

## LTC15D132

**Title:** *Taking the temperature of blended learning in Blackboard*  
**Author:** Helena Gillespie ADLTE  
Alicia McConnell – Head of Learning Technology  
**Date:** 28<sup>th</sup> April 2016  
**Circulation:** LTC – 11 May 2016  
**Agenda:** LTC15A005  
**Version:** FINAL  
**Status:** Open

---

### Issue

Feedback from student surveys and dialogue with UEASU continues to show that students expect their learning experience to blend face to face teaching and the provision of online resources and learning spaces. At the end of AY 14/15, LTC mandated the provision of a Blackboard module to every taught module, in effect, making the use of Blackboard compulsory.

This paper examines the progress made at UEA towards an effective blended learning experience for all students, an objective which is set out in the UEA plan:

*Objective 5 – Investing in our technology-enhanced learning capacity*

*We will develop a campus that supports technology-enhanced learning at all levels of the university, from courses that are wholly online to active learning classrooms with digital educational resources embedded in the curricula.*

### Recommendation

LTC should note hot and cold spots and action already planned to make improvements.

LTC should consider if more information is needed on student take up of Blackboard, and if more action is needed in particular areas.

LTC should make recommendations for the Learning Technology Team and the ADLTE about future reporting of progress on this issue.

### Resource Implications

Support is currently being made available in an individual and bespoke mode to module organisers whose courses are not being frequently used by students. These interventions are being monitored by the ADLTE and are likely to lead to steady improvement. This is currently sustainable via the Learning Technology Team (LTT). Should we discover that the rate of change and improvements needs to be faster paced, the LTT may need extra resource.

### Risk Implications

Failure to make progress on blended learning across all courses is likely to lead to student dissatisfaction.

## Equality and Diversity

All students benefit from the provision of digital resources to support their face to face learning, but UEASU have suggested that effective provision in this area is likely to improve support for International students in particular. We also know that students with specific learning needs may benefit from being able to access learning resources in their self study time. More feedback about the specifics of this might be useful from the Learning Enhancement Team.

## Further Information

Helena Gillespie [h.gillespie@uea.ac.uk](mailto:h.gillespie@uea.ac.uk) x2974

## Data and discussion

The content and nature of effective blended learning is a pedagogical choice. Which aspects of the learning experience are delivered face to face and how that learning is developed and supported asynchronously through Blackboard, before, during and after a face to face session is rightly the choice of a module organisers and the teaching team. For this reason we have decided not to specify a detailed list of 'must haves' for each Blackboard module, but instead we monitor student use of each site.

Each Teaching Director and Associate Dean for Learning and Teaching has received a detailed breakdown of student access statistics by module of first semester modules (see example from HSC below). This will be updated soon with the second semester data. The Learning Technology team have identified where support in the adoption of Blackboard is most needed, where the data shows few students are accessing the modules. Module organisers are being

Activity and content in Blackboard modules per school (first semester 2015 / 16)

CM.Course_ID	SCH	Avail	Term	Students Available	Total sessions	Drop-off	Users visited	Users 5+	Users 10+	Users 20+	Users 30+	Users 50+	Users 100+	Mods	Fresh content (not del)	Announcements (peric)	Groups (new)	Posts (not deleted)	Blogs (not deleted)	Grades (not deleted)	Full name
HSC-PARA-Y1-S15-15E	HSC	Y	15/16	44	45		45	45	45	45	45	44	34	3	302	58		102			BSc (Hons) Paramedic Sep 2015 Year 1
HSC-SLT-Y2-S14-15E	HSC	Y	15/16	28	28		28	25	25	25	25	25	22	1	177	42	6	395			BSc (Hons) Speech and Language Therapy Sep 2014/17 Year 2
HSC-SLT-Y3-S13-15E	HSC	Y	15/16	29	29		29	29	29	29	29	29	17		217	35	3	310			BSc (Hons) Speech and Language Therapy Sep 2013/16 Year 3
HSC-SLT-Y1-S15-15E	HSC	Y	15/16	25	27		27	24	21	21	21	21	19	1	150	37	6	340			BSc (Hons) Speech and Language Therapy Sep 2015/18 Year 1
HSC-NURS-Y1-S15-15E	HSC	Y	15/16	294	297		297	286	282	277	273	258	169	2	315	134	17	625			BSc (Hons) Nursing Sep 2015/18 Year 1
HSC-MW-Y1-S15-15E	HSC	Y	15/16	31	30		30	30	30	30	30	29	15	2	108	98					BSc (Hons) Midwifery Sep 2015/18 Year 1
HSC-PARA-Y2-S14-15E	HSC	Y	15/16	31	33		33	32	32	32	32	28	11	3	257	27	3				BSc (Hons) Paramedic Sep 2014 Year 2
HSC-NURS-Y2-S14-15E	HSC	Y	15/16	258	264		264	254	252	249	238	215	74		284	102	17	95			BSc (Hons) Nursing Sep 2014/17 Year 2
HSC-OT-PT-BSC-Y1-S15-15E	HSC	Y	15/16	76	79		79	76	76	74	73	67	18		144	31					BSc (Hons) Occupational Therapy and BSc (Hons) Physiotherapy Sep 2015/18 Year 1
HSC-MW-SHORT-Y1-O15-15E	HSC	Y	15/16	10	10		10	10	10	10	10	7	2		74	35		25			BSc (Hons) Midwifery (shortened) Oct 2015/17
HSC-OT-PT-BSC-Y2-S14-15E	HSC	Y	15/16	54	56		56	52	52	51	44	32	5	1	112	20		16			BSc (Hons) Occupational Therapy and BSc (Hons) Physiotherapy Sep 2014/17 Year 2

offered bespoke support to develop effective digital materials and online learning spaces.

*Table A - example of school level data for UG and PGT courses for first semester AY15/16*

LAW	99%	505
ECO	98%	638
CMP	98%	503
PSY	96%	420
BIO	90%	828
HSC	79%	1906
EDU	78%	523
DEV	74%	400
NBS	70%	1362
PHA	69%	452
CHE	67%	477
SWK	65%	119
PPL	63%	1299
MTH	62%	472
AMA	61%	937
ENV	47%	655
HUM	28%	141
HIS	26%	643
LDC	20%	942
SCI	0	254
ENG	0%	48
NAT	0	37
MED		2173

*Table B - percentage of students in each school with access to at least one hot Blackboard course.*

Further analysis of the data looked at the percentage of UG students in each school that had access to at least one 'hotspot' course, defined as a course which was, as a minimum, visited approximately twice a week by students. The results (in the table B above) show that in some schools, almost all students had access to such a course, whereas in others access was more limited.

Further analysis of this data could include:

- The inclusion of data from PGT students (do schools/LTC want that separately or with the UG data?)
- Data on access by year of study
- Data that has a higher benchmark for a 'hot' course - for example for courses that are accessed 3 times a week on average, or higher.