

More sources of data that support digital engagement

Student Engagement through Early Formative Assessment

Use the *Blackboard Test* tool OR *Mentimeter* to set up short, early quizzes to formatively assess understanding. For example, setting a short 3-5 question quiz on the week's topic, with automated marking and feedback options can signpost students who may not be successfully engaging with the module. This can also be useful to highlight such issues to the students themselves, through well-selected feedback. The *Mentimeter* tool requires some initial effort to be set up by the tutor, whereas *Blackboard Test* tool requires considerable effort to set up by the tutor.

On creating *Blackboard Tests*:

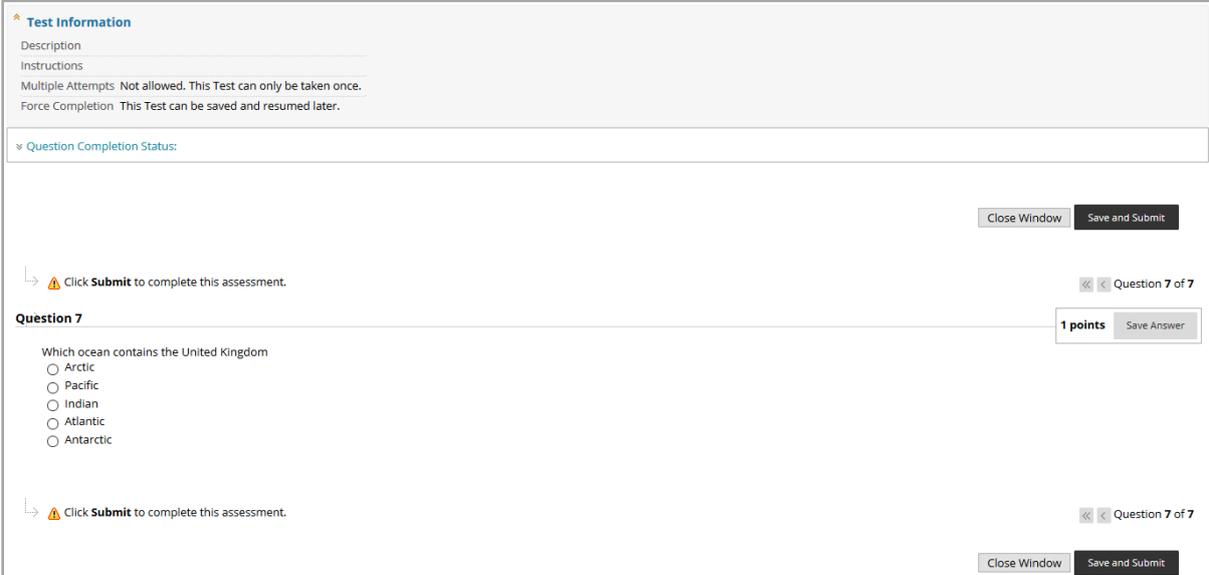
- For more information, visit the [Blackboard Test Help](#) pages.

On reviewing the answers to *Blackboard Tests*:

- For more information, visit the [Blackboard Grade Centre Help](#) pages.

On using *Mentimeter*:

- For more information, visit the [Mentimeter Help](#) pages.



The screenshot displays a Blackboard Test interface. At the top, there is a 'Test Information' section with fields for 'Description', 'Instructions', 'Multiple Attempts' (set to 'Not allowed. This Test can only be taken once.'), and 'Force Completion' (set to 'This Test can be saved and resumed later.'). Below this is a 'Question Completion Status' section. The main area shows 'Question 7' with a '1 points' indicator and a 'Save Answer' button. The question text is 'Which ocean contains the United Kingdom?' followed by five radio button options: Arctic, Pacific, Indian, Atlantic, and Antarctic. Navigation buttons like 'Close Window' and 'Save and Submit' are visible in the top right and bottom right corners. A warning icon and 'Click Submit to complete this assessment.' message are present on the left side of the question area.

Benefits: Tutors can get a better view on their students' engagement and understanding, while students can benefit from confirming their knowledge of current topics. Active approach – students are required to access the assessment via *Blackboard*, providing opportunity for data to be recorded and analysed. Quizzes can be copied from one module instance to another, removing the need for regular re-development of quizzes, beyond usual content updates. Variety of different question types can keep learners engaged, as well as providing different formative assessment opportunities. This is especially useful for *asynchronous learning*, where students can take the quiz at a time, place and pace of their choosing.

Quizzes constructed in *Mentimeter* is particularly beneficial for *synchronous learning*, where the student takes the quiz at the same time as their peers, nor are these quizzes dependent on booking an IT lab as the quizzes can be taken on the students' personal mobile devices. The results of the quiz can be recorded, downloaded and analysed.

Caveats: Initial learning curve to set up quizzes. Additional level of work to set up each quiz, although this will reduce rapidly once the staff member becomes more familiar with the tool.

Student Engagement through Online Peer Support

Use *Blackboard Discussion Boards* to generate Frequently Asked Questions (FAQ). Students are encouraged to post questions on the FAQ, and to respond to their peers' questions. Tutors will engage to answer questions where necessary. This tool requires some initial effort to be set up by the tutor.

On using *Blackboard Discussion Boards*:

- For more information, visit the [Blackboard Discussion Board Help](#) pages.

<input type="checkbox"/> FORUM	DESCRIPTION	TOTAL POSTS	UNREAD POSTS	REPLIES TO ME	TOTAL PARTICIPANTS
<input type="checkbox"/> Embedding and Assessing Compassion in the Higher Education Curriculum	Please use this forum to share your thoughts, reflections and potential uses for this strategy. This may not follow the exact strategy but form the basis of an adapted learning activity.	2	2	0	2
<input type="checkbox"/> Decolonising the Curriculum	This discussion board is linked to the Dig Deeper and Discuss last activity. As a reminder, after reading Dr Keval's article , choose at least one other resource from the Decolonising the University Resources and provide a short summary and take part in the discussion with your fellow students.	0	0	0	0

Benefits: Can provide peer support which can resolve issues and assist students in feeling less isolated. Allows tutors to see where particular issues may be arising. Can potentially allow tutors to become silent moderators, minimising tutor effort.

Caveats: Only works if there is good engagement, otherwise more tutor time required in order to both moderate and answer most/all questions.

Student Engagement through Online Collaborative Support

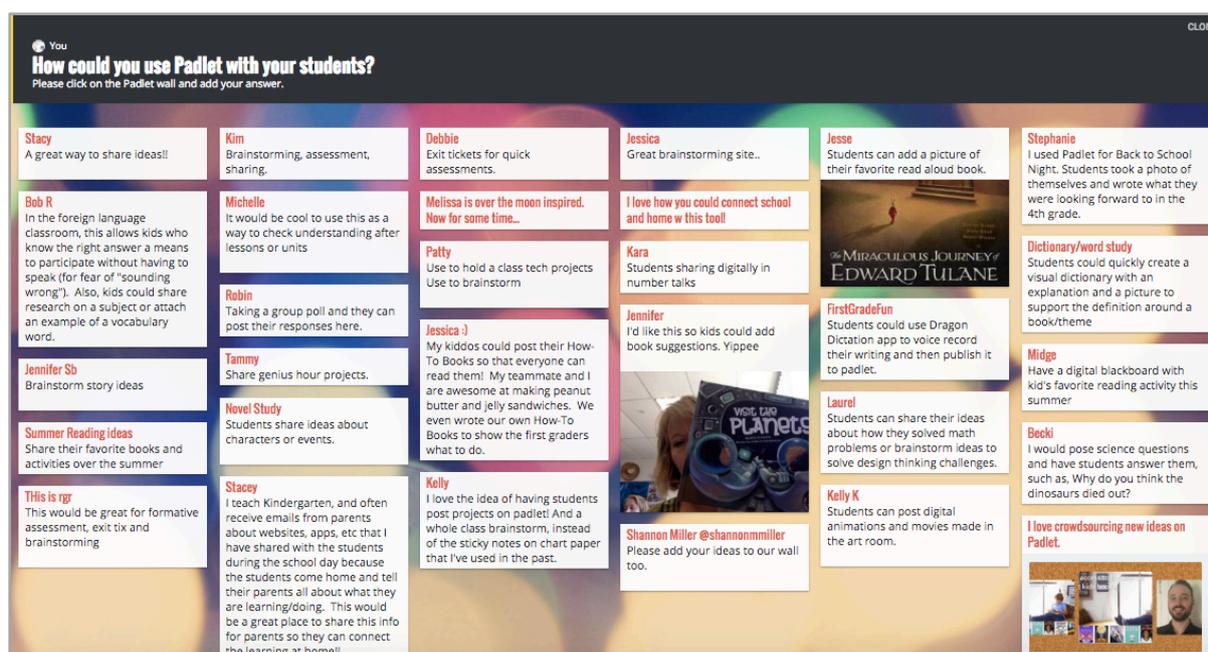
Use *Blackboard Wiki* OR *Padlet* to generate a set of resources that will help with an up-and-coming assessment. Students are encouraged to post a resource, e.g. academic paper, link to TED Talk, and provide an annotated summary or description of the resource. Other students can be encouraged to critique or rate the resource. Both *Blackboard Wiki* tool and the *Padlet* tool require some initial effort to be set up by the tutor.

On using *Blackboard Wikis*:

- For more information, visit the [Blackboard Wiki Help](#) pages.

On using *Padlet*:

- For more information, visit the [Padlet Help](#) pages.



Benefits: Can provide collaborative support which enable students to develop a shared resource that can assist with an up-and-coming assignment and assist students in supporting each other. Allows tutors to see the types of resources that the students are posting and provide additional signposting if necessary (e.g. types of academic journals to look at). It will help students to develop key academic skills.

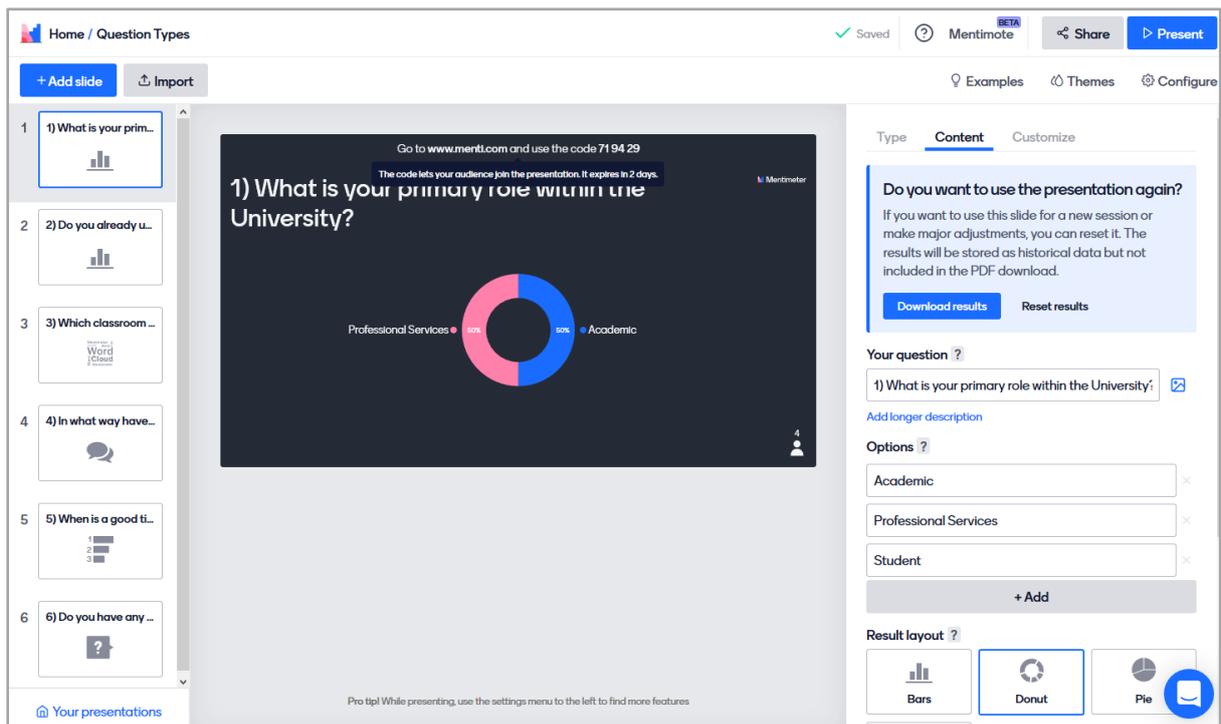
Caveats: Only works if there is good engagement, otherwise more tutor time required in order to encourage students to participate and/or adding some resources as a 'starter for ten'.

Student Engagement through a 'Pulse Check'

Using *Mentimeter* could be a good way for tutors to 'check the pulse' of their students, especially several weeks after an induction or the start of a new module. Two or three carefully crafted questions could be posed to ascertain how students are managing with the new university / academic year / module. The *Mentimeter* poll can either be taken in or out of class, or a combination of the two (*Mentimeter* live polls can be open for up to 14 days). This tool requires some initial effort to be set up by the tutor.

On using *Mentimeter*:

- For more information, visit the [Mentimeter Help](#) pages.



Benefits: Provides tutors with a quick overview of how students are doing or coping with the new university / academic year / module. As it is anonymous, students will not feel threatened in answering the questions truthfully. *Mentimeter* can support both *synchronous* and *asynchronous learning*.

Caveats: As the poll is anonymous, it would be difficult to identify those students who are having issues. The tutor would need to offer the students an open invitation to discuss any issues in private – this assumes that the students are happy about coming forward.