IMPROVING LMS USAGE THROUGH SCAFFOLDED SUPPORT TO STAFF AND STUDENTS

CREATING MORE EQUITABLE, JUST, PRODUCTIVE, PEACEFUL AND SUSTAINABLE SOCIETIES

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BACKGROUND

- Trained as sociologist
- Transferring skills - working yourself out of a job
- Currently an Instructional designer within Curriculum delivery and innovation (CDI) as part of the Center of Teaching and Learning (CTL).
- Peripheral campus: "Homeland" (Branch of University of the North; UniQwa; Qwaqwa campus of UFS)

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CONTENT

- Aim and context
- Three action sets

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AIM

AIM

- Train staff in the use of the LMS
- To ensure actual LMS use after training
- To move away from "Blackboard technician" role
- To have lecturers use LMS tools in a didactical responsible way

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ACTION SETS

LMS training

- Introduction to LMS and teaching with technology
- Quiz: setting
- Plagiarism and Turnitin

Assist champion to use Quiz

- Respondus
- Export to LMS
- Release settings
- Resets and results
- Adaptive release of sequential questions
- Explain everything video clips

Plagiarism

- Draft
- Final

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TIME LINE

Peripheral campus: "Homeland" (Branch of University of the North; UniQwa; Qwaqwa campus of UFS)

- Bloemfontein roll out of Blackboard 9.1 2009
- Qwaqwa campus pilots of Blackboard pilots 2010 – 2012
- Two LMS support staff full time on campus since Aug 2012
- Expanded pilot roll out (application for 16 modules)
- 2013 joined the "Teaching champions" (Scholars of teaching and learning)
- Unrestricted rollout of modules since 2014
- Action sets 2013 with development 2014 and 2015

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TRAINING ACTION SET

TRAINER OBJECTIVES
- Introducing teaching with technology
- More than just how to use the different tools
- Tool skills and the correct use of the skills

INTERVENTIONS
- Standard training units with wider theory
- Offered support through the stages /crises
- Student training; computer laboratory walk trough's

MEASUREMENT
- Mapping of modules: low actual usage

REFLECTIONS AND RETRY
- Continually

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QUIZ ACTION SET

LECTURER OBJECTIVES

- Teaching champion and for studies
- Increase student engagement with content
- Pre-tutorial activities: individual questions adaptive released once correct answer was supplied

INTERVENTIONS

- Attended standard training
- Goal sharing: who, what, why, when, how
- Support through the stages /crises
- Student training; computer laboratory monitoring
- Resetting quizzes and attending to student queries

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QUIZ ACTION SET

WHAT INFLUENCED IMPLEMENTATION

- Late notification of extended students joining course

- Work load and departmental pressure

- Experimentation and question creation took longer

WHAT WAS LEARNT DURING THE IMPLEMENTATION

- More than just training is required: for staff and students

- Scaffolded support and gradual autonomy

- Always be available as safety net when life happens

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TURNITIN ACTION SET

LECTURER OBJECTIVES

- Prevent plagiarism of assignments in a language course

WHAT SITUATION ALLOWED IMPLEMENTATION

- On Monday a lecturer enquired regarding the use of Turnitin tool for language students assignment for the Wednesday

- Explained the correct use should be to have a draft drop box and then final drop box: each with different settings.

- Desperation is no indication of commitment, but this time it was

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TURNITIN ACTION SET

INTERVENTION TIMELINE

- On Monday: request, lecturer skills training, draft drop box, arrangements for student support
- Tuesday: Student in class training & walk in-walk-out-support
- Tuesday night: student computer laboratory walk trough's
- Tuesday evening: lecturer started giving student general feedback on their assignments
- Wednesday:
  - Issue with assignments not being processed: support intervention
  - Lecturer kept on giving general feedback through out the process
  - Drafts hand-in complete
- Friday: final version hand-in
- Next Wednesday: general lecturer feedback online
- A week later: next assignment hand-in process starts with no support intervention

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TURNITIN ACTION SET
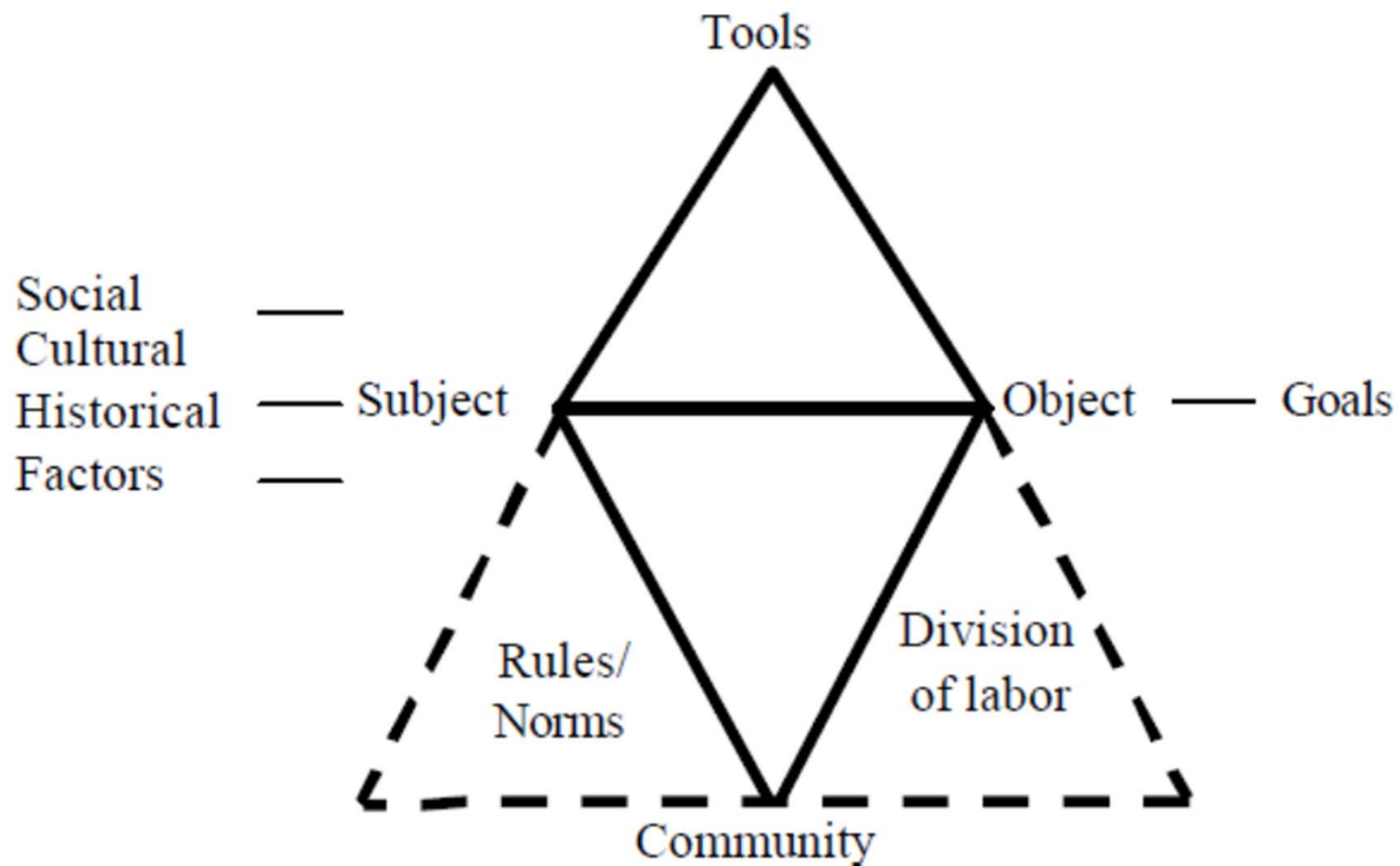
WHAT WAS LEARNT DURING THIS IMPLEMENTAION ITERATION

- With a willing lecturer, crisis intervention can allow for effective didactical intervention (not optimal)

- Lecturer must understand AND execute their support and feedback role

- Planning ahead by the lecturer is the ideal

- Feedback into training: an introductory part was added on assignment instructions, guidance and rubric

- With the Writesite service, more support is available – but not always used in the correct way

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WAY FORWARD

- Using champions to influence others
- Involvement in Scholarship of teaching and learning
- PH D on how academics on the campus use the LMS
    - Multi method study: quantitative then qualitative
    - Mapping what the lecturer does with what the student does (painful manual process)
    - Interviewing case studies that represent 'types' of usage
    - Activity theory

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ACTIVITY THEORY FRAMEWORK OF KOSZALKA AND WU (2004: 493)

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SET 32   INSIGHT-RESOURCES-APPLICATION (IRAS)

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