Jan 18, 2023

Anthology, Bb Learn Ultra Demo (Faculty Focused)

Intro

Helping the University of Hawaii Deliver Successful Student Learning for a Better Future

January 2023

Agenda
Meet the Team

- Cole Galyon
  Vice President
  Academic Innovation
- Scott Arnett
  Regional Sales Manager – Enterprise, West
- Justin Louder, Ed.D.
  Assoc. Vice President, Academic Innovation
- Logan Kiesinger
  Senior Director, Academic Innovation
- Brad Morgan
  Director, Global Market
- Lauren Roberts
  Strategic Partnerships Manager – Teaching & Learning
- Lisa Andion, Ed.D.
  Director, Solutions Engineering
- Chris Triplett
  Solutions Engineer

Solutions to Support Student Success at UH System

- Learning Effectiveness
- Assessment Management
- Accreditation & Self-Study
- Flexible Learning
- Financial Aid
- Enrollment & Retention
- Career Development

- Teaching & Learning
  LMS
- Student Engagement
  CRM
- Student Records & Financial Aid
  SIS

- 150M+ users
- 80+ countries
- 60+ solutions
Student Success Bundle: If a student missed several classes/not engaged. LMS detects this and automatically notifies advisor working with student.

The Learn Ultra roadmap is heavily driven by client and user input

- Delivery
  - Weekly Focus Groups
  - Technical preview and early access programs
  - Community programs feedback
  - Student Advisory Council
  - Onsite visits

- Operation
  - Track usage
  - Track sentiment

- Discovery
  - Idea exchange
  - In-product feedback and sentiment
  - Community programs feedback
  - Student Advisory Council
  - Onsite visits
  - UX research
Demo/Walkthrough

- Increase in student success rates (e.g. GenEd classes), students are more engaged with content

![Graph showing % Increase in Success Rates]

**30%+ increase** in successful grades

> English 102 had 33.7% and Math 110 had 27.2% better success rates in comparison with the two previous summers.

Dr. Shannon Creighton, Director of Online Learning
• LMS Overview

○ Three themes:

  ■ Intuitive Experience (straight forward for instructors and teachers)
- Responsive Environment (experience changes based on device)
- Centralness of workflow (everything can be configured for each role in campus)
  - Dashboard: the home site that directs you to the various tools that allow you to interact with your various courses without necessarily needing to go directly to your course.

Messages: overview of all messages from all courses associated with your account

Grades
○ Activity stream

○ Iconography: icons used for a specific thing mean that same thing across the LMS

○ Students can get a notification on app for assignments, etc.
Teaching the whole student (factor in both academics and also being part of a family) - this setup of environment allows that.

Assist (the platform which allows for you to put out different resources for your students).

Calendar
- Calendar can be pushed out to external cals e.g. GCal
- Due dates option (available on browser and app) - allows students to focus on what's coming up that needs to be done rather than seeing everything, thus allowing for better time management.
Basic Information panel pops out when edit button selected.
- **Organizations**
  - Collaboration tool, students can create groups with each other. Faculty can hold senate mtngs or cross collab here. Helps stay connected with institution.

- **Courses**
  - **Areas stay static**
    - Student preview (add content and can see at the same time while designing the course to get the student perspective).
Week 1: Neoclassicism

This module focuses on the cultural movements during the time of Latin American lit. for independence from Spain and Portugal, 1810-1850.

Week 2: Romanticism

This module focuses on the cultural movement known as Romanticism, 1750-1850.

Week 3: Positivism, Realism, and Naturalism

Visible to students

Week 4: Mexican Revolution 1910

Visible to students

This module contains reading materials, videos, a discussion exercise, and a quiz knowledge check.
• Roster (allows instructors to see pronunciation, accommodations, etc)

Accommodations

Select accommodations for this student. When you create graded items, students with accommodations appear in the settings.

- Annie Gardner
  • gordon
  • sherry
  • Student

- Due date accommodation
  Students with a due date accommodation never have their work marked late. When students with accommodations are in a group, all students in that group inherit the accommodation.

- Time limit accommodation
  Students with a time limit accommodation have more time to finish their work during timed assessments.

  - Custom percentage
    - Set the extra time percentage
      - %
  - Unlimited time

• notification for “accommodations needed” setting enabled will appear wherever student name appears.
Batch Edit

- Batch Edit (select content and edit dates/visibility/etc), do not have to input all one at a time.
- Progress Tracking (students can see what’s been completed and what’s left to do to maintain organization in action).
Content Containers

- Plus sign clicked, lmenu > Create, copy content, upload, cloud storage, content market, content collection
- Learning module: allows you to add anything to page, visible/hide from students, enter description, forced sequence option.
Documents: Build a content page of multiple things (e.g. text content via text editor, html, upload from computer, etc.)

Copy Items

Courses

Content Curation

- Copy Content from other term/semester or other sections (pull specific content, assignment folder, etc. from other courses to be reused)
- Third Party Sources
Self-Regulated Learning and Academic Achievement: An Overview

Barry J. Zimmerman
Graduate School of the City University of New York

Educational researchers have begun recently to identify and study key processes through which students self-regulate their academic learning. In this overview, I present a general definition of self-regulated academic learning and identify the distinctive features of this capability for acquiring knowledge and skill. Drawing on subsequent articles in this journal issue as well as my research with colleagues, I discuss how the study of component processes contributes to our growing understanding of the distinctive features of students’ self-regulated learning. Finally, the implications of self-regulated learning perspectives on student learning and achievement are considered.

Since the founding of the republic, American educational leaders have stressed the importance of individuals assuming personal responsibility and control for their own acquisition of knowledge and skill. Benjamin Franklin wrote extensively in his “Autobiography” about techniques he used to improve his learning, including, and self-control (Benjamin Franklin, 1998).

Accessibility Checker
- Red Speedometer icon next to content items (with tool text saying Accessibility score: low or high) to indicate its accessibility and with additional details on what is specifically not accessible and recommendations on how to solve it.

- Allows download of documents in various formats (e.g. OCRed, HTML, ePub, audio, immersive reader, pronunciations, different languages, etc.)
- **Collab Tools: Conversations**
  - Groups/Students can talk to each other about assignments, faculty can see who's saying what, can respond to students.

- **Discussions**
  - Left menu shows quickly who is involved in discussions and clickable to see all of a particular students’ posts.
Collaboration Cloud Document

- Students asked to work through, make edits to e.g. a Syllabus.
Question 1

Algorithm programs, by themselves, are abstract concepts and cannot be patented.

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Correct answer: True

Question 2

The groundbreaking court cases known as the "patent eligibility trilogy" were which of the following 3 cases:

- Parker vs Flick
- Diamond vs Elektrum
- Goldfarb vs Roberts
- Douglas vs Henry
- Driege vs Williamson

Correct answers:
- Parker vs Flick
- Diamond vs Elektrum
- Goldfarb vs Roberts

Add Choice

**Test Settings**

- Due date: 1/15/23, 12:00 AM PST
- Grade category: Test
- Grading: Points scored automatically when assessment is graded. Change grade posting settings.
- Attempts allowed: 1 attempt
- Accommodations: 2 students
- Originality report: Enable plagiarism

Automated Feedback

Available after submission
Test

Test Settings

Details & Information

Due date
1/19/23 12:00 AM

- Prohibit late submissions
  In-progress attempts will be submitted automatically at the due date and time
- Prohibit new attempts after due date
  Students cannot start new attempts once the due date and time have passed

- Allow class conversations
- Collect submissions offline
  You cannot collect submissions offline for an assessment with questions

Presentation Options

- Display one question at a time
- Prohibit backtracking
- Randomize questions
- Randomize answers
  Multiple choice answer options are randomly ordered for students
- Randomize pages
  Do not randomize first page

Additional Tools

- Time limit
  60 minutes | Automatic submission

- Use grading rubric
  You cannot add a rubric to an assessment with questions

- Goals & standards
  Align with goals

- Assigned groups
  You cannot create groups for a timed assessment

- Originality Report
  Enable SafeAssign

Description

Add a description

Assessment security

Access code
Add access code

Respondus
LockDown Browser Dashboard

Blendware
- Grade and add feedback

Test

60 minutes remaining
3 of 3 questions remaining

Test Content
Page 1 of 3

Question 1

Algorithm programs, by themselves, are abstract concepts and cannot be patented.

True

False

2 points

Details & Information

Assessment due date
1/19/23 12:00 AM (HST)

- Time limit
  60 minutes | Automatic submission

- Attempts
  1 attempt

Grading

- Maximum points
  0 points

- Extra credit
  2 points
○ Can reuse questions, add extra credit icon, click gear icon for settings of test.

○ Student view

Independence Student Analytics

Active students: 3 of 6
Average posts per student: 1.67
Average word count: 614
Average discussion grade: 97.3%

Students who haven’t participated:
- Marcos
- Matthew
- Anna

Responses with the most replies:
1. Characteristics were that the colonies felt that they deserved to have more governing authority given that they were descendents of the original colonists. However, it was not until 1776... by hare / 10:42 AM
2. Independence was during the time of the transitional period in literature and architecture in particular. The aesthetic style of the Baroque was on the way out... by hare / 10:41 AM
3. Peace was most important because the invasion of Spain spoiled the declaration of independence from the British to battle America who wanted to show loyalty to the... by hare / 10:43 AM

Top participants:
- Day 8 // Elmo Kornell
- Monica // Yuki
- Matthew // Anna
- Happy // Dave

Assessment due date: 1/16/25, 12:30 AM (PST)
Time limit: 1 attempt left
Automatic submission
Max points: 8 points
Extra Credit: 2 points
Can see which post had most replies, who hasn't participated, top participants, etc.
Neoclassicism Test 1

Test Summary

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score</td>
<td>12.67 / 14</td>
</tr>
<tr>
<td>Possible questions</td>
<td>3</td>
</tr>
<tr>
<td>Completed attempts</td>
<td>3</td>
</tr>
<tr>
<td>Average time spent</td>
<td>00:02:38</td>
</tr>
</tbody>
</table>

Discrimination

Indicates how well questions differentiate between students who know the material and those who do not.

- Good (< 0.3): 2
- Fair (0.1 to 0.3): 6
- Poor (< 0.1): 6
- Can't calculate: 1

Difficulty

Indicates the percentage of students who answered the questions correctly.

- Easy (< 80%): 1
- Medium (80% to 90%): 2
- Hard (> 90%): 8

Test Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Review</th>
<th>Question Modified</th>
<th>Needs Grading</th>
<th>Question Type</th>
<th>Discrimination</th>
<th>Difficulty</th>
<th>Graded Attempts</th>
<th>Not Answered</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algorithm programs, by themselves, are abstract concepts and cannot be repeated.</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>True/False</td>
<td>1</td>
<td>64.67%</td>
<td>3</td>
<td>0</td>
<td>1.34</td>
</tr>
<tr>
<td>The groundbreaking court case known as the \textit{Talent Dripity Dripit} case...</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Multiple Choice</td>
<td>1</td>
<td>64.67%</td>
<td>3</td>
<td>0</td>
<td>1.33</td>
</tr>
<tr>
<td>Falafel farkers is a famous juvenile court.</td>
<td>Review</td>
<td>No</td>
<td>No</td>
<td>True/False</td>
<td>0.20</td>
<td>100%</td>
<td>3</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>

Marcus Whitmore's Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Gradebook
### ALHAL MS TEAMS: Sect 3

#### Romanticism Quiz

**Submissions**

<table>
<thead>
<tr>
<th>Student</th>
<th>Student Status</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nozzi</td>
<td>No Submission</td>
<td>100.0</td>
</tr>
<tr>
<td>Matthew Olmstead</td>
<td>No Submission</td>
<td>100.0</td>
</tr>
<tr>
<td>Alvaro Garcia</td>
<td>No Submission</td>
<td>100.0</td>
</tr>
<tr>
<td>Alex Blevins</td>
<td>No Submission</td>
<td>100.0</td>
</tr>
<tr>
<td>Maria Lisa student</td>
<td>No Submission</td>
<td>100.0</td>
</tr>
</tbody>
</table>
With recurring feedback, can create feedback in Content Library (extended menu) and it stays in UI across courses.

Blackboard Learn Ultra Demo – Faculty Q&A:

- Do you have a digital version of the handout that you could send to the virtual attendees?
  - Great question! We will be providing this [slide] deck as a follow up to this demo. All handouts referenced in the hard copy folder will be available locally as hard copies and we will follow up with digital versions as well.

- Should the UH System choose to adopt a Blackboard solution, would be adopting all of these facets (SIS, CRM, and LMS) or just the LMS?
  - That’s a great question. While there are distinct advantages to integrating the family of solutions from Anthology, the LMS functions will also integrate with pre-existing technical ecosystems across the system. Our primary focus today will be exploring the Learn LMS capabilities, and how they work with UH’s current and future environment. The opening session was meant to show you the broader discussions that are ongoing.
with the UH System as this is a unique value Anthology has to offer the colleges and Universities.

- Do you have a special program for transferal of our courses from Sakai to Blackboard?
  - Yes we do. We have a native tool in the LMS that migrates courses from Sakai to Blackboard Learn.

- How does this native tool work?
  - One key piece to understand in this assessment process is whether your course *content* will be transitioned, or whether your content AND structures will be ensured in the new environment. Our tool captures key components of the structure, including: course settings, content structure, quizzes, tests, and question pools, etc.
  - We also provide a team of technical support members to ensure that courses are stood up before going live to your student population, and minimalizing impact to you and your staff.

- Are you taking over Banner and Star function too?
  - The functionality and content being discussed today is for the LMS. Part of a broader proposal but LMS can certainly work out of the box with Banner. Not replacing Banner today.

- Is it possible for instructors to customize CSS and HTML within their lesson/module pages?
  - You have the ability to edit HTML within your course module pages.

- I’m guessing (hoping) all of this content is readable by a screen reader and ADA accessible, right?
  - Absolutely! Our platform is designed with all WCAG 2.1 AA standards in mind. We will also be showing our built-in accessibility tools as a part of our demonstration shortly.

- Is there streaming video hosting within Blackboard, or do faculty need to turn to third-party services like YouTube or Vimeo to host their video content?
  - There are native streaming/recording services available within the LMS. In addition, if desired, instructors can also embed via third party through YT or Vimeo or Panopto, but may not be necessary.
• Does the page builder support audio narration? For example, if I write text in the page builder, and then I also want to provide audio narration of the text, is that supported?
  ○ This can be accomplished through the audio version available in the alternative formats that Lisa is showing here. This functionality extends to the rich text editor/HTML content pages!
• Will we (as individual faculty) have access to a place to try out these LMS on our own? Like a sample account?
  ○ There will be an evaluation site available for your team that we will handoff in the coming weeks so that you can try it out on your own!
• Can “Additional Name” and pronouns be pulled directly from the SiS (Ellucian Banner)?
  ○ This can be accomplished through the SIS integration as long as the SIS supports that.
• Can students get audio of anything on the site? Including text content (in addition to the PDFs)?
  ○ They are able to get access to audio content of HTML rich text content as well as PDFS within the course content.
• This means that the student would need to turn on the audio version? so in other words, there’s no little “voice” icon next to the text all the time (if I recorded audio) that a student can just press if they want to hear it? Like they would need to enable it through settings instead of it always being there?
  ○ It would be automatically turned on for students if enabled in the course. Only need to be enabled once for it to remain static and constant throughout the course.
  ○ So for the audio narration, I need to record the narration, or does the LMS provide the audio narration itself in like a computer generated voice?
    ■ The alternative formats will provide the audio version through the tools in the LMS. That said, you can also upload your own narration but it is not necessary.
• Is there an option for internal video posting (by students) for class discussions in lieu of written posts?
  ○ This is possible depending on how you decide to setup the discussion post settings.
- This looks pretty Microsoft centric; how do these integrations work for a Google centric institution like UH?
  - Our Google integrations will work in a similar way as the Teams and OneDrive examples. Google Drive, Meet, and collaboration tools are accessible integrations that can be used within the course.
- A question regarding visibility here. Can we specify dates and time to turn the invisible content to visible?
  - Yes! This can be adjusted in the batch edit function within the course content page.
- So “SafeAssign” is similar to Turnitin? Is it a built-in feature or is it an extra cost?
  - SafeAssign is built-in to the LMS at no additional cost. It is an out of the box feature!
- Is there a lockdown browser option for assessments, where students cannot access other websites/documents on their device?
  - Yes! Respondus Lockdown Browser is built-in to the LMS.
- Do students have persistent access to the cloud document after the end of the course, like a Google Doc, or is it locked inside the LMS?
  - As long as the student still has access to the course, they will be able to access the document. However, it only will exist from within the LMS course.
- Can students engage with other students in other courses? How about if the course is not cross listed?
  - There are a few ways students can interact with each other outside of an individual course. Organization tools within the LMS allow individuals to engage with other users without the need for a course to tie the students together.
- When recording our own audio narration, can it be done like “right there” when I’m writing the text in page builder? Or, when giving feedback to a student, can we record voice feedback? Sorry might have just missed that right now in the feedback review.
  - You can record audio/video within the student feedback using the rich text editor built-in to the LMS without having to leave the LMS!
- What is the cost of Blackboard vs. Sakai?
Generally, the Sakai system is often perceived as "free" due to the low cost of entry. What we find from partners is that while these systems seem economically beneficial, the cost of maintenance, training, and technical support (or lack thereof) outweighs the initial investment of a SaaS environment. In this process, while we will be promoting the comprehensive capabilities of Learn, and industry-leading technology, we are also committed to working with the UH System on best possible cost of implementation, and drastically reduce the overall cost of change.

- This *might* be a unicorn I’m asking for but… does this auto-caption any videos we include in the LMS?
  - Currently this is not available, but we know it is a need of our partners. Because of this, it is slated for work on our roadmap within the year!
- Is there an option to post Announcements which can then be displayed as soon as students log into the course? And could these Announcements also be emailed to students?
  - Yes! Both of these options are available.
- Is there a report on how well students achieve each learning outcome, if I align test questions or rubric criteria with one or multiple learning outcomes?
  - There are individual student reports available as well as global reports available that connect into learning outcomes and standards/goals.
- How can different test questions be aligned with different course student learning outcomes (e.g., Questions 1-3 aligned with Outcome A; Questions 4-6 with Outcome B)?
  - This can be done quickly in the settings for each assignment/piece of content from question to question or even using rubrics.
- Are you able to determine how the assessment ties back to the learning outcomes for the course? Also, what types of reporting is available for assessments?
  - Yes you are able to see how the assessment is associated to learning outcomes. There is question analysis reporting (around the responses for each question on an assessment). In addition, there is quite a bit of embedded insights that are available for assessments as well.
<table>
<thead>
<tr>
<th>The LMS allows the instructor to align each test question with a particular course learning outcome/goal/standard. [Instructors don’t have to do it but the functionality needs to exist.]</th>
<th>Absolutely! To align goals with an individual test question, open the test. Open the menu next to the question and select Align with goal. A trophy icon appears next to questions with aligned goals. Select the icon to edit or remove goals from the question. Or, you can select Align with goal again to add, edit, or remove goals associated with the question. More details and visuals can be accessed here: <a href="https://help.blackboard.com/Learn/Instructor/Ultra/Performance/Goals">https://help.blackboard.com/Learn/Instructor/Ultra/Performance/Goals</a>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LMS allows the instructor to enter rubric scores for each rubric criterion.</td>
<td>Yes! Inside a new or existing rubric, select the Align with goals link that appears under a criteria row to add, edit, or remove associated goals. The Goals &amp; Standards page appears. Students can't view the goals you align with a rubric. In addition to aligning goals/standards to rubrics, instructors can enter rubric scores for each criterion based on the type of rubric that have created and have deployed. More information on rubrics can be found here: <a href="https://help.blackboard.com/Learn/Instructor/Ultra/Grade/Rubrics#ultra_create">https://help.blackboard.com/Learn/Instructor/Ultra/Grade/Rubrics#ultra_create</a>.</td>
</tr>
<tr>
<td>The LMS allows the alignment between each rubric criterion with a course outcome/goal/standard</td>
<td>Students can view information for the goals you align with tests, assignments, or discussions so they know your expectations.</td>
</tr>
<tr>
<td>The LMS produces a report of SLO achievement for each student</td>
<td>Student level reporting of SLO achievement can be accessed through the Learn Ultra interace.</td>
</tr>
<tr>
<td>The LMS produces a report of SLO achievement at the overall course level</td>
<td>Course level reporting of SLO achievement can be accessed through the Learn Ultra interface.</td>
</tr>
</tbody>
</table>