. These projects include:

- A series of virtual experiments and augmented reality programs, which aid in overcoming anxieties around laboratory practical work and tie the practical laboratory experience to what is occurring at a fundamental atomic level.
- A pre-arrival portal, which provides a virtual community in which students can engage with each other and their tutors before arriving at the start of term. This project which initially started out at departmental level, has evolved to become a University wide initiative to deliver a skills course at distance to our incoming first years pre-arrival, to help support them as they make the transition into higher education.

The talk will focus on how the student developers, student learners and staff have benefited from this work, and will conclude with a discussion of the future aims and objectives of these projects.

Strand G (25 Minutes)

Wednesday, 7 January 2015 – 2.30 pm in Room 202, 2nd Floor

GCUGameson : an open education event

Jim Emery ~ Lecturer in Blended Learning, Glasgow Caledonian University

GCU was the first university to go live with an event using the Blackboard open learning platform in July to tie in with the Commonwealth Games in Glasgow. This presentation will cover our methodology, our experience and an evaluation of this short life event. ie created and delivered within a 7 week period.

The presentation will show the design principles in terms of the activities and content. It will focus on the tools and social media used and why they were selected. Mention will be made of the fact that we had no learning outcomes, no budget and hardly any content supplied by expert colleagues because of the holiday period.

Feedback from both members of the team and users will be shared as well as a position statement on the next stage in GCU's development of this open platform.

Strand G (25 Minutes)

Wednesday, 7 January 2015 – 2.30 pm in Room 203, 2nd Floor



Innovation in Placement Assessment

How to transform paper-based assessment for work placement learning, with real life case examples, and downloadable app for insights to the students experience.

This is a busy session for those who want to make a real difference to the student experience, dispense with paper-based systems and improve student engagement. We will introduce case examples from universities successfully transitioning from paper-based assessment to offline mobile assessment. The case examples show how Myprogress is changing the way students can be assessed in the workplace using a free app on their mobile devices. The app is perfect for observed assessment in challenging environments where there is no wifi, enabling the student to take control of their learning with work- based assessors and mentors.

The case examples are drawn from teacher education, the whole of healthcare ranging from radiography through to medicine, both undergraduate and postgraduate. Bring your own apple or android device to try out the app. Myprogress integrates with Blackboard Learn.

Strand H (25 Minutes)

Wednesday, 7 January 2015 – 3.00 pm in Room 013, Ground Floor

Going Large - Adventures running a MOOC

Nuala Davis, Suzanne Hardy & Mike Cameron – Newcastle University

On September 22 our first course on the FutureLearn platform opened to the 18,000 people that had signed up, keen to explore Hadrian's Wall: Life on the Roman Frontier.

This session is mainly about how we ran the course, overseeing the activity on the platform and managing the deluge of 90,000 comments we received over the six week run. We will share reflections on what we learned about teamwork and the planning required to deliver a large on-line course.

- Preparing our team of student mentors
- Organising time and passing on the baton
- Our attempts at using data to direct our focus
- Obstacles that we overcame, and those that tripped us up.
- Lessons for "normal" learning.

Strand H (25 Minutes)

Wednesday, 7 January 2015 – 3.00 pm in Room 202, 2nd Floor

Reflective and dialogic student spaces using Campus Pack Learning Objects

Maria Tannant ~ Programme Manager in Digital Pedagogy, University for the Creative Arts

This presentation will show how UCA are using Campus Pack Learning Objects to build reflective, formative spaces for learning, teaching and assessment that are moulded around each course's pedagogy.

By integrating the student's private feedback areas within the university's virtual learning environment (VLE), staff and students can access a 'trail' of feedback - all in one online area thus ensuring all the teaching support teams have 24/7 remote access. This student-centred place also becomes a deeper space for autonomous learning and continuing dialogue between students and staff, thus creating an 'inside-out' (Higgins, Hartley and Skelton, 2001) approach to assessment feedback, which embraces reflection, criticality and student ownership.

Alongside benefits to the student, university and course team, this learning and teaching intervention has greatly increased student satisfaction, there is less dependency on the face to face tutorial, course organisation and management from the student perspective has greatly improved and admin time has reduced: this provides students and staff with a far richer model of teaching, learning and assessment.

Strand H (25 Minutes)

Wednesday, 7 January 2015 – 3.00 pm in Room 203, 2nd Floor

Taking the pain out of software development: Timely and effective feedback systems using Google Apps for Education

Adrian Molyneux, Lecturer in IT Learning Technology and Dan Harding, Learning Technologist, Faculty of Humanities and Social Sciences, Keele University

Since September 2012, Keele University has been a Google for Education customer, providing access to a suite of apps that have slowly begun to influence the way in which staff and students work, study and communicate.

This short presentation will describe how we used Google technologies to rapidly solve a range of practical problems, including the collection and dissemination of feedback to students and staff, and the streamlining of several administrative processes. It will focus very much on 'how to' so that you will gain a good insight in how to put similar facilities in place at your own institution.

Examples will feature well known Google Apps such as Google Forms, Sheets and Docs, as well as how additional functionality was added by writing bespoke Google Apps Scripts.

Concluding with a look at the future, we will discuss what are our next steps and how we might apply these technologies to other work processes.

Wednesday, 7 January 2015 – 3.30 pm in Room 013, Ground Floor

Conference Close / What's Next?

This session is an opportunity for you to give us feedback on the Conference and to give suggestions on how it can be taken forward for 2016!

Dates for the Next Conference

Thursday 7th & Friday 8th of January 2016

If you've any suggestions for a conference theme for 2016 then please email them to lt.team@durham.ac.uk