

Learning Lab

# BB@ST

## TEACHING & LEARNING EXPERIENCES 2017

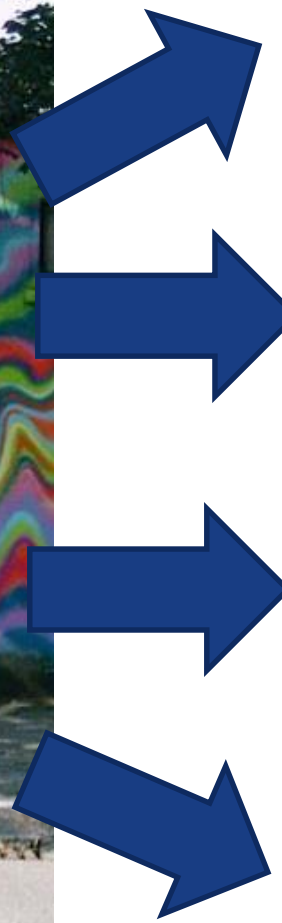
# WELCOME

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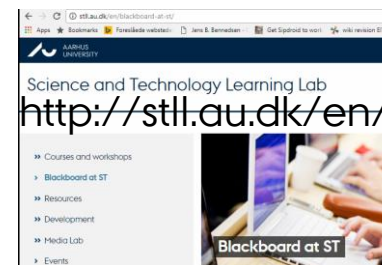
9.15 - 9.30	<b>Welcome</b> by Jens Bennedsen, ST Learning Lab
9.30 - 9.45	<b>Support student progression through course material with Adaptive Release</b> by Jacob Overgaard, Department of Chemistry
9.45 - 10.00	<b>Give feedback in an easy and consistent way with Rubrics</b> by Henrik Olsen, School of Engineering
10.00 - 10.15	<b>Let students answer each other's questions with Q&amp;A Discussion Forums</b> by Kurt Jensen, Department of Computer Science
10.15 - 10.45	<b>Break</b>
10.45 - 11.00	<b>Ease handling of laboratory assignments and large number of students with Group Assignments</b> by Magdalena Pyrz, Department of Molecular Biology and Genetics
11.00 - 11.30	<b>Blackboard News</b> by Bjarke Rahbek, ST Learning Lab
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12.30 - 14.30	<b>Open workshop</b> by ST Learning Lab (G4 (1532-222))



The Blackboard beast



12:30-14:30 in G4 (1532-222)



<http://stll.au.dk/en/blackboard-at-st/>




# YOU SELECT WHAT WE WILL DEVELOP


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Go to [www.menti.com](http://www.menti.com) and use the code 55 72 36

## What should STLL develop?



0	0	0
Adobe connect for students	pdf annotation for students	student folder tool

 Results are hidden

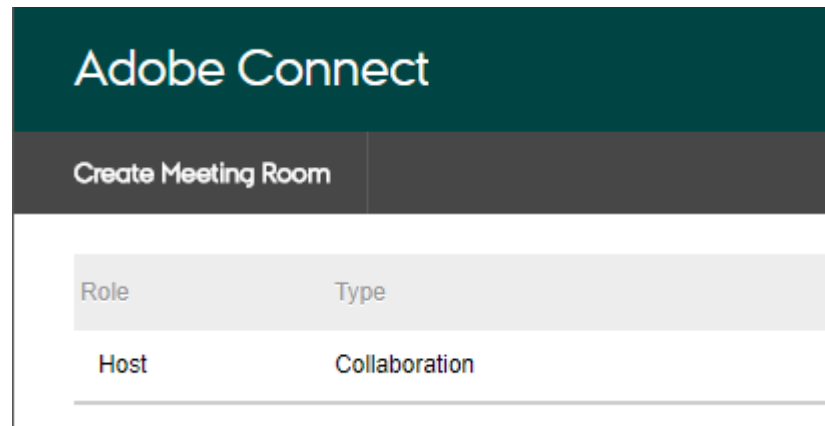
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# #1: ADOBE CONNECT FOR STUDENTS

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Easy creation of video conferences – for a class or group

Use of Adobe Connects collaboration capabilities (file share, recording, common digital whiteboard etc) – and the recording of the discussion is available automatically in Blackboard



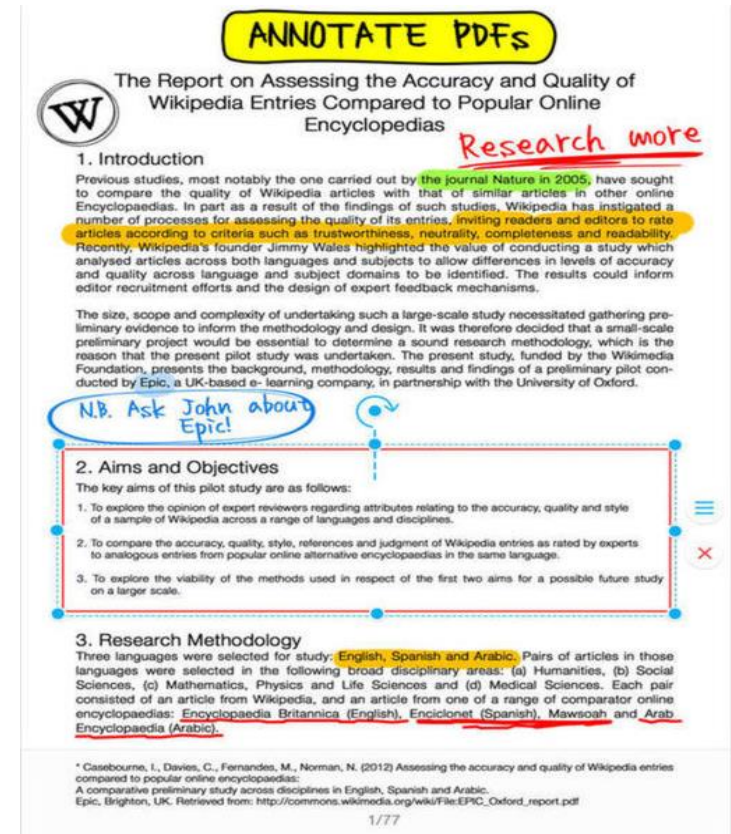
# #2: PDF ANNOTATION FOR STUDENTS

Critique research articles in groups before teaching – and another group comment on the comments

Comment on other students' hand-ins

The class creates links to related research

The students can prepare digitally – and take notes on slides



**ANNOTATE PDFs**

The Report on Assessing the Accuracy and Quality of Wikipedia Entries Compared to Popular Online Encyclopaedias

*Research more*

### 1. Introduction

Previous studies, most notably the one carried out by the journal *Nature* in 2005, have sought to compare the quality of Wikipedia articles with that of similar articles in other online Encyclopaedias. In part as a result of the findings of such studies, Wikipedia has instigated a number of processes for assessing the quality of its entries, inviting readers and editors to rate articles according to criteria such as trustworthiness, neutrality, completeness and readability. Recently, Wikipedia's founder Jimmy Wales highlighted the value of conducting a study which analysed articles across both languages and subjects to allow differences in levels of accuracy and quality across language and subject domains to be identified. The results could inform editor recruitment efforts and the design of expert feedback mechanisms.

The size, scope and complexity of undertaking such a large-scale study necessitated gathering preliminary evidence to inform the methodology and design. It was therefore decided that a small-scale preliminary project would be essential to determine a sound research methodology, which is the reason that the present pilot study was undertaken. The present study, funded by the Wikimedia Foundation, presents the background, methodology, results and findings of a preliminary pilot conducted by Epic, a UK-based e-learning company, in partnership with the University of Oxford.

*N.B. Ask John about Epic!*

### 2. Aims and Objectives

The key aims of this pilot study are as follows:

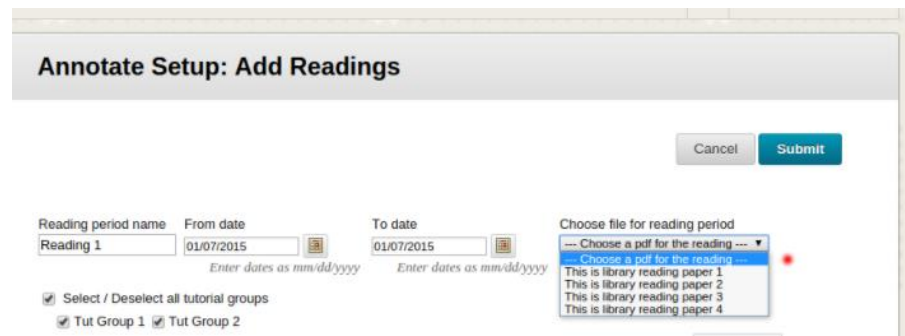
1. To explore the opinion of expert reviewers regarding attributes relating to the accuracy, quality and style of a sample of Wikipedia across a range of languages and disciplines.
2. To compare the accuracy, quality, style, references and judgment of Wikipedia entries as rated by experts to analogous entries from popular online alternative encyclopaedias in the same language.
3. To explore the viability of the methods used in respect of the first two aims for a possible future study on a larger scale.

### 3. Research Methodology

Three languages were selected for study: English, Spanish and Arabic. Pairs of articles in those languages were selected in the following broad disciplinary areas: (a) Humanities, (b) Social Sciences, (c) Mathematics, Physics and Life Sciences and (d) Medical Sciences. Each pair consisted of an article from Wikipedia, and an article from one of a range of comparator online encyclopaedias: Encyclopaedia Britannica (English), Enciclonet (Spanish), Mawsoah and Arab Encyclopaedia (Arabic).

\* Casebourne, I., Davies, C., Fernandes, M., Norman, N. (2012) Assessing the accuracy and quality of Wikipedia entries compared to popular online encyclopaedias: A comparative preliminary study across disciplines in English, Spanish and Arabic. Epic, Brighton, UK. Retrieved from: [http://commons.wikimedia.org/wiki/File:EPIC\\_Oxford\\_report.pdf](http://commons.wikimedia.org/wiki/File:EPIC_Oxford_report.pdf)

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**Annotate Setup: Add Readings**

Cancel Submit

Reading period name: Reading 1

From date: 01/07/2015

To date: 01/07/2015

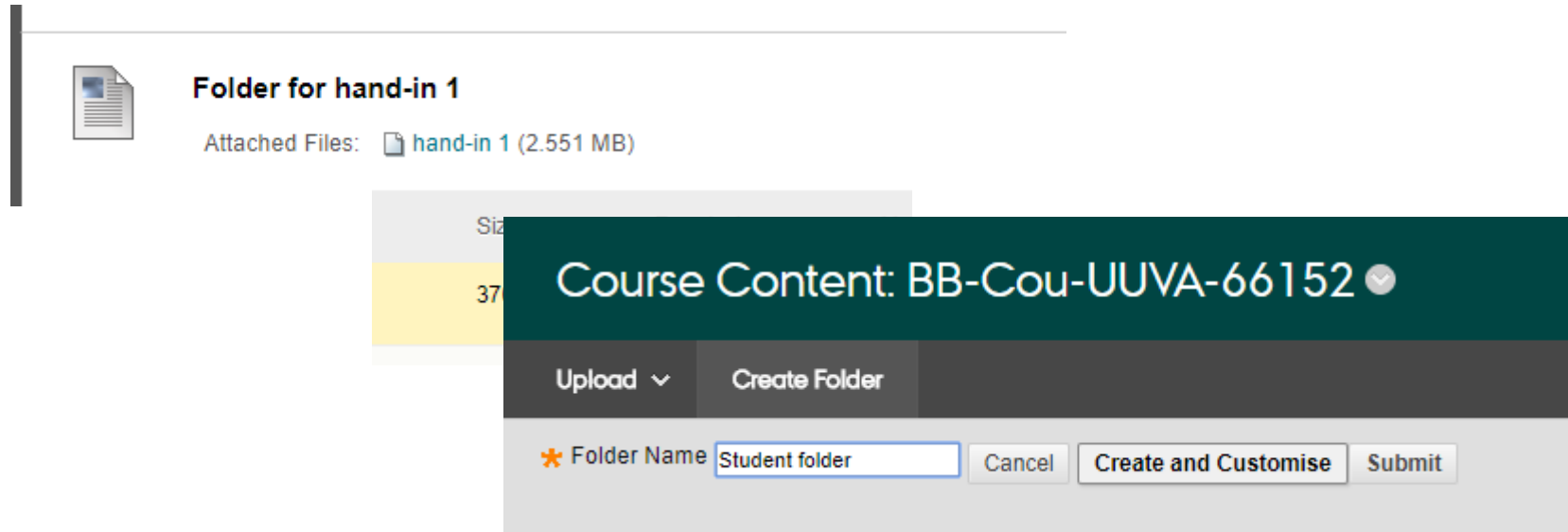
Choose file for reading period: Choose a pdf for the reading ---

Select / Deselect all tutorial groups:  Tut Group 1  Tut Group 2

# #3: STUDENT FOLDER TOOL

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Students can share documents with the rest of the class



The screenshot shows a document titled "Folder for hand-in 1" with an attached file "hand-in 1 (2.551 MB)". A modal dialog is open over the document, titled "Course Content: BB-Cou-UUVA-66152". The dialog has two main sections: "Upload" and "Create Folder". Under "Create Folder", there is a text input field for "Folder Name" containing "Student folder", and buttons for "Cancel", "Create and Customise", and "Submit".

### 3. Set Permissions

- Permissions
- Read
  - Write
  - Remove
  - Manage

# MORE INFO IN THE FUTURE?

Blackboard  
tip



Workshops







Learning Lab