

Applying Blackboard to accelerate students activity in and between classes

Homework and
Feedback

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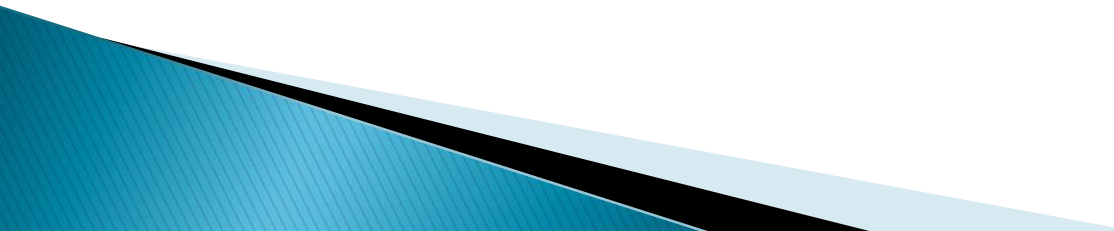
Setting

- ▶ Clinical seminar
- ▶ 22 students
- ▶ 3 hours/week

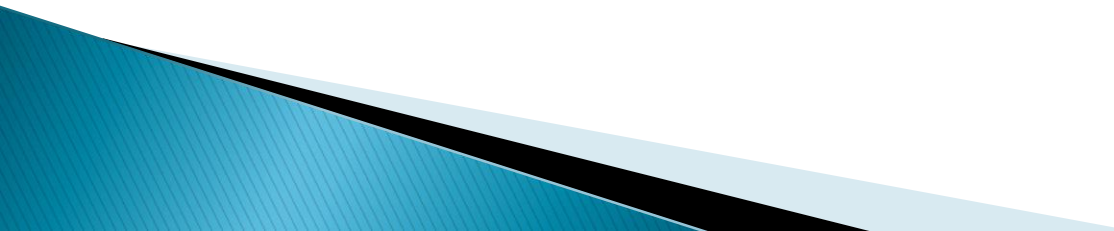
- ▶ Evaluation
 - 20 page paper on self-selected topic

Goal

To invite students to put more work into their preparations for classes

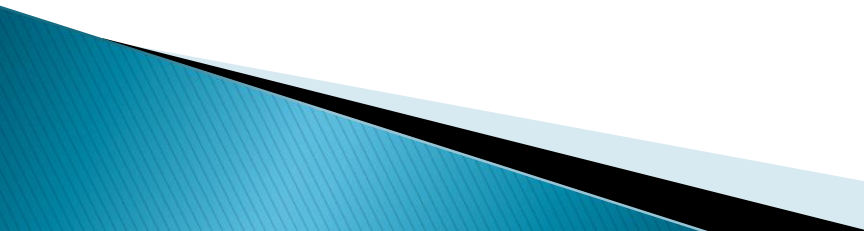
- ▶ A) by simply spending more time doing homework
 - ▶ B) by working more actively with their texts – not only reading them
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Blackboard

- ▶ The functionalities in Blackboard allow for
 - teachers to communicate with students between classes
 - students to collaborate in a number of ways
 - students to build a shared and easily accessed library of products/outcomes of learning activities
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Example 1: Seminar homework

WIKI

- ▶ All students write a brief text about central concepts
 - ▶ During class they correct each others texts
 - ▶ Outcome: A collection of definitions and descriptive texts available for all participants
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Example 2:

Seminar homework

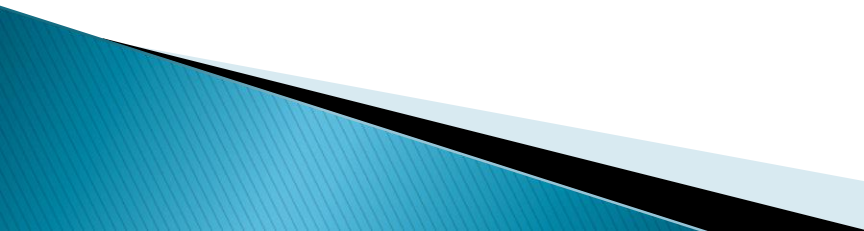
Discussion board

- ▶ Students write their research question for an essay (problemformulering) in one thread
- ▶ The other students comment on the suggested research question
- ▶ The teacher comments
- ▶ The student revise the research question and add more text
- ▶ The new text is commented

- ▶ Outcome: An overview of the process which is helpful not only for the specific student and the teacher but also for other students to learn from

Example 3

Group sharing

- ▶ In groups of 3
 - ▶ Peer–feedback
 - ▶ 2 students read another student’s text (1 page) and upload written criteria–based feedback
 - ▶ Feedback presented orally during class
 - ▶ Outcome: Written feedback to consult during essay writing
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Example 4: Exam

- ▶ At some point during the semester the students focus more on their essay than the teaching topics
- ▶ Poor (content) alignment between a “broad covering of topics”-approach and the essay which can reflect a fraction of the curriculum
- ▶ Ordinary exam:
 - 20 page essay
- ▶ Revised exam:
 - 12 page essay
 - **Blackboard portfolio including:**
 - Contribution to WIKI (definition of central concepts)
 - Written peer-feedback on parts of essays
 - Diary concerning clinical exercises (one entry per exercise, not to be graded)

Overall outcome

- ▶ When our students know they have to submit a written product, they have generally read the texts for each class and participate more actively during class
 - ▶ Students become more attentive to each others efforts when work in class depend on their homework (i.e. they work in groups)
 - ▶ Students profit from other students' work when it is available on Blackboard for all participants
 - ▶ Teacher feedback is personal but all learn from it when it is given in a public forum
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