

Instructions on how to access engagement data that is not part of the student engagement report

Student Engagement through Reflective Assessments / On-going Reflection Activities

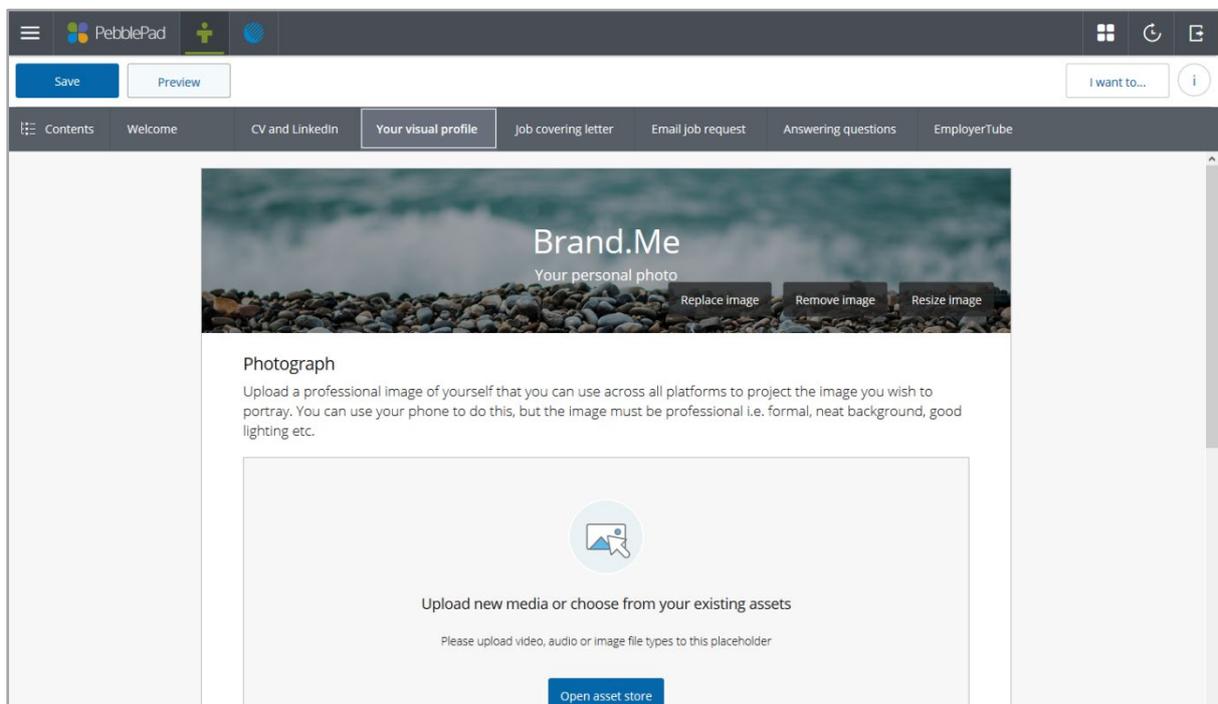
Student Engagement through Reflective Assessments / On-going Reflection Activities – Consider portfolio-based / continuous summative assessment approaches requiring evidence of and / or reflection on ongoing engagement in independent learning tasks via a *Blackboard* 'Journal' or *PebblePad* 'workbook' (each tutor only). Students can be asked to make a short video of some aspect of developing practice, a video CV of skills developed so far, or reflect on independent learning tasks and / or progress with assessments in relation to individual goals (e.g. future employment ambitions), and post these into a *Blackboard* 'Journal' or *PebblePad* 'workbook'. Using a *PebblePad* 'workbook', tutors can enable the 'progress tracking' for each page within a workbook. This allows students to mark each page they have completed, letting them and their tutors know of their progress to date. *Blackboard* 'Journal' tool requires some initial effort to be set up by the tutor, whereas the *PebblePad* tool requires considerable effort to set up by the tutor.

On using *Blackboard Journals*:

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

On using *PebblePad*:

- For more information, visit the [PebblePad Help](#) pages.
- Furthermore, visit [PebblePad's own Help Resources and FAQs](#) support site.



Benefits: Whilst *Blackboard Journals* is an easier tool to set up, *PebblePad* workbooks offer tutors and students a much richer experience, as students can upload and attached a range of file types (e.g. Word, Excel, PDF) and media types (e.g. videos, audio, images). *PebblePad* can be accessed on a

range of devices and platforms. Students can convert their *PebblePad* account (and content) into free Alumni account that they can take with them long after they have graduated from the University. Tutors can view and comment on the students' work in *Blackboard Journals* or in the *PebblePad* workbook. *PebblePad* enables the tutor to monitor student progress via the 'progress tracking' feature. Furthermore, it is relatively easy to identify which students have not submitted their portfolio and contact them accordingly.

Caveats: Students will most likely to engage with the portfolio work if it is linked to summative assessment, not formative assessment or for keeping and maintaining a development plan. Unlike *Blackboard Journals*, the creation of *PebblePad* workbooks and using *PebblePad* more generally has a steeper learning curve for tutors and requires more lead time in terms of development and becoming comfortable / confident with the tool.