

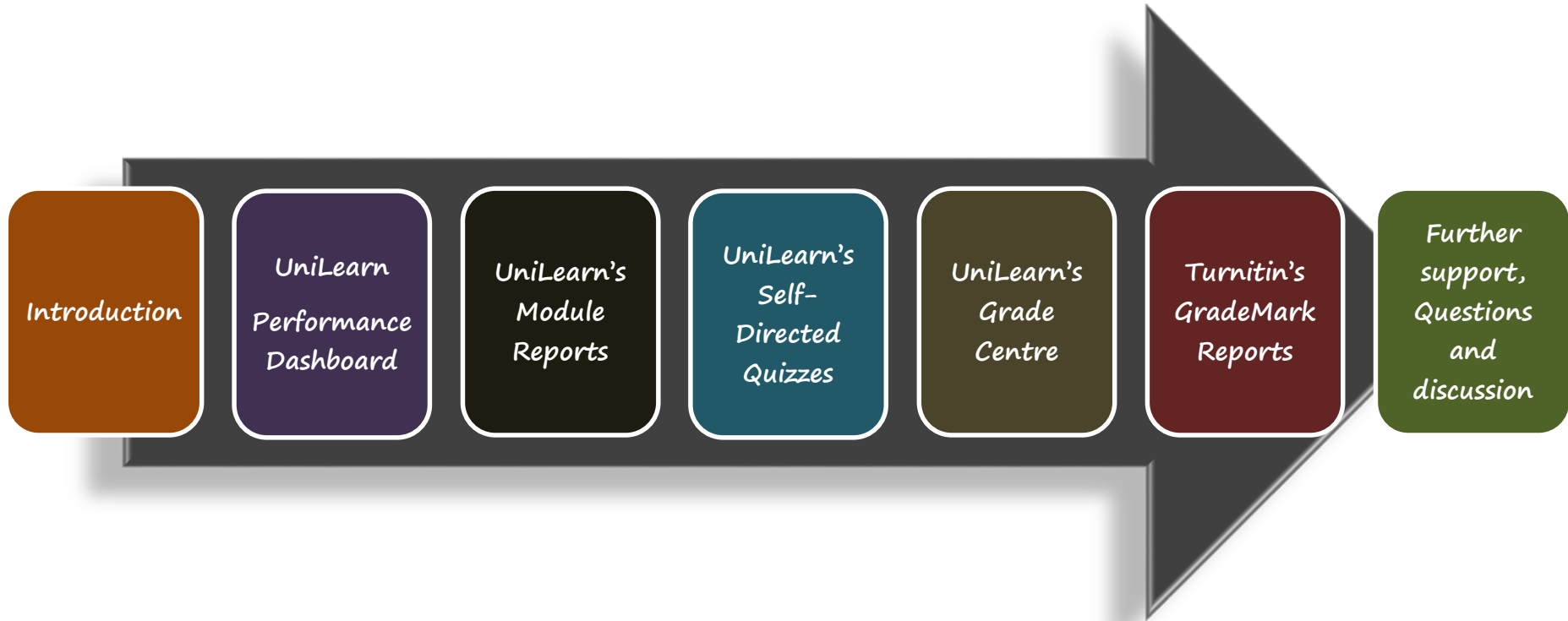
# Learning Bytes

How the reports within UniLearn and Turnitin could help you improve retention and attainment

**Learning Bytes Session**  
**November 2016**



# What we are Covering





# Performance Dashboard and Mark Reviewed



## *How the Performance Dashboard could be used to improve retention and attainment*

Last module access stats

- Helps monitor engagement
- Target non-engagers (retention)

Mark Reviewed

- Promotes student self-evaluation
- Monitor progress
- Target those falling behind (retention/attainment)



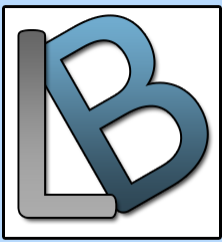
# Module Reports



# How-to Video

The screenshot shows the 'uni Learn' LMS interface. The top navigation bar includes 'My Institution', 'Modules', 'Library', and 'Campus Page'. The main content area is titled 'Facilitating Online' in large purple text. Below this is an 'Announcements' section with a sub-header 'Welcome to the Facilitating Online Course'. The announcement text reads: 'Posted on Monday, March 3, 2014 @ 11:42:48 GMT. To play the video click on the play symbol on the video below. This is the same process for all videos found in the facilitating online module. Other videos may include a link, just click on the video itself and this will direct you to the right area, then click play!'. A video player is embedded with a play button and a thumbnail image that says 'Facilitating Online' and 'Expand your reach so'. A purple box highlights the 'Control Panel' in the left sidebar, which contains links for 'Control Panel', 'Content Collection', 'Student Tools', 'Feedback', 'Help Topics', 'Performance Dashboard', 'Student Centre', 'iCMB Reports', 'Grade Centre', 'Links and Images', 'Customisation', 'Features and Settings', and 'Help'.

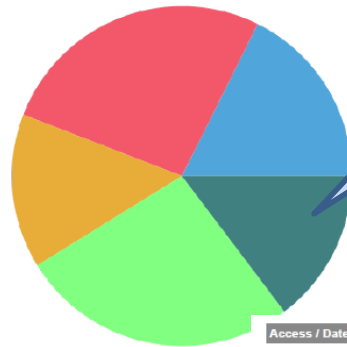




# User Activity in Groups

## User Activity in Groups

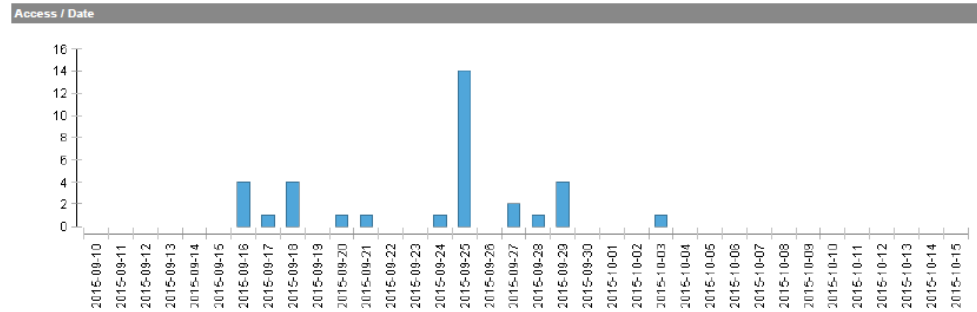
Access / Group	Hits	Per cent
Folder		
Group 1	6	17.65%
Group 2	9	26.47%
Group 3	5	14.71%
Group 4	0	0.00%
Group A	9	26.47%
Group B	5	14.71%
Group C	0	0.00%
Group D	0	0.00%
Group E	0	0.00%
Group F	0	0.00%
<b>Total</b>	<b>34</b>	



Summary of Group Activity

Date of Activity

- Group 1
- Group 2
- Group 3
- Group A
- Group B



## User Activity in Groups

	Group1	Group2	Total
Raistrick Stu1, Andy (cmsxajr3-stu1)	0	0	0
Raistrick Stu2, Andy (cmsxajr3-stu2)	0	0	0
Raistrick, Andy (cmsxajr3)	2	1	3

Group Activity by Student





# User Activity in Content Areas

## All User Activity inside Content Areas

Folder	Hits	Per cent
Assessment	0	0.00%
Help Guides	23	32.86%
Learning Resources	0	0.00%
Meetings	26	37.14%
Module Information	0	0.00%
Screencasts	21	30.00%
	70	



■ Help Guides  
■ Meetings  
■ Screencasts

## All User Activity inside Content Areas

	Assessment	Help Guides	Learning Resources	Meetings	Module Information	Screencasts	Total
Assessment: Data (combined)	0	0	0	1	0	0	1
Blog: Help (combined)	0	0	0	1	0	0	1
Forum: Beginner (combined)	0	0	0	2	0	0	2
Forum: New (combined)	0	0	0	1	0	0	1
Green: Help (combined)	0	0	0	1	0	0	1
Header: Video (combined)	0	23	0	14	0	21	58
Index: Help (combined)	0	0	0	5	0	0	5
Intermediate: Manual	0	0	0	1	0	0	1



## *How Module Reports could be used to improve retention and attainment*

Monitor use of your module

See which tools/content area are most/least visited

See stats on a per student basis

Downloadable reports (Excel, PDF etc.)

Correlate engagement to attainment

Take action to address low engagement



# Self-Directed Quizzes



# Self-Directed Quizzes: Case Study Example



## *How Quizzes could be used to improve retention and attainment*

Self assessment

Learning through assessment

Directed feed-forward

Release revision material

Release read-ahead material

Identify retention / attainment issues

Monitor general engagement



# Grade Centre



## *How the Grade Centre could be used to improve retention and attainment*

See attempt statistics or create calculated columns to summarise quiz (or other assessment results)

- Helps monitor engagement
- Target non-engagers (retention)
- Spot difficult topics and put some interventions in place (attainment)

Reports can be downloaded into Excel

- Trends in results can be analysed, and misunderstandings spotted and targeted (attainment)
- Trends per students can be noticed and acted upon (retention/attainment)



# Turnitin GradeMark Reports





## *How the Turnitin Reports could be used to improve retention and attainment*

### Use of QuickMark reports

- Helps find out which areas students are misunderstanding to target interventions (attainment)

### Rubric Reports

- Rubrics help student work out what needs to be done to move up a grade (attainment)
- Reports can be used to see if any of the criteria are being misunderstood (attainment).
- Rubrics can be used for self- and peer-evaluation to raise attainment (attainment)



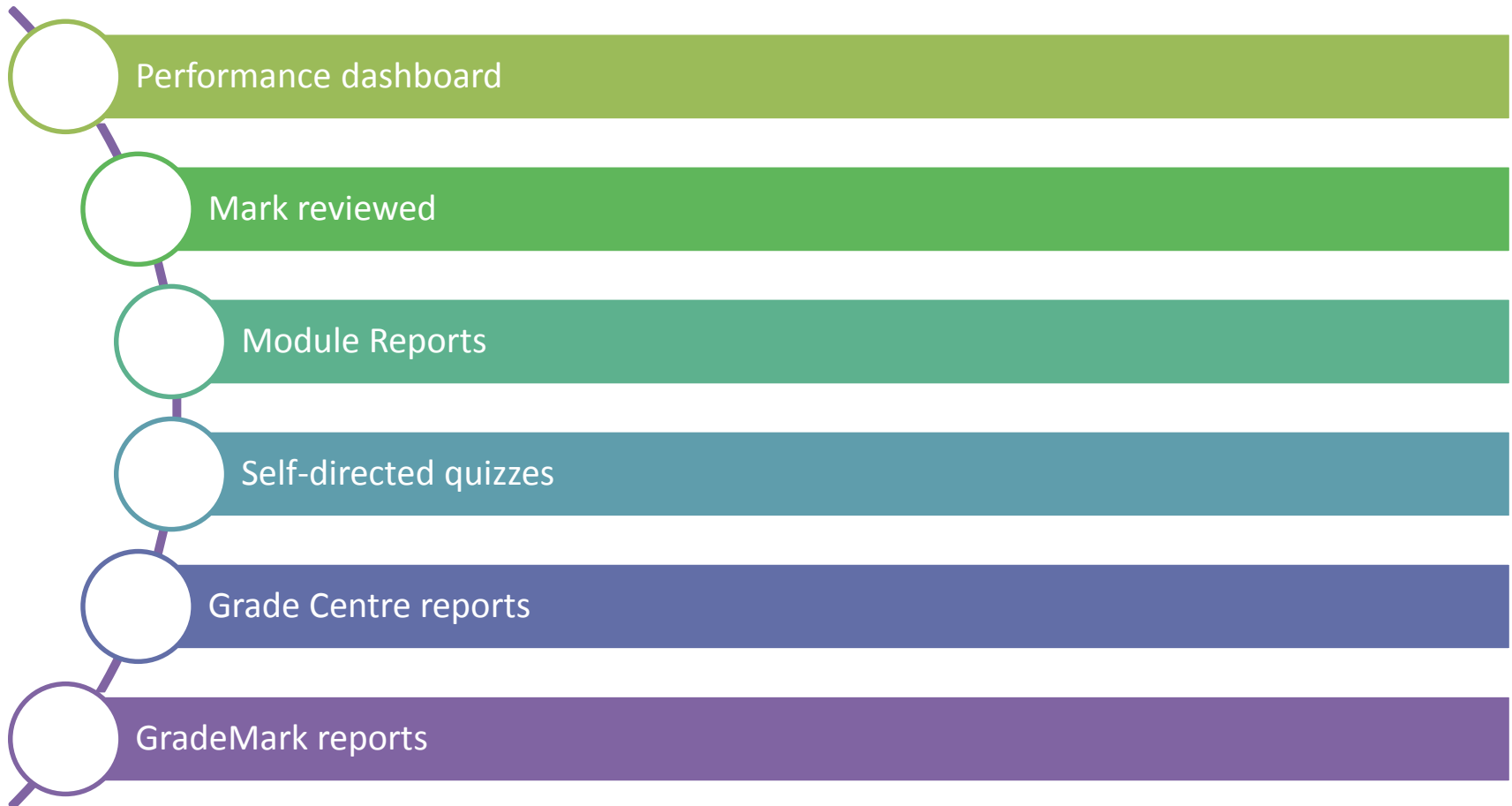
# How rubrics could be used to improve retention and attainment

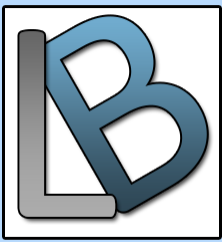
My Rubric - Assignment_2													
CRITERIA		SCALES											
		Criteria Not Met	35.00	Third	45.00	2.2	55.00	2.1	65.00	Low First	75.00	High First	100.00
<b>Intro</b>	15%	Introduction does not properly relate to the topic of flipped classrooms. May be overly detailed or incomplete, or lacks any reference to the wider context	Introduction shows some structure and discussion of the flipped classroom but lacks coherence and only slightly appeals to the audience.	Introduction is clear and coherent and relates to the topic of flipped classrooms but lacks wider references and/or does not make much attempt to relate to the audience's interests or goals.	Introduction is clear, coherent with a good structure. Evidence of wider context discussed, attempt to relate to the wider audience are present but one of these elements could be expanded.	Introduction presents the overall topic of flipped classrooms and draws the audience into the presentation with useful information or by relating to the audience's interests or goals	Introduction presents the overall topic of flipped classrooms and draws the audience into the presentation with compelling information or by relating to the audience's interests or goals						
<b>Sources</b>	20%	No sources provided or evident in the work of the project	Evidence of at least two sources used in development of project. Some sources are properly cited within the project and references are partially documented in APA style. more than two mistakes in APA formatting.	Evidence of at least four sources used in development of project. Some sources are properly cited within the project and references are partially documented in APA style. One or more mistakes in APA formatting.	Strong evidence of at least six sources used in development of project. Most sources are properly cited within the project and references are documented properly in APA style. There may be one or more mistakes in APA formatting.	Strong evidence of 8 or more sources used in development of project. Sources are accurately cited within the project and references are correctly documented in APA style. No mistakes in APA formatting	Strong evidence of 12 or more sources used in development of project. Sources are relevant, up-to-date and accurately cited within the project and references are correctly documented in APA style. No mistakes in APA formatting						
<b>Content</b>	50%	Content from project proposal is not addressed and lacks a clear point of view and logical sequence of information. Project does not identify any key concepts of the conceptual framework for the flipped classroom. Includes little	Content from project proposal is vaguely addressed and is vague in conveying a point of view and does not create a strong sense of purpose. Project identifies one key concept of the conceptual framework for the flipped classroom.	Content from project proposal is partially addressed and is written with a logical progression of ideas and supporting information. Project identifies two key concepts of the conceptual framework for the flipped classroom.	Content from project proposal is mainly addressed and is written with a logical progression of ideas and supporting information. Project identifies more than two key concepts of the conceptual framework for the flipped classroom and links to	Content from project proposal is completely addressed and is written clearly and concisely with a logical progression of ideas and supporting information. Project identifies three or more key concepts of the conceptual framework for the flipped	Content from project proposal is thoroughly addressed and is written clearly and concisely with a logical progression of ideas and supporting information. Project identifies three or more key concepts of the conceptual framework for the flipped						
<b>Spelling</b>	15%	Errors in spelling, capitalization, punctuation, usage, and grammar repeatedly distract the reader and major editing and revision is required. Includes 5 or more errors	Spelling, punctuation, and grammar errors distract or impair readability. Includes four or more errors.	Text is written well but contains some editing for grammar, punctuation, and spelling. Includes three or more errors.	Text is written with little editing required for grammar, punctuation, and spelling. Includes less than three errors.	Text is written to a high standard with one or no errors in grammar, punctuation, capitalisation or spelling	Text is written to an extremely high standard with no errors in grammar, capitalization, punctuation, or spelling.						



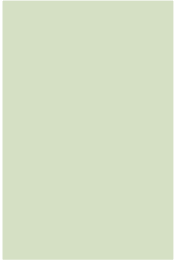


# Summary Reports from UniLearn and Turnitin that you could use to improve retention and attainment

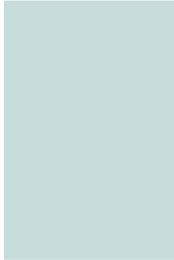




# Words of Warning



Data can be hard to interpret



It doesn't tell the whole story



Easy to jump to conclusions



# Further Support

## Staff Development Courses:

- UniLearn Quizzes (one tomorrow afternoon!)
- Pick'N'Mix Learning Technology sessions on using groups and adaptive release to control content publication in UniLearn, and on GradeMark.

Your School's LTA

The ipark website (how-to guides, screencast guides etc)



lpark.hud.ac.uk

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 Teaching and Learning Innovation Park



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Welcome to the University of Huddersfield Teaching and Learning Innovation Park. This website brings together many aspects of innovative and inspirational teaching into one resource for staff to learn from and be inspired by.



*Any Questions  
or Comments  
???*