Blackboard®

Breaking Faculty Boundaries – Best Practices to Improve Adoption

Dr. Susan D'Aloia
Client Success Manager: APAC

Congratulations Singapore for your hard work on the SEA Games!

Breaking Faculty Boundaries: Best Practices to Improve Adoption

Agenda:

- **Introduction**
- **Share a Framework for Adoption of Technology**
- **Implications of the Global and the Local**
- **Seven Conditions of Learning**
- **Examine Successful Implementation of Blackboard Solutions**
- **Q & A throughout**

Blackboard

Dr. Susan D'Aloia
Role: Client Success Manager for Asia Pacific

18 years in Education: K-12; Higher Ed; Niche Programs; Nine years of LMS instruction/ design
Areas of expertise: *Academic change management*   *Assessment and feedback*
                            Academic and program development   *Curriculum & instructional design*
                            Departmental and Institutional Branding

Blackboard

Comprehensive range of products and services

Blackboard

Global Customer Commun...
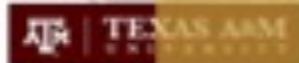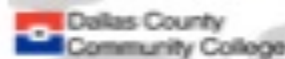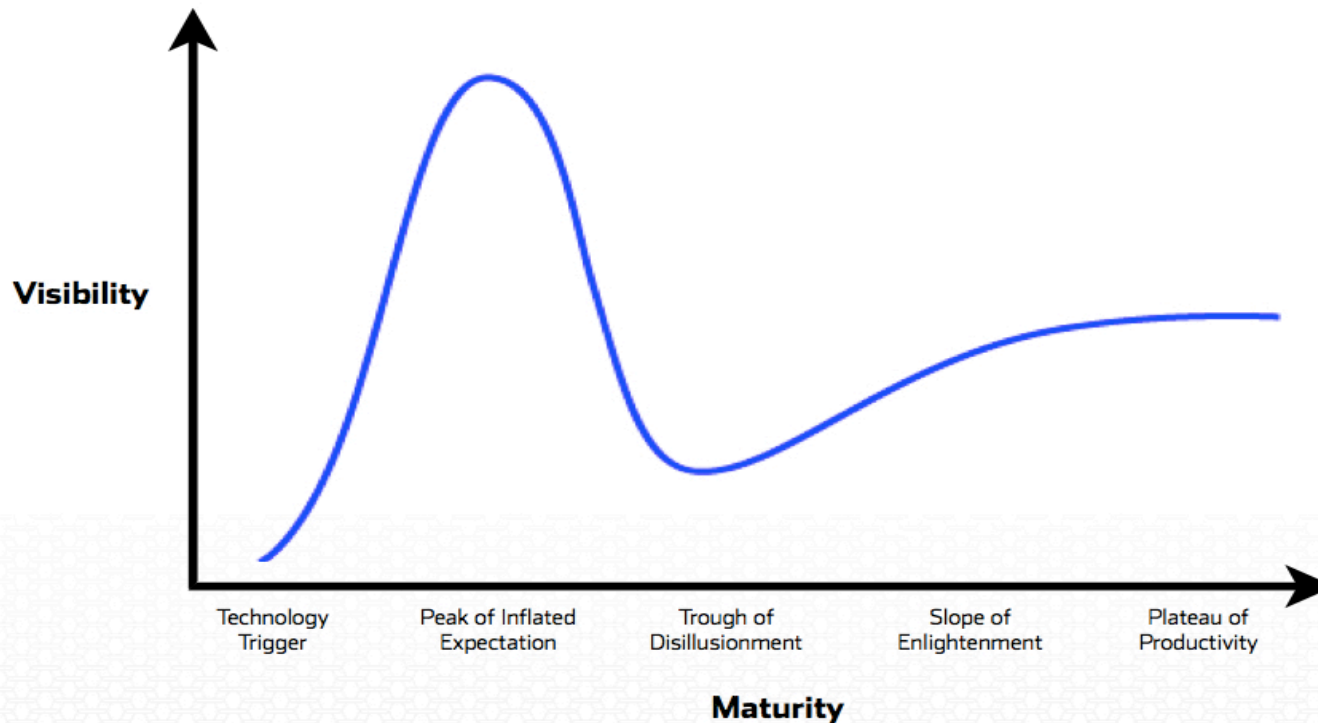
CHARLES DARWIN UNIVERSITY

UAEU

BLACKBOARD SERVES MORE THAN 15,000 EDUCATIONAL
INSTITUTIONS AROUND THE WORLD:

Global leader in LMS market
Over 35 million users hosted on our platforms
US market leader with 49/50 HE and 50% of K12 Institutions
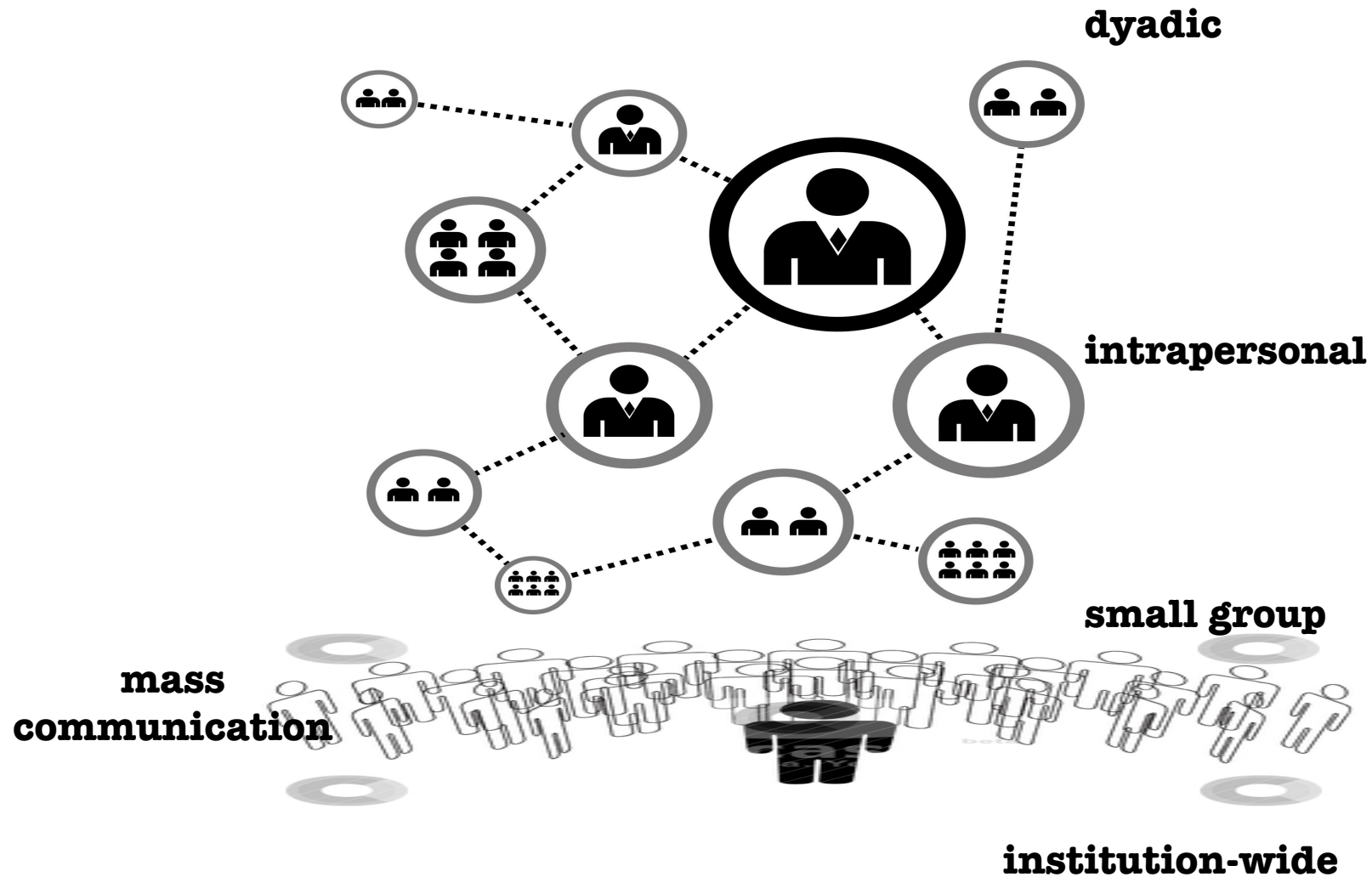
Blackboard

The Slope of Enlightenment:

Best practices are socialized. Real experience replaces unfettered imagination as the primary driver of expectations.

Gartner hype cycle.

Visibility

Technology Trigger

Peak of Inflated Expectation

Trough of Disillusionment

Slope of Enlightenment

Plateau of Productivity

Maturity

Source: Gartner. The hype cycle

Blackboard

Adoption of technology: organization and synthesis of how we communicate

dyadic

intrapersonal

small group

mass communication

institution-wide

Blackboard

Mobile everywhere

2005

2013

Luca Bruno / AP

NBC NEWS

Michael Sohn / AP

Blackboard

Home Town: Ho Chi Minh City, Vietnam

Current location: Truman State University in Missouri, USA

Current status: A junior majoring in Economics

"Blackboard has been easy to use and well organized. **I just log in and see what I need to do for the day.** It has notifications when homework is due or whenever the instructor makes a new announcement. I get these messages automatically on my IPAD and my phone. So I don't forget things and when I do forget, it reminds me.

I really appreciate the links the professors provide so I can further understand the lectures. If I need to talk to my professors, I still go see them in person. But when I do that I have already checked my grades and have received the latest updates. **I have used Blackboard everyday for the last year and can't imagine being a student without it.**"

Blackboard

Learning Services' response to the changing mobile landscape…

In September 2011 Edge Hill University used the arrival of the Blackboard Mobile Learn app as a catalyst to engage the whole community with the educational potential of mobile technology.

Strategies were put in place to support transformative change on an institutional scale and are evidenced through impressive uptake, changing teaching practices and high levels of student satisfaction.

Personal access to mobile technology…

33.3%
Handheld device

65.7%
Smart phone

Desire to use mobiles to support learning…

47.6%

Use of on-cam

1-4 days a we

Trends shown from 08/09 - 12/13 Main figure shown is for 2012/13

Bb Mobile Strategy Timeline

Building a Mobile Culture…

The fundamental aspects of our mobile implementation strategy centre on: understanding our 'customer' experience and using performance metrics to inform our communications, staff development, student support and ongoing developments.

Average Mobile usage in 2012/13…

290,774

14,000 users made 290,774 visits this year.

6.25

O
ac
ti

4,638

Ea
us
2

BEFORE THE LAUNCH OF MOBILE LEARN

AFTER THE LAUNCH OF MOBILE LEARN

Student Support

Key activities to enable student adoption of EHU's core mobile services incorporates marketing campaigns, user-friendly resources, enthused course teams and knowledgeable staff.

Mobile Learn
LAUNCH @
Fresher's Fair

Regular induction demos

Mobile Learn , EHU
Central & Ebrary
app promotion @
Fresher's Fair

Technology Roa
Mobile Clinics

Eduroam Wi-F
disseminated

Staff Development

Enabling and inspiring academic and support colleagues to embrace 'mobile' involves sustained positive communication and opportunities for knowledge and skills development.

Newbies Guide to
g the iPad for Work

Game changer or hype:
Does the iPad change anything/everything?

Help Desk Briefings

Faculty Briefings

Mobile friendly practices guides

Accessible and
Inclusive Design

'Mobile Field Tr

Learn And Interact At
The Touch Of A QR Code

'Mobile
Field Trip'

Help! My Mobile Is
Smarter Than Me

Communication & Marketing

A campaign to promote the availability of the Mobile Learn app includes a range of eye-catching professional print and electronic adverts, blog, twitter and Facebook posts, as well as demonstrations and opportunities for staff and students to ask questions about the new tool.

Installation
guides & FAQs

Information Strategy
Group Updates

Information
Strategy Group
Updates

Information Stra
Group Updates

On Campus Splash Screen Adverts

Regular Faculty Demos & Faculty Board updates

nthly visits to Learning
a Bb Mobile Learn App

1,157

Av. monthly number of active
users of Bb Mobile Learn App

0

Regular blog posts and quarterly newsletters

**Staff Development
+
Student Support
+
Communication &
Marketing**

| May 2010 | Sept 2010 | Sept 2011 | Sept 2012 |

Impact & Evaluation

Proactive use of intelligence, combining longitudinal survey data, user analytics and frequent stakeholder feedback, underpins all our mobile service developments.

UK Government funded
JISC Greening ICT project
– eReader Demonstrator

Student
eLearning
Survey

Learning Serv
Review Proje
Experience S

rd Teaching and
ference 'Bus Stops
bracing Lost
Technology'

ference
ces at

Customer Ser
(including com
use of mobile

Student
eLearning
Survey

Blackb
Learni

Mobile
Experie

Learning Services Mobile S
including User Expectation

Blackboard Mobile
Learn Case Study

**"Information at my
fingertips… ease of
access to learning
modules and tutor
announcements."**

**"On-the-move
access to lecture
notes, timetables,
etc."**

Enhancing Mobile Provision

Improving and extending our portfolio of mobile solutions and support strategies is increasingly important as we strive to meet user expectations and ensure satisfaction.

Mobile Le
Installation, Se

bile Learn
Update 91.3.2
& Testing

Collaborate App
for iOS Launched

Mobile Learn Update
91.3.3 (Beta) & Testing

Mobile Learn
Update 91.3.4
& Testing

EHU Central
for iOS &
Android
Launched

Mobile
Learn
Update
91.3.7 &
Testing

Trello
Feed
on M
Lear

Eduroam W
introduced

About Edge Hill University

Embracing mobility is an investment in the student experience…

What the students have said…

"The mobile learn app allows me to

What the tutors have said…

" … as far as my programme is

Three Stages of Adoption:

1. Adoption: implementation of tools in ways that innovate courses so students and teachers participate with deeper effectiveness

2. Adoption: academic departments intrinsically trust that the LMS to be a part of their mission and they trust its execution.

3. Adoption:

a trusted partnership between institutions produces a future development of overarching programming of the institution

Blackboard

A Basic Framework towards Adoption

Organizing the human element **through teachers, students, support staff and administrators**

Addressing objectives in both practical and imaginative ways

Recognizing the Tension between:

Real Challenges----------Unlimited Potential

Direct Application of the Tools

Blackboard

Application of Blackboard tools

Syllabus, Discussion, Peer and Self Assessment, Assignment (Draft review), Groups, Community, Mobile Learn, Video, (Podcast), Adaptive Release, Regular formative tests, Summative tests, Portfolio, Journal, Blog, Wiki, Announcements, Calendar, Formative Feedback (all tools), My Grades, Rubric, Badges, Content (Model answers), Collaborate

Blackboard

National Institute of Education in Singapore: Implementation of Videos and Discussions using the LMS

Blackboard

Adoption at the National Institute of Education

Identify the human element. Who?

Which objectives both practical and imaginative were addressed?

Can we identify *real challenges* **and** *unlimited potential***?**

Which tools are being utilized?

Blackboard

Driving trends changing education

EDUCATION TRULY GLOBAL

NON-TRADITIONAL LEARNERS

CONSUMER-PREFERENCES/ ALTERNATIVE MODELS

LEARNER CENTRIC EDUCATION

BIG-DATA IN MAINSTREAM

ONLINE & MOBILE EVERYWHERE

Blackboard

Implications of the Global and the Local

Global pushes create regional/local negotiations

Ideas and practices can be shared, modified and tailored in a way that best serves learning and institution building

This dynamic stays healthy through dialogue, decision making and approximation

Blackboard

Blackboard User and Nanyang Technological University Graduate: Ruixiang Ci

Home Town: Guilin, Guangxi, China

Current status: Recent graduated from Nanyang Technological University majoring in Materials Engineering

Approach towards the LMS: Very grateful for the videography of lectures available on the LMS. Gives him and other students an opportunity to review a lecture multiple times.

Challenge: The course about photovoltaic devices and a lot of derivations, formulas and schematics involved could sometimes be difficult to understand. The videos helped but I have more suggestions.

Blackboard

Adoption Recommendation: Let students add comments onto the recording. Maybe student A has a question in one part and she can add her question onto the recording. When another student B is also watching the recording and he sees the question, if he knows the answer he can also add the answer onto the recording. Students can answer each other's questions on the video and if the students cannot solve the problems, the lecturer can look at the questions and leave the answers.

This idea comes from the comments that are left onto videos which are popular in some Chinese and Japanese website. This is called Danmaku and some of the popular websites include niconico. People leave comments that are flying off the video and if someone finds it disturbing they can simply click the bottom of the recording.

Learning Pyramid

Lecture 5% (Average Learning Retention Rates)

Reading 10%

Audio Visual 20%

Demonstration 30%

Discussion Group 50%

Practice By Doing 75%

Teaching Others 90%

(National Training Laboratories, Bethel, Maine)

21

Blackboard
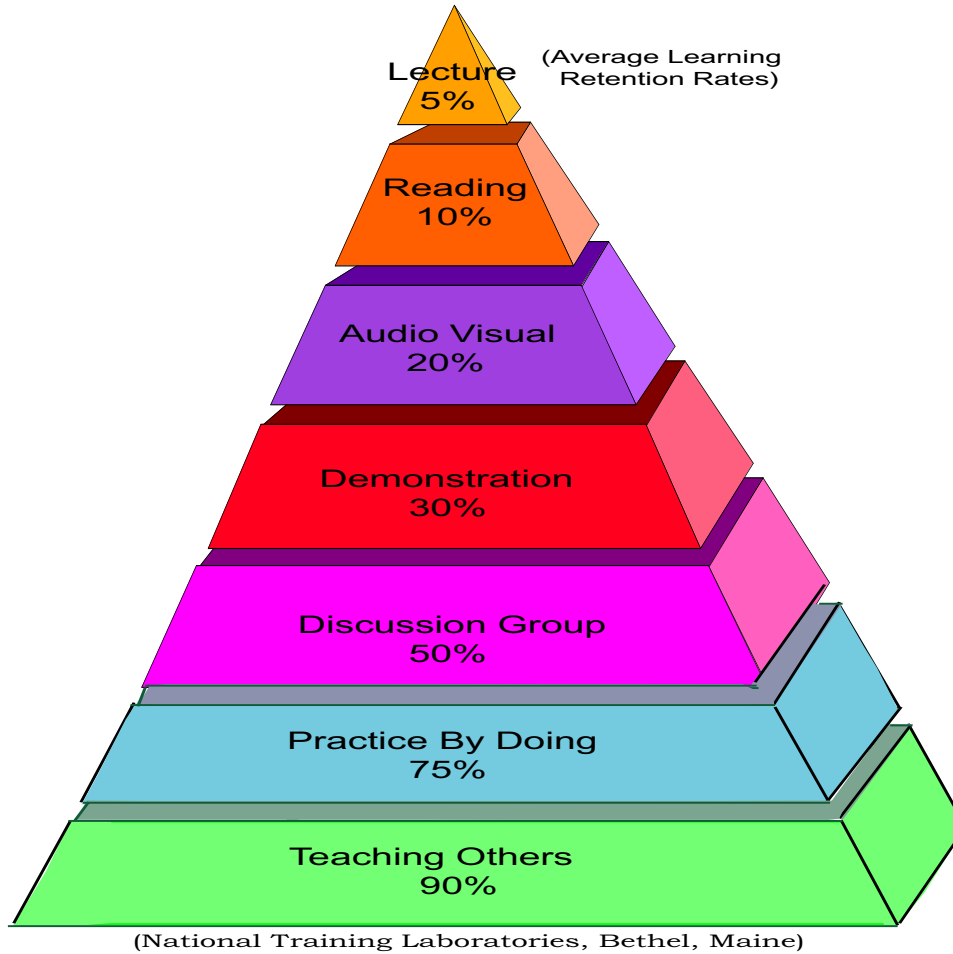
Oregon State University: Cyclical Feedback

Blackboard
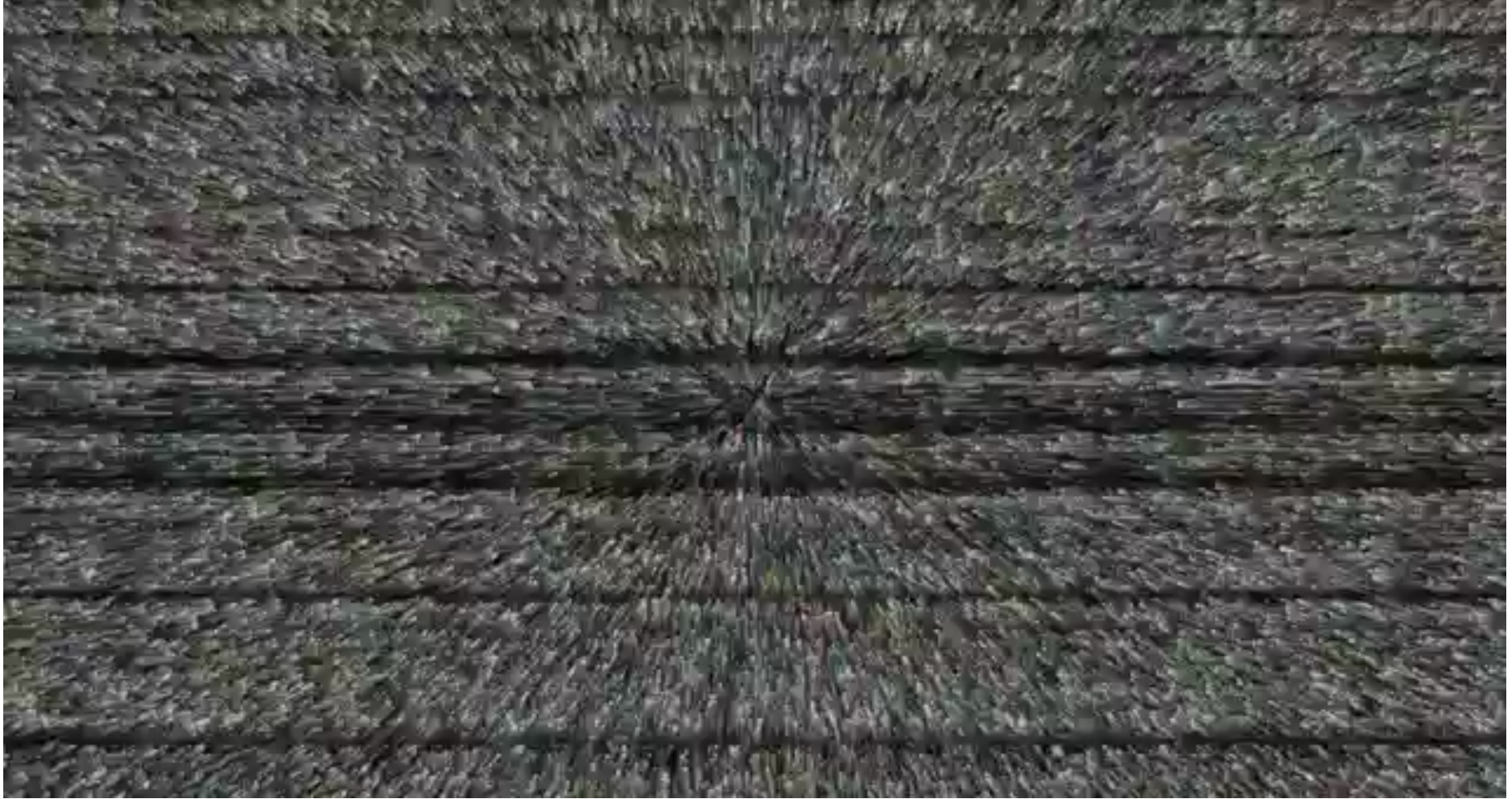
Adoption at Oregon State University

Identify the human element. Who?

Which objectives both practical and imaginative were addressed?

Can we identify *real challenges* **and** *unlimited potential***?**

Which tools are being utilized?

Blackboard

Sherry Turkle:

Connected, but alone?

TED2012 · 19:48 · Filmed Feb 2012
Subtitles available in 32 languages

View interactive transcript
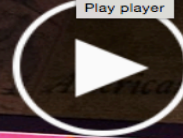
Watch later

Favorite

Download

Rate

Share this idea   **2,904,342** Total views   Share this talk and track your influence!

TED Talks are free

As we expect more from technology, do we expect less from each oth Sherry Turkle studies how our devices and online personas are redefin human connection and communication — and asks us to think deeply about the new kinds of connection we want to have.

Interactive transcript

Sherry Turkle
Cultural analyst

Sherry Turkle studies how technology is shaping our modern relationships: with others

In the learner centric paradigm, what else is necessary for success?

24

"If we don't teach our children to be alone, they will only know how to be lonely."

— SHERRY TURKLE

Wired or not...digital natives or immigrants...

in the global, regional or local context...

_____

**Successful learners need to
perform with confidence
and courage as they
practice self-reflection and
self-control.**

Blackboard

Adoption at Nanyang Fine Arts Academy

Identify the human element. Who?

Which objectives both practical and imaginative were addressed?

Can we identify *real challenges* **and** *unlimited potential***?**

Which tools are being utilized?

Blackboard

Technological Adoption and Adaption in the Arts

"Any art form that requires the human body as an active creator/modifier of physical space and time will require more than just verbal and non verbal information from the practitioner. It will require the physically critical transference of skills from a more experienced practitioner, a mentor, to the novice." Dr. Filomar Tario, Dance Instructor and Professor

Blackboard

NAFA

Home Town: Manila, Philippines

Trained at the Hong Kong Academy of Performing Arts in Dance

Current status: Professor of Modern Dance at NAFA: Nanyang Academy of Fine Arts

"Dance is perhaps the most physical and sentient of all art forms, and the most fleeting. The sensation of touch, of physical contact, is the most valuable source of feedback from a dancer's environment-- whether it be the skin of a partner, the brush of cloth or the sensation of sweat evaporating from his or her own skin. **Henceforth, the value of passing on information trough tactile stimulus is the most critical part of a dancer's education."**

Blackboard

Challenge: The mentor must now document all of the above experiences through videography and further promote precision and discipline through technology.

Approach to using the LMS: I have been very invested in utilizing Blackboard's tools so to promote the correct techniques. **While the studio remains most important for the acquisition and refinement of artistic skills, the LMS becomes the ecosystem for the revision of knowledge.** This ecosystem reinforces the value of learning directly from the source and further allows the mentor to reinforce necessary knowledge experienced during studio time.

Content ⊙

| Build Content ⌄ | Assessments ⌄ | Tools ⌄ | Partner Content ⌄ |

Rehearsal Reflection
Availability: Item is no longer available. It was last available on 06–May–2015 17:00.
Watch the Rehearsal video to answer the questions

Rehearsal video
Enabled: Statistics Tracking

- Download video file: Jazz2015.mp4 ⊙

Lightning
Short MCQ. Watch this _video link_ and answer the querstions

Grease– You're the one that I want [HQ+lyrics]
Enabled: Statistics Tracking

Grease– You're the one that I want [HQ+lyrics]
Duration: (4:08)
User: callxm3xg0d – Added: 05/06/09

Watch Video
For your reference

> **Videos and other tools of technology must engage learners to inspire a form of rehearsal-lust in the novice.**

Themes of the Course

iLEARN

DDN1251 DANCE KINESIOLOGY

Reflective Learning Opportunities through Blogs

Posture

Availability: Item is no longer available. It was last available on 21–J
Enabled: Statistics Tracking
Attached Files: Posture and landmarks.pdf (516.543 KB)

This newsletter is all about the human posture

Postural Analysis

Attached Files: Postural Analysis.pdf (80.811 KB)

Perform a postural analysis on a selected groupmate and write you

Syllabus

Enabled: Statistics Tracking
Attached Files: Dance Kinesiology Module Guide2013–2.pdf (

Attached is the syllabus for the entire semester.

Nutrition

Availability: Item is no longer available. It was last available on 22–J
Some basic stuff about what we put inside our body.

Dance Science

Availability: Item is no longer available. It was last available on 05–
All about our discussion from 29012014

Hips don't lie

Availability: Item is no longer available. It was last available on 12–
All about the hips

Dance physiology

Availability: Item is no longer available. It was last available on 19–
All about dance science and physiology

When a grade is assigned for a Group Blog or Journal, the grade is automatically given to all mem

Create Blog Entry

Wednesday, 11 March 2015

Q&A
Posted by Dr FIlomar Cortezano Tariao (Not a group member) at Wednesday, 11 March 2015 13:36:10 o'cl

Describe the different ways we lose water from our body.

Comments: 1

Dr FIlomar Cortezano Tariao said...

Describe how water loss affects our performance.

Wednesday, 4 March 2015

Nutrition (updated)
Posted by F14DN0568 ELISHEBA HTUT at Wednesday, 4 March 2015 13:55:17 o'clock SGT

Attached Files:
nutrition.pdf(161.2kb)

Nutrition
Posted by F14DN0568 ELISHEBA HTUT at Wednesday, 4 March 2015 13:48:07 o'clock SGT

Attached Files:
nutrition.pages.zip(208.6kb)

Tuesday, 3 March 2015

Share your Knowledge
Posted by Dr FIlomar Cortezano Tariao (Not a group member) at Tuesday, 3 March 2015 16:51:43 o'cl

Dear Nutritionists group, please write down the 20 questions you have thought of. Write down th

"As sentient beings, humans need to be educated through all their available senses," Professor Filomar

Test Canvas: Hips tell the truth ⊘

The Test Canvas allows you to add and edit questions, add question sets or random blocks, reorder questions, and review the test. *More Help*

You can edit, delete or change the point values of test questions on this page. If necessary, test attempts will be regraded after you submit your changes.

Description	All about the hips in dance
Instructions	Choose the letter of the best answer for each item
Total Questions	10
Total Points	10
Number of Attempts	43

Select: **All** **None** | Select by Type: [- Question Type - ◆]

[Delete and Regrade] Points [   ] [Update and Regrade] | [Hide Question Details]

☐ 1. **True / False: Application: In this picture, the left hip is ex...**

Question	
	In this picture, the left hip is extended while the right hip is on slight flexion
Answer	✔ True
	False

Meaningful Reiteration through Online Assessments

Blackboard

NAFA

NANYANG ACADEMY OF FINE ARTS

NAFA: Nanyang Academy of Fine Arts

Blackboard

Home Town: Singapore

Current location: NAFA: Nanyang Academy of Fine Arts

Current status: Classically Trained Pianist and Undergraduate Instructor

Real Challenge: Semester after semester, her students largely struggled recognizing and producing melodies in her Gamelan Ensemble course.

Apprehension to using the LMS:

"I thought it was a bit cold. And I feared, will students get the interaction? I also felt strongly that you could not learn Gamelan solely online. It's a largely communal practice."

Acknowledgement: Students often forgot the things she explained in class. And they cannot differentiate the tones.

Share
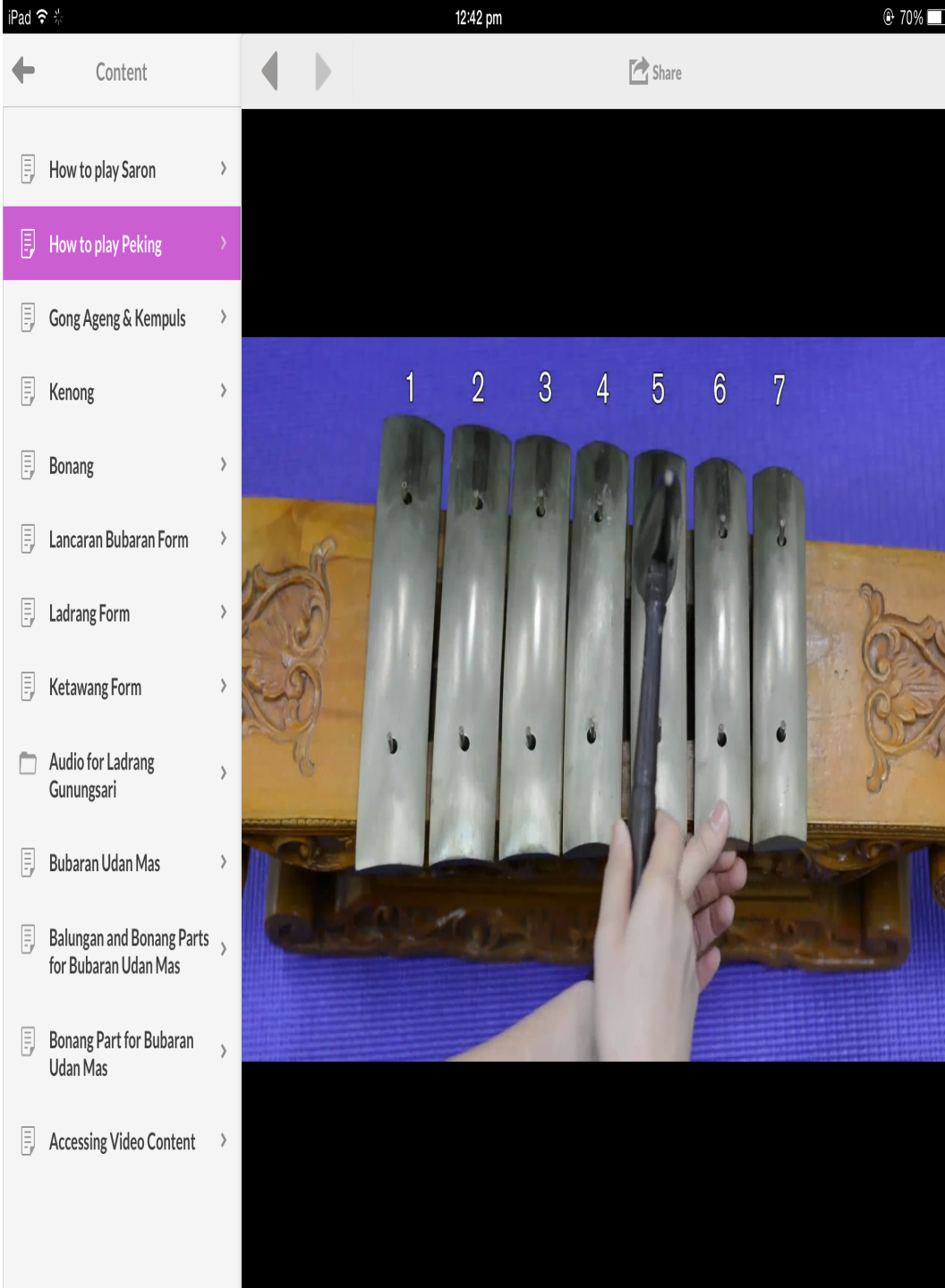
First Step of Adoption: With the help of department assistants, she uploaded multiple demonstration videos of her playing the Gamelan. In addition, she incorporated a placement code that provided visualization with sound accompaniment to punctuate the tones of the instruments.

Initial Outcome: Blackboard Learn platform became a space for references that provided modeling and the necessary repetition needed for music acquisition. This transformation positioned more in-class practice, or communal learning, an intrinsic experience of playing and some improvement in student spontaneity when playing the instruments.

Unlimited Potential

Instructor's Values: Mastering the Gamelan can inspire aesthetic and design. More importantly, Ms. De Silva sees **mastery of her course as giving the students the opportunity to persevere.**
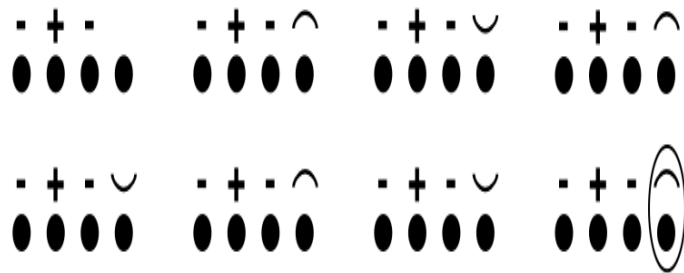
"Everything is so easy today in terms of pressing a button, but that's not how one learns craft or excellence. I want my students to make further connections and practice the theoretical in a web of learning. And I want them to make friends."
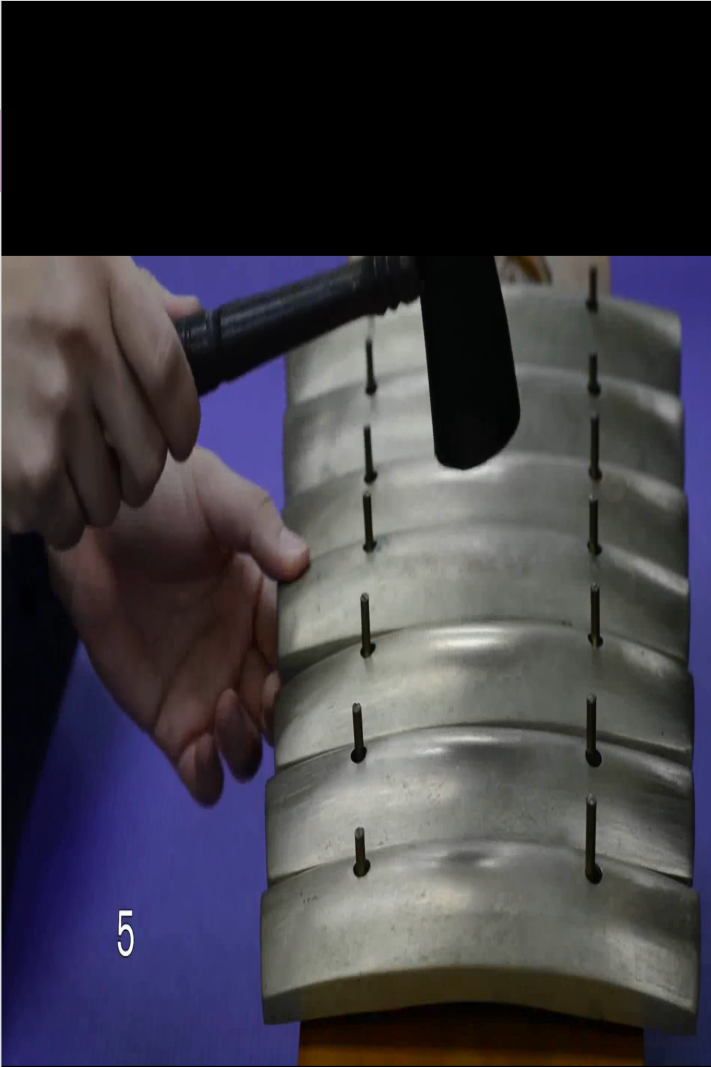
Next Step: Previous student findings must be brought to the forefront of the inquiry and practice. Measured use of Blackboard tools should enthuse dialogue and discussion. Incorporation of the online Journals and/or blog and more extensive comment features attached to video uploads In turn, group projects where students continue to co-create content by making more music.

Outcome: Blackboard more intrinsically part of the learning experience and a more developed Blackboard Champion. A component of the an emerging case study of how the arts negotiate the LMS so to forward the perseverance and other learning goals.

Blackboard

Adoption of Tools Ideally Promotes the

Seven Conditions of Learning

Expectation
Have clear and ambitious expectations been communicated?

Immersion
Is the ecosystem labeled with meaningful tools relevant to the learning objectives?

Responsibility
Do the tools provide opportunities for learners to develop competence through self-reliance?

Demonstration
Are the necessary processes or products being modeled?

Employment
Does the eco-system provide opportunities for regular practice?

Response
Do the tools provide opportunities for self, peer and expert feedback?

Approximation
Do assignments/ activities provide opportunities for trial and error as means to mastery?

Blackboard

Reflective Learning at the University of Northampton:

Blackboard

Reflective Learning

Blackboard
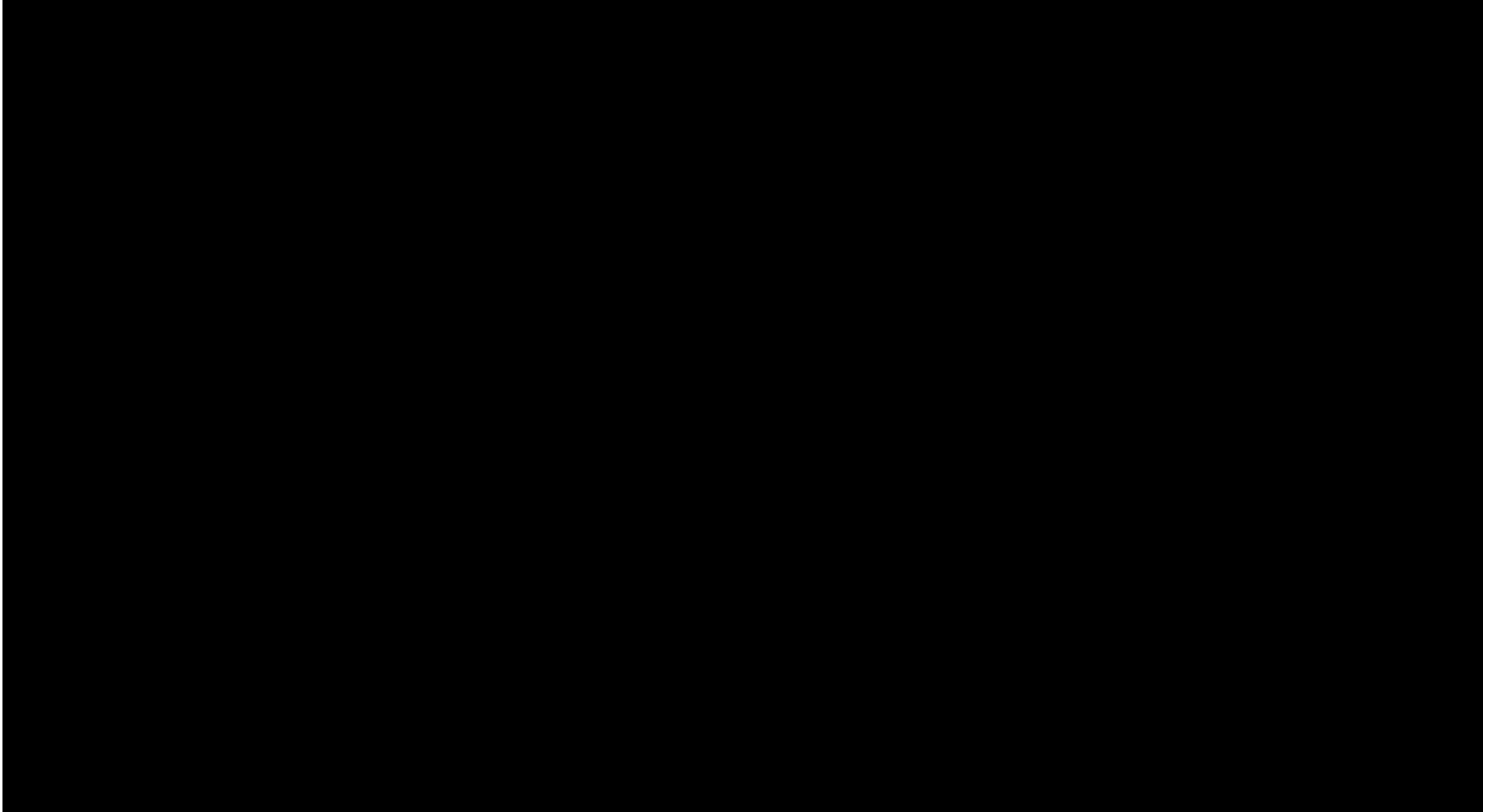
Adoption at the University of Northampton

Identify the human element. Who?

Which objectives both practical and imaginative were addressed?

Can we identify *real challenges* **and** *unlimited potential***?**

Which tools are being utilized?

Blackboard

Recognizing and Reflecting on Obstacles at McGill

"To become a professor, you complete a PhD and then teach in your discipline and area of research, but you don't get training in how to teach," said Lawrence Chen, professor of Electrical and Computer Engineering and former Associate Dean (Academic Affairs) at McGill University.

"Instead, we tend to teach the way we were taught; if our professors lectured to us, then we will probably lecture to our own students."

Blackboard

McGillREPORTER

Browse > Home / Around Campus / Active learning techniques becoming the new norm

MCGILL CLASSIFIEDS

Active learning techniques becoming the new norm

Posted on Monday, March 17, 2014

Follow @McGillReporter
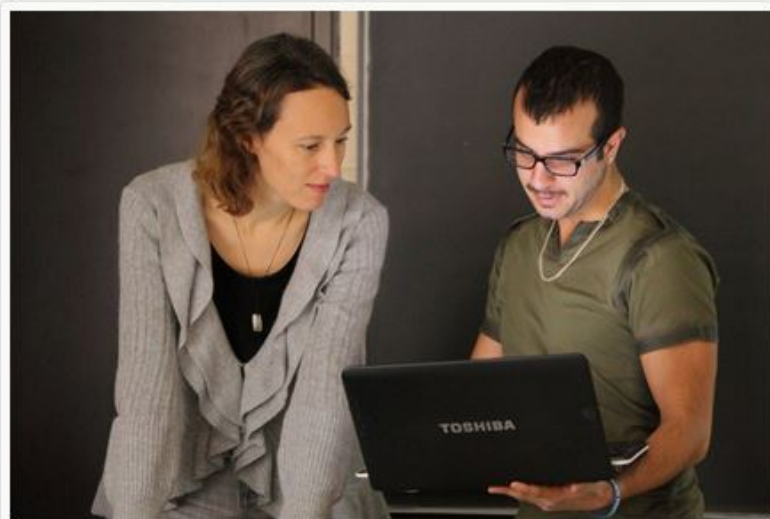
Electronic devices will never replace human interaction. Department of Chemical Engineering professor Anne Kietzig answers questions from student Gabriel Maatouk just before class begins. / Photo: Owen Egan

Forty-four Chemical Engineering students rapidly sketched graphs into their Wi-Fi devices and pressed "send." At the front of the classroom, the graphs popped onto Professor Anne Kietzig's computer screen, allowing her to assess how well her class understood the problem she had presented and where difficulties lay.

number of Faculty of Engineering professors bringing innovativ

classroom — in this case, using technology to have students apply their knowledge and gain

May 11, 2015

Learner Centric Education Privileges the Learner

The learner's needs, talents, challenges and choices have come into the forefront

So how do we frame teacher-centric education?

Blackboard

Shifting Paradigm for Learning

From

- **Teacher-centered approach**
- Assessment of learning
- Experts make judgments
- Focus on learner outcomes
- **Transmission of criteria**
- Individual assessment tasks
- Teacher as feedback source
- Quality of feedback message
- **Feedback as monologue**
- Teacher feedback reviews
- Teacher responsibility
- Delivery of feedback

To

- **Learner-centered approach**
- Assessment for learning
- Students learn to judge
- Focus on process and outcome
- **Co-construction of criteria**
- Collaborative tasks
- Multiple sources – peers, others
- Quality of feedback interaction
- **Feedback as dialogue**
- Student feedback reviews
- Shared responsibility
- Use of feedback

Continuum ----moving in a direction

Blackboard

Course Orientation: Jefferson Community and Technical College

Blackboard

Adoption at Jefferson Community and Technical College

Identify the human element. Who?

Which objectives both practical and imaginative were addressed?

Can we identify *real challenges* **and** *unlimited potential***?**

Which tools are being utilized?

Blackboard

Blackboard

University of Santo Tomas
Educational Technology Center
Overcoming Challenges in Adoption

© Photo courtesy of Paul Quiambao

Quick Facts
- › Private Higher Ed.
- › 46,000 students
- › 2,314 active course sites
- › 1,700 faculty members
- › 204 academic programs

The Challenges
- › Faculty Training
- › Faculty Lack of Time for course development
- › Group Barriers to Learning

Adoption:

"Sustaining massive-wide, successful implementation of eLearning requires a full-scale spectrum of tactics in the continuous adoption and adaptation of the entire academic community."

A/Prof Anna Cherylle M. Ramos
Director of Educational Technology Center, University of Santo Tomas

to its annual 46,000 student population.

The eLeAP remains the focal program of the EdTech Center catering to the eLearning activities of the university. It specifically provides opportunities for faculty members across subject areas of specialisation to explore a wide range

Blackboard

**Create an institution wide electronic coffee shop designed to foster an awareness of learning styles.
Include inquiry that espouses the principles of the Meyers Briggs Personality test**
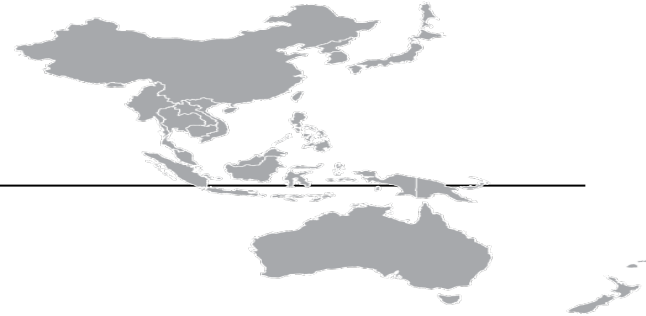
Blackboard

Implications of the Global and the Local

Global pushes create regional/local negotiations

Ideas and practices can be shared, modified and tailored in a way that best serves learning and institution building

This dynamic stays healthy through dialogue and decision making and approximation

Blackboard

Three Stages of Adoption:

1. Adoption: implementation of tools in ways that innovate courses so students and teachers participate with deeper effectiveness

2. Adoption: academic departments intrinsically trust that the LMS to be a part of their mission and they trust its execution.

3. Adoption:

a trusted partnership between institutions and Blackboard produces a future development of overarching programming of the institution

Blackboard

A Basic Framework towards Adoption

Organizing the human element **through teachers, students, support staff and administrators**

Addressing objectives in both practical and imaginative ways

Recognizing the Tension between:

Real Challenges----------Unlimited Potential

Direct Application of the Tools

Blackboard

How will my institution develop the adoption process?

Blackboard

Workshop at the University of Santo Tomas

Blackboard

Thank you! I hope we can work together in the future.

Susan.DAloia@blackboard.com
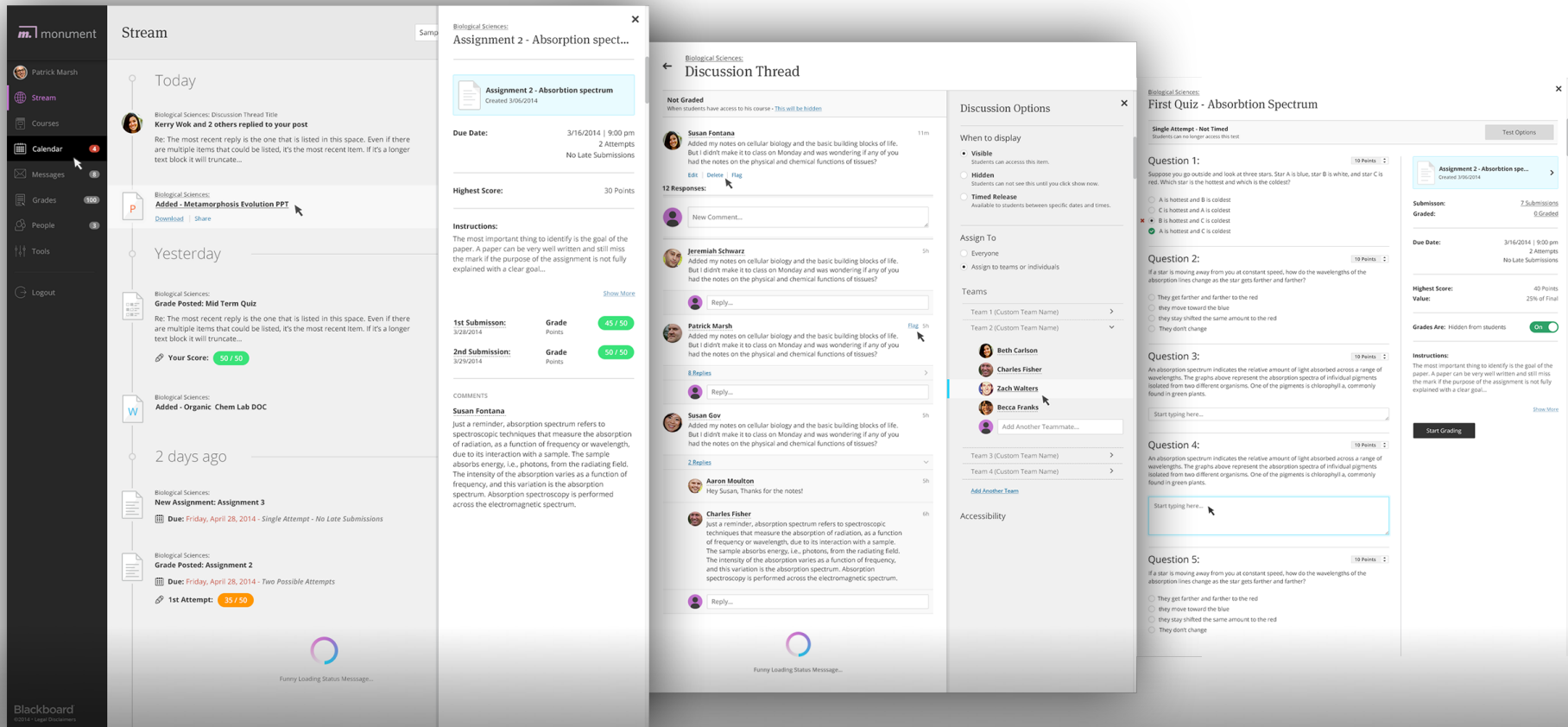
Blackboard Learn
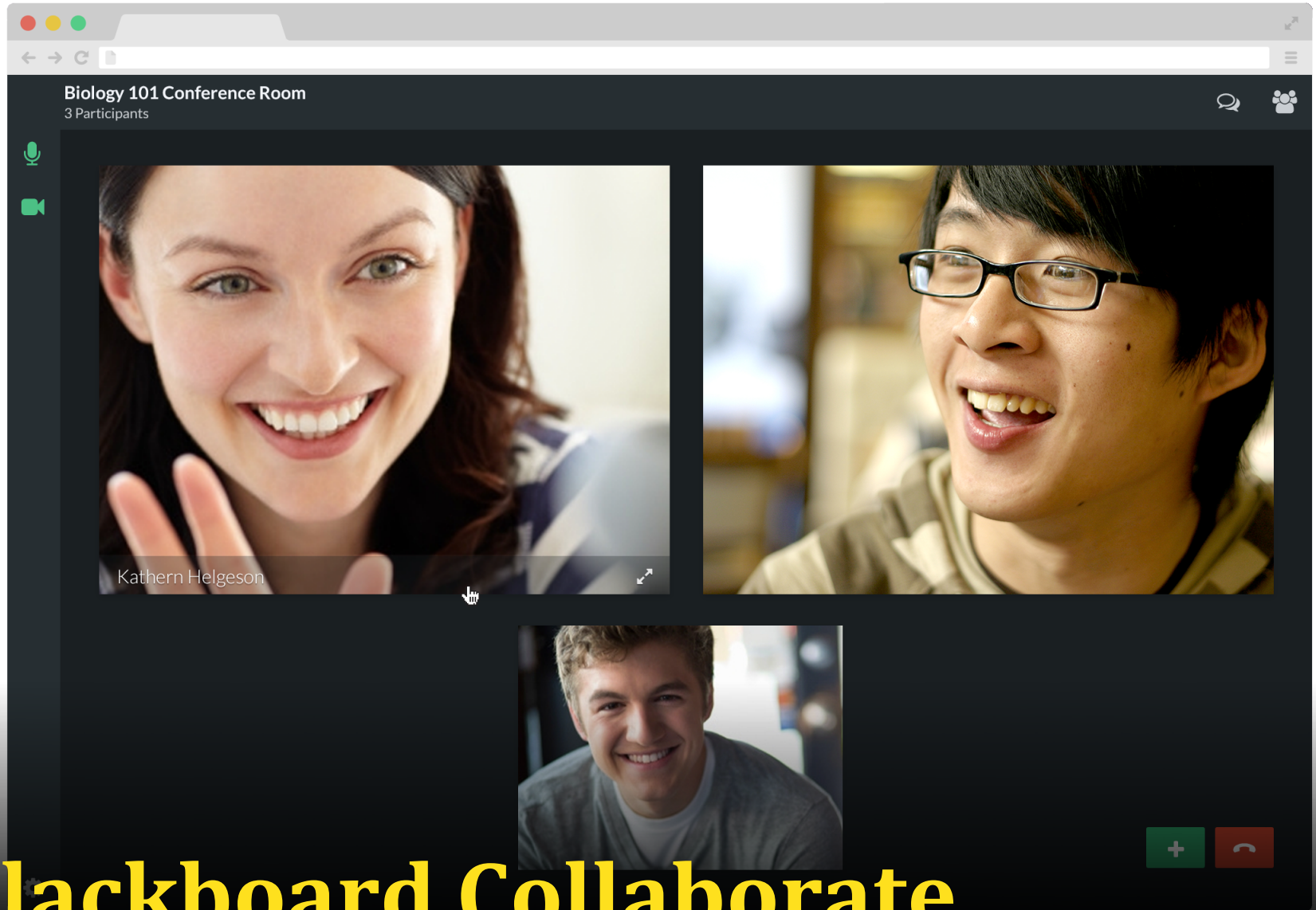
Blackboard Collaborate

Blackboard Analytics

Blackboard Student App