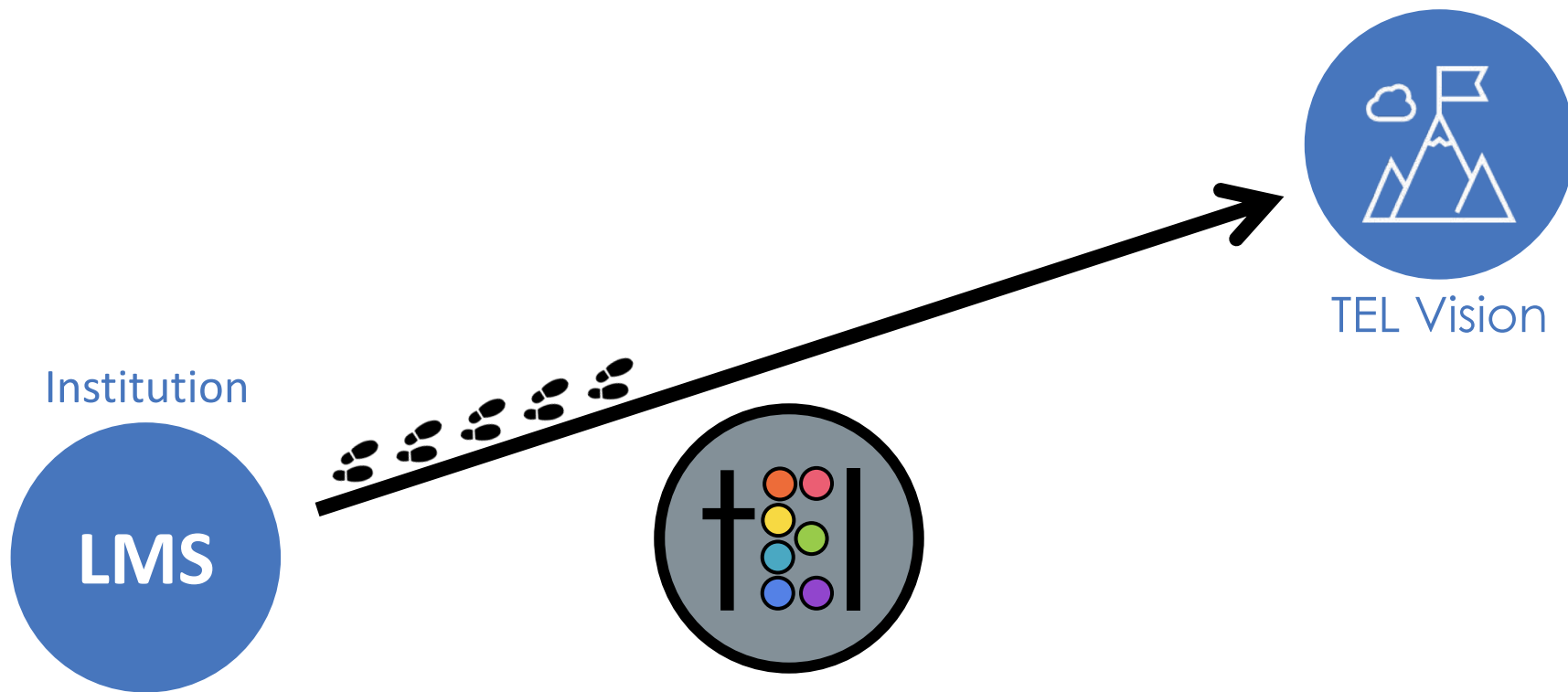


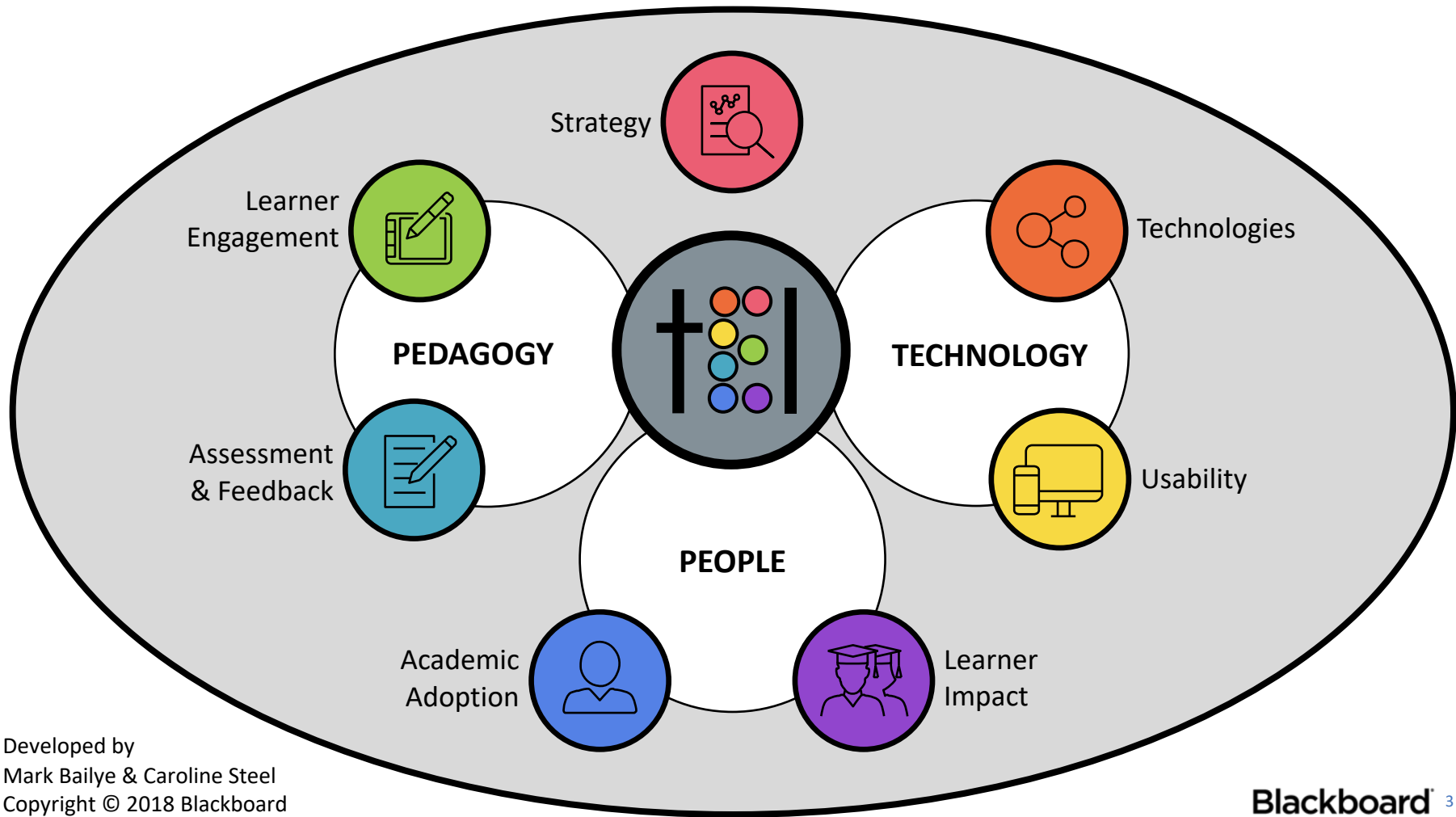
Blackboard

Teaching and Learning – best practices in the **Ultra Experience**

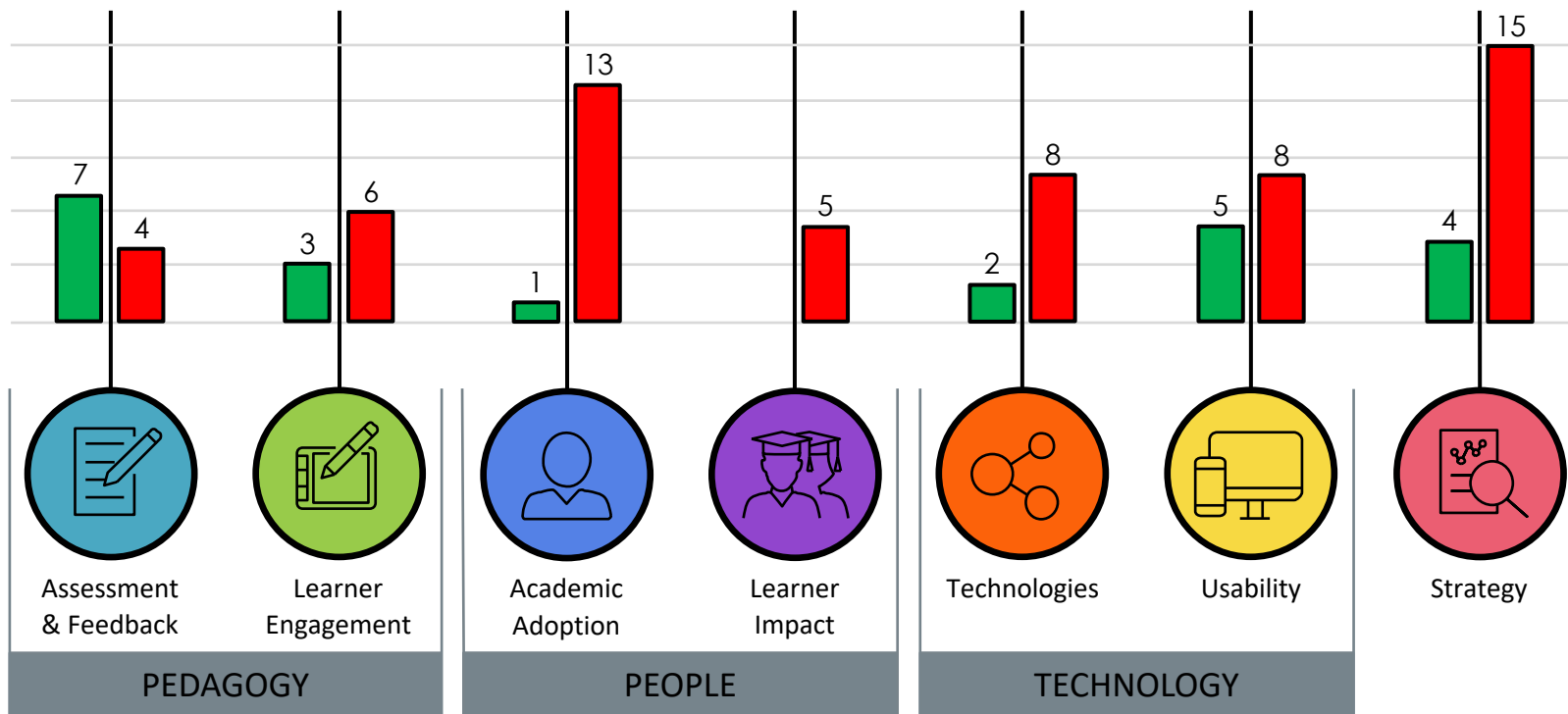


Context





TEL Successes & Challenges



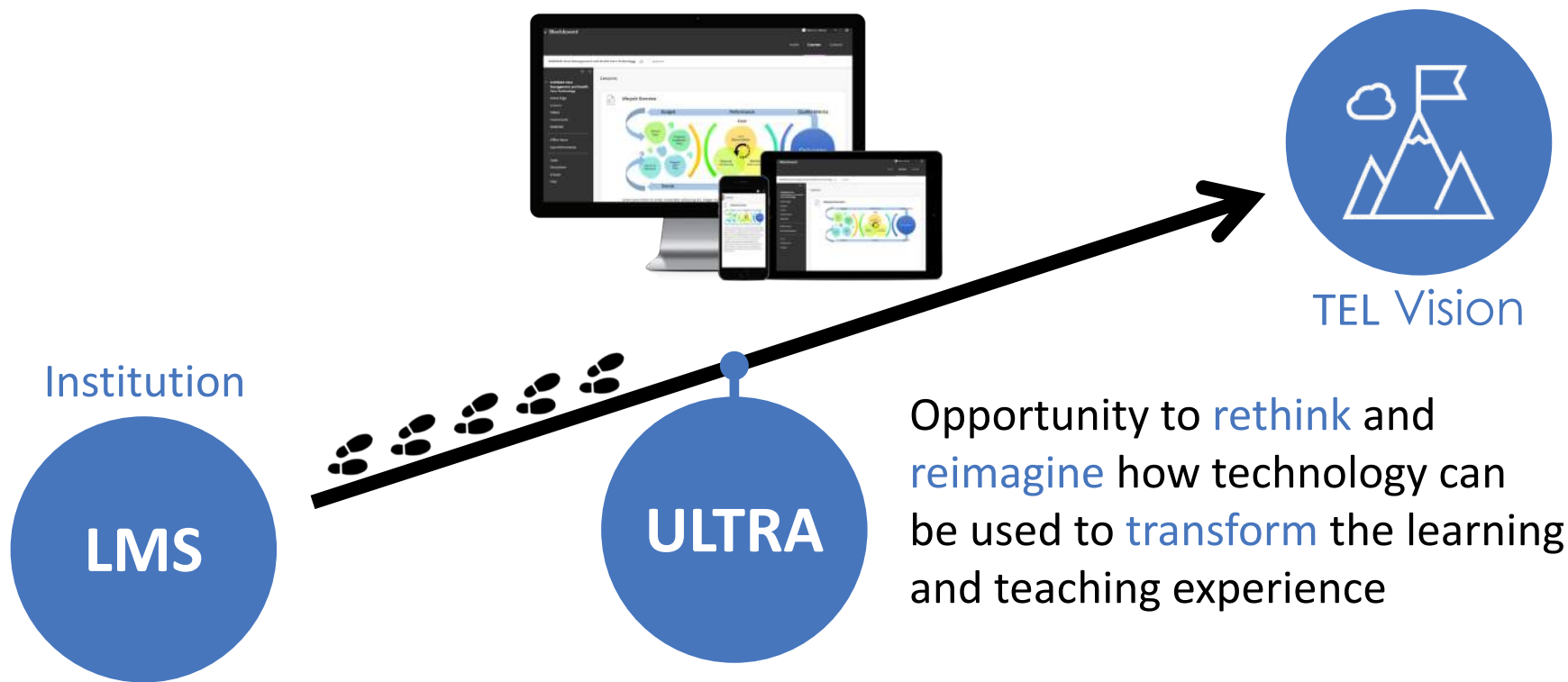
TEL Findings

- The technologies & systems provided are **not easy to use** nor **navigate, especially for first-time users**
- **Poor integration** and **wide variation** across systems
- The LMS **configuration and user interface themes** need work to improve ease of use, accessibility and mobile support
- **User experience feels clunky** and inconsistent with experiences more broadly available on the web
- **Accessibility and intuitiveness** are also dependent on set up and design

TEL Findings

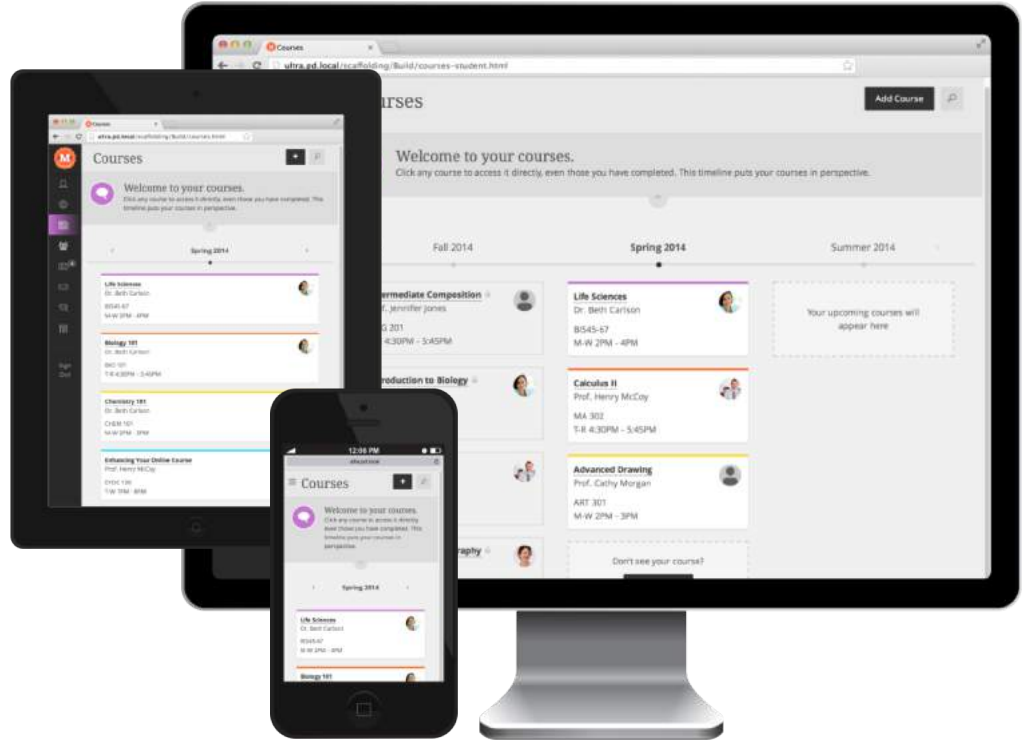
- Limited range of tools to facilitate good assessment and feedback practices
- Digital marking and grading needs to be highly time efficient and easy to do
- Academics need time and assistance to understand the potential of technologies for use in context
- Teachers don't always have the know how to engage students, especially authentically, which in turn negatively influences learner engagement

Context



The Ultra Experience

Ultra should not be considered as merely a 1:1 transfer of Learn Original, but as a **user-centric environment** with greater functionality, which enables users to find the information, content and tools they need for an optimal teaching and learning experience.



Stetson University's move to the **Ultra Experience**



<https://www.youtube.com/watch?v=zwN1wJOQCXM>

Perspective

E-LEARNING DESIGNER



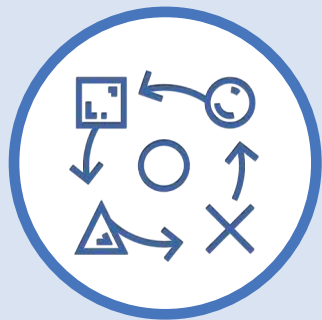
Learning Design – Success



Simplify the
content



Design from a
learner's
point of view



Make the
learning
experience
engaging and
fun



Keep
innovating



Be tech saavy

<https://goo.gl/images/7QGhTi>

The Ultra Experience



Academic
Effectiveness



Learner
Engagement



Educational
Insight

The Ultra Experience



Academic
Effectiveness



Learner
Engagement



Educational
Insight

Common Affordances to all LMS

1

Accessibility

“... capability to act as an effective repository of course documents or other digital resources”

2

Interactivity

“... features that enable student and/or staff to interact with each other and with the content in the course in various ways”

ABC Curriculum – Learning Types

Acquisition

Collaboration

Discussion

Practice

Production

Investigation

<http://blogs.ucl.ac.uk/abc-ld/home/abc-ld-toolkit/>

Learning Design – 01

Acquisition



Folder



Upload

+



Link



Document



The **Ultra Experience**



Academic
Effectiveness



Learner
Engagement



Educational
Insight

Common Affordances to all LMS

1

Accessibility

“... capability to act as an effective repository of course documents or other digital resources”

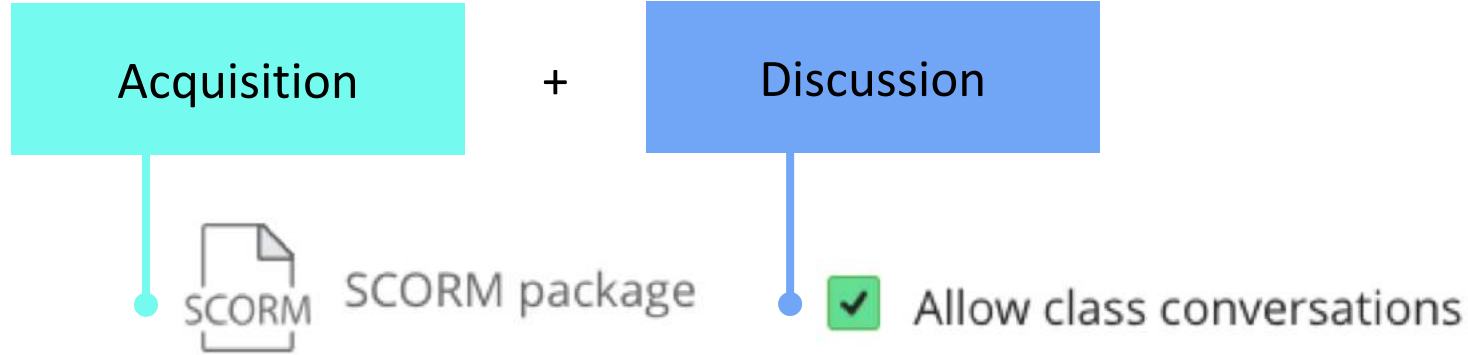
2

Interactivity

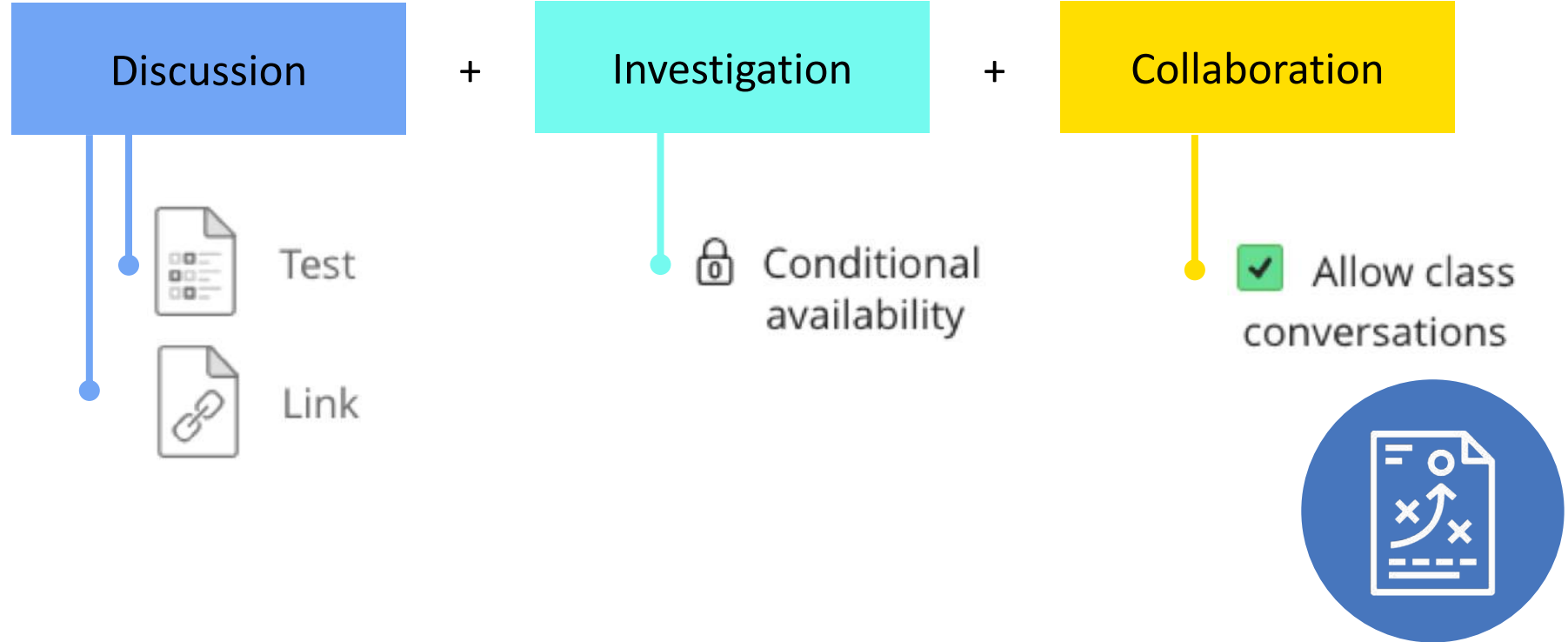
“... features that enable student and/or staff to interact with each other and with the content in the course in various ways”

Holmes & Rodriguez, 2018

Learning Design – 02



Learning Design – 03



Learning Design – 04

Discussion



Link



Learning Design – 05

Practice



Test



Learning Design – 06

Production



Discussion



The **Ultra** Experience



Academic
Effectiveness



Learner
Engagement



Educational
Insight

An Effective LMS

“An effective LMS **must support** active engagement, meaningful connections between segments of the course, easy communication, and formative feedback on work that is presented in class discussions or through other venues.” (p.82)

Rubin et al., 2009



Blackboard Learn – Ultra Experience



Simply powerful tools
that engage



Designed
for all devices



Deeply
accessible



Embedded analytics
for insight and action



Open to integrate, extend,
and access your data



Learning 24/7/365, always
on, always updated

Blackboard®