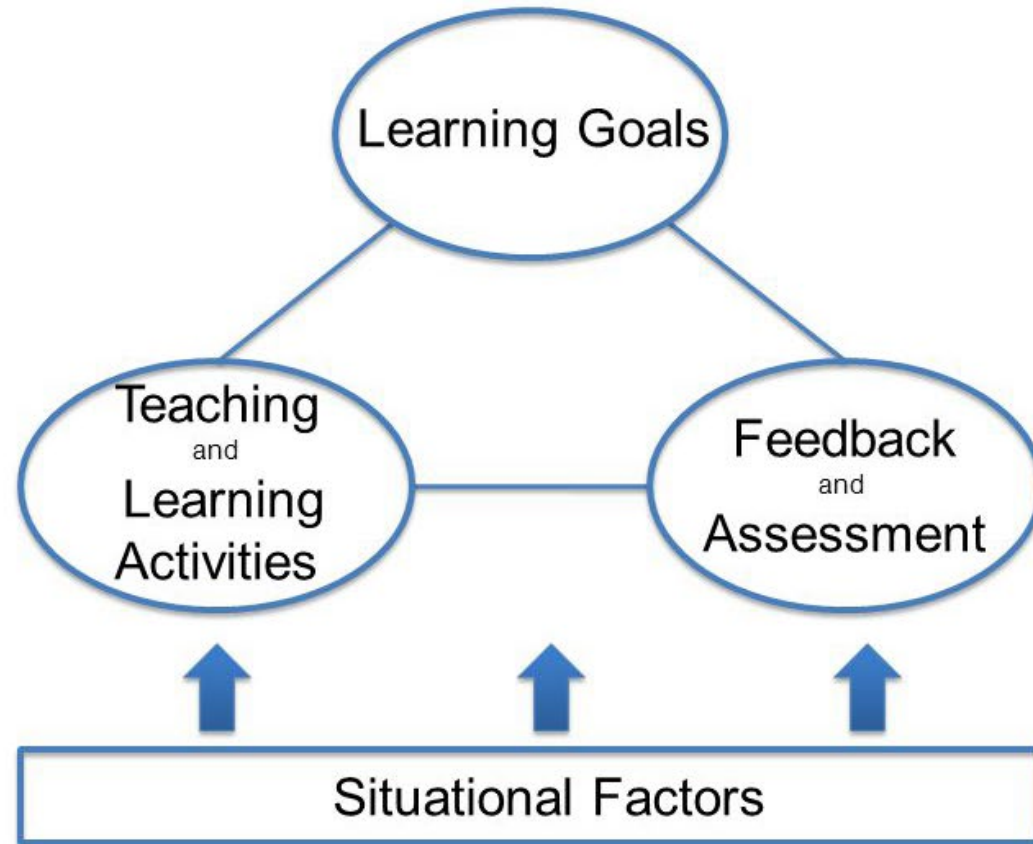# Assess Student Learning Online

UNIT - IT: Ankit Desai
VITAL: Gabriele Bauer, Andy Cui

A Sampling of Online Assessment Concerns

- The instructions/expectations are unclear; I don't know how to begin.
- I don't know what I'm being graded on.
- We are supposed to post questions of the readings to the discussion board, is this part of the grade?
- I received my report, there was just a number, 90/100 points. I don't know how to improve.
- I'm not sure how I am doing on live participation. I think I'm okay.
- I post to the chat as requested but I don't know how that matters and who will read it.
- How do I know how I'm doing in class?
- Why do we have to answer a question about our learning each class?
- I just watched a 60-minute lecture but I don't know what I need to focus on.

Fink, D.L. (2003). Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses. San Francisco: Jossey-Bass.

Considerations: Assessing Student Learning Online

- Directly derive assessments from learning goals.
- Provide short assessment of different types (written, audio, video, memes) periodically throughout the course to enable students to assess their learning progress.
- Break large assignments into smaller parts that students complete throughout the course.
- Provide targeted, actionable feedback on students' work for improvement.
- Provide opportunities for self-assessment.
- Incorporate opportunities for students to reflect on their learning.
- Invite their feedback on their online learning experience, check-in.
- Communicate expectations/requirements clearly, frequently.

Communicate Expectations

- Explain the purpose of the assignment

- Provide clear instructions and guidelines

- Outline the grading process, provide guide, and student practice

- Articulate the assignment components that students need to follow to successfully complete the assignment

- Include assignment parameters (length, citation style, format, font, etc.)

- Get feedback on the clarity of your expectations

Example and Resources

- [American Environmental History - Visual Assignment](#)

- [Transparency in Learning and Teaching (TILT) - Higher Ed Examples And Resources](#)

Rubric

- Functions as a scoring tool that lays out the specific expectations for levels of competency/performance/mastery

- Outlines a set of clear criteria that highlight what is of importance in a subject, skill, performance

- Types of rubrics:
  - Analytic (detailed descriptions, criteria, levels)

  - Holistic (general description, levels)

Assessing Effectiveness of Student Participation in Online Discussions

Student Name:

Category	1	2	3	4	Points
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative	
Relevance of Post	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic	
Expression Within the Post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic	
Contribution to the Learning Community	Does not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group" efforts; marginal effort to become involved in the group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic	
				Total:	

Taking Your Class Online Class Participation Rubric

Class participation is critical to this course for three reasons. First, the course is intended to provide creative space for you to think through your practice of teaching in general and teaching online in particular. To this end, insightful reflections about your course design and pedagogy in light of the readings, videos, and live class discussion will deepen your learning experience. Second, it is important to reason out your ideas with colleagues in order to receive feedback, and thus gain clarity. Third, it is important to share your perspectives and consider the perspectives of others in order that everyone in the course can a) expand their own thinking about an idea or concept and achieve more nuanced understandings, and/or b) be challenged to reconsider their own perspectives.

Using the idea of "active" class participation as the standard of assessment, use the following rubric to self-assess your level of participation each week.

Active class participation can include:

- incorporating the readings and micro-lectures into the discussion;
- asking questions about the contents of the readings or micro-lectures;
- endeavoring to clarify what was not clear or understood about the assigned readings or micro-lectures;
- offering feedback and/or examples of how ideas being discussed apply to your course; and,
- raising challenges to theories, ideas, and concepts.

90 to 100 points	Attentive, actively participates the entire class session, **evidences** knowledge, understanding, and application of the materials being considered
80-90 points	Attentive and demonstrates active participation, **but does not evidence** preparation, and/or participation does not occur throughout the entire class session
70-80 points	Attentive but **does not evidence** active participation as defined above and/or is unprepared for the discussion
70 points	Attentive, but does not otherwise participate and/or has not prepared for discussion
0 points	Absent

Adapted January 19, 2016, from rubric used in MPA 8002, designed by Prof. Richard Jacobs

Bb Rubrics - Demonstration

- What are Bb rubrics?
- How to create rubrics
- How to attach rubric to assignment
- How to grade/provide feedback with rubric

What are Bb Rubrics?

- A rubric is a scoring tool you can use to evaluate graded work. When you create a rubric, you divide the assigned work into parts. You can provide clear descriptions of the characteristics of the work associated with each part, at varying levels of skill. Students can use a rubric to organize their efforts to meet the requirements of the graded work

- In Blackboard You can associate rubrics with these types of gradable content:
  - Assignments
  - Essay, Short Answer, and File Response test questions
  - Blogs and journals
  - Wikis
  - Discussion forums and threads

- You can also associate a rubric with any non-calculated Grade Center column. For example, you can associate a rubric with a manually created column for class participation and use the rubric to grade participation.

Source: https://help.blackboard.com/Learn/Instructor/Grade/Rubrics

Technology Tools in Support of Assessment of Student Learning

- Context: Help you be more cognizant/purposeful about aspects of assignments that need to be explicit and self-explanatory to the students as they access the course 24/7 by themselves without your immediate guidance.

- Announcement
- Email
- Discussion Boards/VoiceThread/Yellowdig
- Online Exams
- Assignments

Discussion Boards/VoiceThread/Yellowdig

- Provide provocative, open-ended, and critical thinking questions

- Explain purpose of discussions

- Evaluate discussions

- Contribute to discussions

Bb Discussion- Demonstration

- What are Bb Discussion?

- How to create Discussion Board assignment

- How to grade Discussion Board assignment

Bb Discussion Tool

- Discussions are a good way to encourage students to think critically about your coursework and interact with each others' ideas. You can create discussions around individual course lessons or for your course in general. As the instructor, you own the discussions. After you start a discussion, you can post comments of your own to guide students.

- The most common form of interaction in an online course is through discussions started by an instructor. Participation and interaction in discussions don't occur naturally. You must intentionally design it into your courses. To encourage engaging, quality discussion, craft discussion questions carefully and create inquiry.

- Examples of Discussion Boards
  - Course Introductions
  - Questions for the Professor
  - Student Questions

Discussion Board

Discussions are a good way to encourage students to think critically about your coursework and interact with each others' ideas. You can create discussions around individual course lessons or for your course in general. More Help

Create Forum   Search   Discover Content

Delete

	FORUM	DESCRIPTION	TOTAL POSTS	UNREAD POSTS	UNREAD REPLIES TO ME	TOTAL PARTICIPANTS
☐	Questions for the Professor	Your professor will share information that seems to be a common question within the class in this forum, rather than responding to multiple emails of the same topic.	0	0	0	0
☐	Student Forum	Students can discuss a wide variety of items here and network with each other.	0	0	0	0
☐	**Week 1 Introduction Discussion**	**Introduction Discussion** Please post one or two introductory paragraphs to introduce yourself to your classmates; include your interests, hobbies, where you are in the program, and your expectations for the class. If you are compelled, comment on another's posts.	6	6	0	5

Delete

Voicethread

VoiceThread is an interactive discussion tool that allows you and your students to engage in an asynchronous discussion using a variety of communication mediums that include:

Video

Audio

Screen Capture

Screen Annotation

Pictures

This tool is fully integrated with the Blackboard course environment and found under Tools.
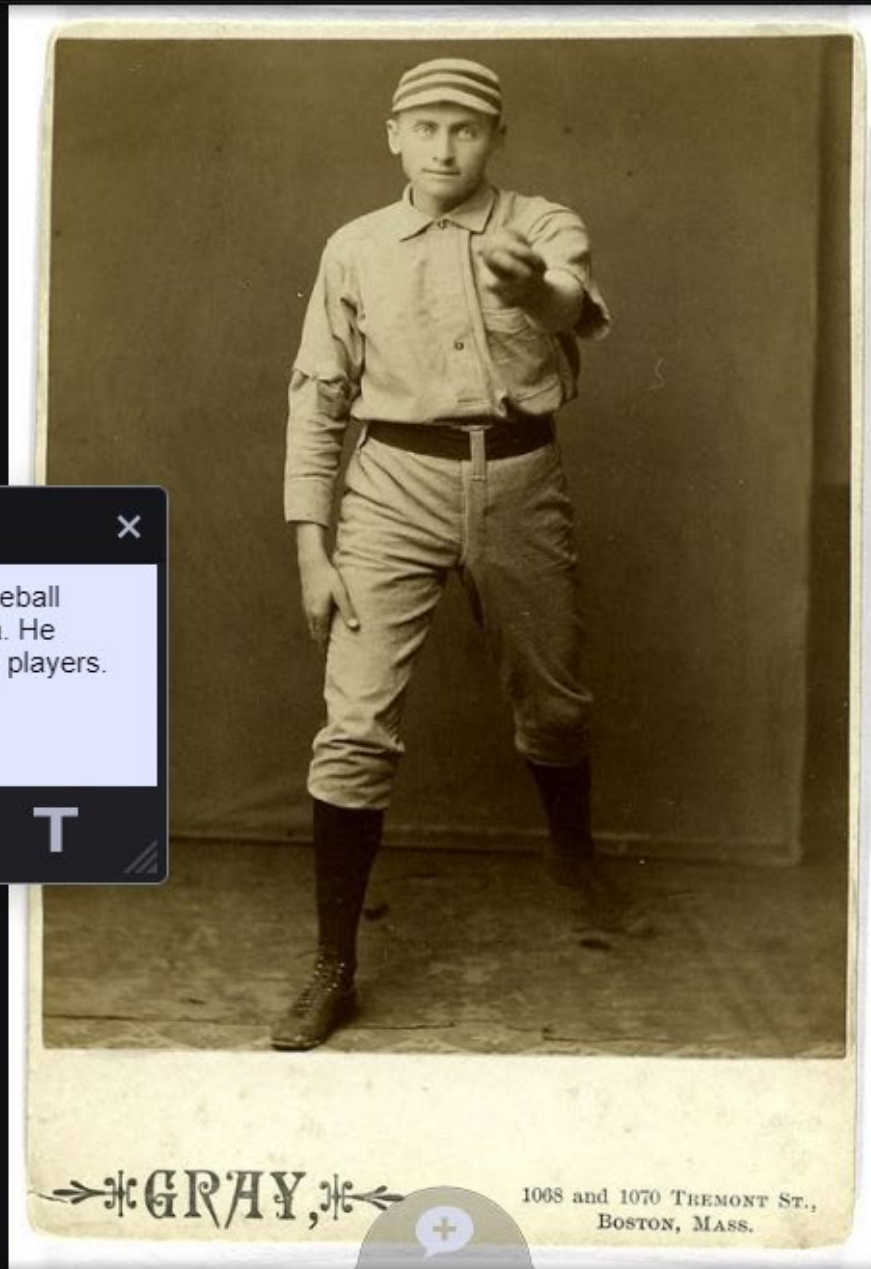
Search by name or email

Submitted   Last Name, First Name

Grade on a percentage scale.

Taylor   0   %

Submitted at

▶ Play Comment: 11:05 am Jun 6th

Not Submitted

Click on a student to send reminder

No assignments to display

Richard ▾ ✕

→⊹GRAY,⊹←   1068 and 1070 TREMONT ST.,
BOSTON, MASS.

▶ 1x   0:10 / 0:19   ◀ ▶

Comment Here

Press Esc to exit full screen

Photography...how we love you!

There is no other visual medium that has penetrated our our lives more than photography, whether we consider traditional "film" photography or new forms of digital photography.

On this slide, gives examples of how photography plays a role in your life.

1x

1:33 / 4:55

Yellowdig

Yellowdig is a social pin-board for teams that lets you quickly share items of interest, assess student participation, and drive class discussions within your private community.

Integrated into Blackboard Learn, Yellowdig helps to turn your course into a social learning community.

Students have a familiar looking site similiar to other social networks with the ability to post and share content.

Faculty are capable of setting up a point system to rate the quality of content posted which in turn can be published back to the Blackboard gradebook and used as participation score.

Yellowdig Engage

+ Pin

Ankit Desai 08:18 AM EST, 01 May Owner   **VITALUNITApril20..** ✏ ✖

Nolan Ryan Pitching Mechanics - A Biomechanical Phenomenon

Here's video I found breaking down the pitching mechanics of Nolan Ryan. I would be curious to see how the author for this week's reading, Paul Nyman, would apply this pitching models to Nolan Ryan's pitching motion

Nolan Ryan Pitching Mechanics - A Biomech...   🕐 Watch later   ↗ Share
RYAN
BIOMECHANICAL PHENOMENON

Permalink

Love it! - 0   Like - 0   Not relevant - 0   Bookmark   Save as New   💬 0

👤 Your Comment (@first-name last-name to notify and # to create tag)   **Post**

About   ☰ Menu

🔍 Search

⬇ Sort by Recent Activity   ▼

▼ Add Filters   ▼

☐ Unread Only (0)

10%   **10** Points
100 for 100% participation

👍 0   ⬢ 0   📌 2

How Points Work   Sync Grades Now
My Points Log
My Dashboard

Trending Topics

📁 INTRODUCE YOURSELF
0 pins last 7 days

📁 INSTRUCTIONAL
0 pins last 7 days

📁 GENERAL READING
0 pins last 7 days

Show all Topics

❓ Help

Ankit Desai 08:10 AM EST, 01 May [Owner]   **VITALUNITApril20..** ✎ ✕

The Man Who Started The Pitching Revolution: A Discussion With Paul Nyman

This is interesting story that I found which discusses traditional pitching and throwing models in baseball and the person who is mostly responsible for that change. I did not realize this change in the 1990s.
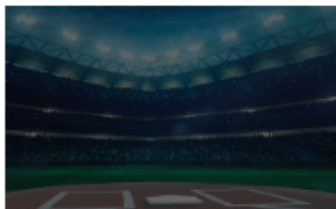
> Tony Abbatine speaks with Paul Nyman, the founder of SETPRO, regarding the new-age pitching philosophies and more.
>
> https://www.baseballamerica.com/storie...

Permalink

Love it! - 0   Like - 0   Not relevant - 0   Bookmark   Save as New   💬 2

Ankit Desai [Owner] 08:13 AM EST, 01 May   Reply   👍 0 ✎ ✕

I am curious what the impact of these these pitching models has had amount of the pitches thrown by Major League pitches (e.g. limited pitch counts) within the past 5 years. Also, I would be curious to hear Paul Nyman's thoughts on whether this development has impacted this view on pitching mechanics.

Ankit Desai [Owner] 08:14 AM EST, 01 May   Reply   👍 0 ✎ ✕

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent iaculis viverra nisi, a sollicitudin leo egestas sit amet. Donec et justo ut arcu imperdiet aliquam. Integer in varius velit. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Nunc commodo molestie nibh, eu ultricies quam lobortis.

Trending Tags

#uncertain
0 tags last 7 days

#certain
0 tags last 7 days

About

The Yellowdig Point and Notification System was designed to change behavior

Intention: A single, semester-long assignment with no ending of good conversations

Points for posting and commenting reward *participation*

Social points reward articulate, thoughtful posts made early in the week

---

Students earn points for:

- ❑ Posts with a minimum of 40 words earn 225 points
- ❑ Comments with a minimum of 20 words earn 125 points

Social Points:

- ❑ Receiving a Comment from *another user* earns 75 points
- ❑ Receiving a Reaction from *another user* earns 50 points
- ❑ Receiving configurable Accolades from *instructors*

Instructor configures:

- ❑ A participation target for the full semester (e.g., 10,000 points)
- ❑ A weekly maximum (e.g., 1,200 points) with a reset day/time
    - ❑ The weekly max reset is when you can start earning more points, not a deadline for when you stop earning points
    - ❑ A buffer provides flexibility and deemphasizes deadlines

Source: Yellowdig

Online exams

- Create questions and set exams
- Offer clear exam guidelines
- Academic integrity policies
- Consider practice exams
- Provide multiple attempts
- Tailor to individual student needs (LLS)

Bb Exams

Bb Exams allow you to conduct exams online, where you build exams, students take exams in Blackboard, and tests are grade online.

Within Blackboard exam settings, you can facilitate various testing accommodations for students with documented accommodations, including extending test time for individual students, deploying an exam at a different time for individual students, as well as other settings.

Bb Exams & Respondus

Respondus Lockdown Browser

- Respondus LockDown Browser is a custom browser that locks down the testing environment within a learning management system as your students take a Blackboard exam.

- When students use LockDown Browser to take a Blackboard test, they are unable to print, copy, go to other websites, access other applications, or close a test until it is submitted for grading. Tests created for use with LockDown Browser cannot be accessed with standard browsers, either.

Icons
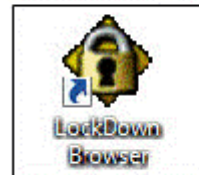
Windows   Mac

Bb Exams & Respondus

Respondus Monitor

- Respondus Monitor which works with Respondus LockDown Browser and your Blackboard exam, uses a student's webcam and microphone, as well as analytics to help deter cheating during non-proctored exam. It records the student while they are taking the exam and provides the instructor access to the video recording and analytics to review.

Icons

Windows

Mac

Computer test exam (**Webcam**) - Requires Respondus LockDown Browser
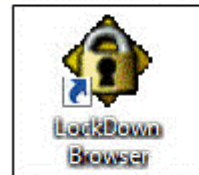
✅ **28** completed | **6** not attempted

⊘ **5** high priority | **0** medium priority | **23** low priority | ❓ How is priority determined?

Last ⇕	First ⇕	Review Priority ⇕	Date ⇕	Score ⇕	Duration ⇕	Reviewed ⇕	Notes ⇕
⊞ Nadim		HIGH ▰▰▱	9 Mar @ 7:16PM		1.7 minutes	◯	
⊞	Tal	HIGH ▰▰▱	12 Mar @ 9:34PM		12.5 minutes	◯	
⊞	Megan	HIGH ▰▰▱	12 Mar @ 9:51PM		1.0 minutes	◯	
⊞	Christian	HIGH* ▰▰▱	1 May @ 5:16PM (Webcam Session 7)	*	0.3 minutes	◯	
⊞	Cameron	HIGH ▰▰▱	10 Mar @ 7:52PM		1.6 minutes	◯	
⊞	Jessica	LOW* ▰▱▱	12 Mar @ 1:55PM (Webcam Session 6)	*	5.3 minutes	◯	
⊞	Sarah	LOW* ▰▱▱	25 Apr @ 5:05PM (Webcam Session 2)	*	4.1 minutes	◯	
⊞	Rita	LOW* ▰▱▱	22 Apr @ 11:00PM (Webcam Session 2)	*	8.6 minutes	◯	
⊞	Kristin	LOW* ▰▱▱	2 May @ 9:53AM (Webcam Session 4)	*	3.7 minutes	◯	
⊞	Han	LOW* ▰▱▱	9 Mar @ 2:16PM (Webcam Session 3)	*	2.7 minutes	◯	
⊞	Bren	LOW* ▰▱▱	13 Mar @ 10:16AM (Webcam Session 4)	*	3.6 minutes	◯	
⊞	Benie	LOW* ▰▱▱	27 Apr @ 6:45PM (Webcam Session 2)	*	3.9 minutes	◯	

Bb Exams & Respondus

- Best Practice
    - Setup & Require students take Practice Exams

Bb Inline Grader (Bb Assignments)

- Provides an alternative method to provide feedback on Bb Assignments (Alternative to: Word commenting feature/tracking changes or methods)
  - Highlight Text
  - Add Comments
  - Draw
- Create Recording for Feedback within Inline Grader
  - An instructor or grader can create personalized feedback recordings (audio only or video & audio) when grading an assignment
  - Each recording can be up to 5 minutes long and can be either audio only or include video as well. Feedback recordings are viewable to students as they view grading feedback within Blackboard
  - Inform students know that you will be providing audio/video feedback and that it will be located within My Grades
- Bb Annotate (June 3/Week of June 1st)
  - Replaces current inline grader service (Box View)

Assignment Instructions ⌄ Ⓐ

box

✏ 💬 Ⓑ

Chris Casper
Introduction to Sociology
Dr. Cathy Chu

Sociological Imagination: DRINKING COFFEE

Drinking a cup of coffee is a simple a be as hot
as possible, black, and in my favorite if it isn't
available. The cup needs to sit next to the percolator in anticipation. I
prefer my first couple of cups of coffee to be at home. When meeting
for coffee, I usually order a "fancy" coffee. I never take time to make
myself anything special.

✓ Save ✕ Delete

💬 Coffee drinking starts early for most of us, but often extends through
a lifetime. But many will say, coffee is more than a drink. It has
immense value as part of the social rituals we c d
someone we haven't see a
egularly meet our best friends in our favorite
st date can take place while gazing over a
tings and brainstorms require coffee. Most of
alone in a public place, surfing the net, if we
vorite caffeinated beverages while
gle-sitters doing the same.

✏ 💬

Ⓒ CC **Cathy Chu** 🗑
08/31/2018, 10:08 AM
Add comments anywhere in the document

[Post a reply...]

Cancel | Post

fee are probably more interested in being
an in what is in their cups. Coffee drinki
turies coffeehouse owners have tried
enters of com Ⓓ

🔍 🔍 ⌃ 1 / 2 ⌄ ⛶

Assignment Details ⌄ > ⛶

GRADE
LAST GRADED ATTEMPT
✏ _ /100

ATTEMPT
8/31/18 2:36 PM
Ⓔ **95** /100

Feedback to Learner

For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).

Your work is improving. I've added a few comments
inline. I'd like to discuss your topic in class.

📎 ✓ᵃᵇᶜ ▾ 𝐴

🗐 **Add Notes**

Cancel | Save Draft | **Submit**

⌃

Submission

📄 **soc_imagination_ccasper.docx** Ⓕ ⌄

[ ] ⊗

Download Original File

Download Annotated PDF

Impact of Habitat

Habitat loss poses the greatest threat to species. The world's forests, swamps, plains, lakes, and other habitats continue to disappear as they are harvested for human consumption and cleared to make way for agriculture, housing, roads, pipelines and the other hallmarks of industrial development. Without a strong plan to create terrestrial and marine protected areas important ecological habitats will continue to be lost.

Opinion

Habitat loss is probably the greatest threat to the variety of life on this planet today. It is identified as a main threat to 85% of all species described in the IUCN's Red List (those species officially classified as "Threatened" and "Endangered"). Increasing food production is a major agent for the conversion of natural habitat into agricultural land.

Why is it happening?
Forest loss and degradation is mostly caused by the expansion of agricultural land, intensive harvesting of timber, wood for fuel and other forest products, as well as overgrazing.

High land conversion rates
The net loss in global forest area during the 1990s was about 94 million ha (equivalent to 2.4% of total forests). It is estimated that in the 1990s, almost 70% of deforested areas were converted to agricultural land.

Source?

Around half of the world's original forests have disappeared, and they are still being removed at a rate 10x higher than any possible level of regrowth. As tropical forests contain at least half the Earth's species, the clearance of some 17 million hectares each year is a dramatic loss.

Coastal and marine areas
Human impact on terrestrial and marine natural resources results in marine and coastal degradation. Population growth, urbanization, industrialization and tourism are all factors.

In 1994, it was estimated that 37% of the global population lived within 60 km of the coast.

Assignment Details ⌄

MARK
LAST MARKED ATTEMPT   _ /50

ATTEMPT
03/03/20 09:03   /50

Submission

📄 **ExampleAssignment1.docx**

Tracking students' progress

- Bb
- Mediasite
- Zoom

Course Management

Control Panel

▶ Content Collection ⊙
▶ Course Tools
▶ Evaluation ⊙
▼ **Grade Center** ⊙

Needs Grading
Full Grade Center ⟵
    Assignments
    Tests

Grade Center : Full Grade Center ⊙

The Full Grade Center displays all columns and rows in the Grade Center and is the default view of the Grade Center. More Help

| Create Column | Create Calculated Column ⌄ | Manage ⌄ | Reports ⌄ | | Filter | Discover Content | Work Offline ⌄ |

Move To Top   Email ⌄   Sort Columns By: Layout Position ⌄   Order: ▼Descending

Grade Information Bar						Last Saved:March 3, 2020 5:06 PM
☐	LAST NAME ⌄	FIRST NAME ⌄	USERNAME ⌄	STUDENT ID ⌄	LAST ACCESS ⌄	AVAILABILITY ⌄	TOTAL ⌄
☐		Lilia	·		May 1, 2020	Available	1799.00
☐		Kevin	· ·		March 4, 2020	Available	1702.00
☐		Sarah			May 20, 2020	Available	1867.00
☐		Sean			April 27, 2020	Available	1862.00
☐		Lauren			April 26, 2020	Available	1869.00
☐		Stephanie			April 27, 2020	Available	1878.00

Selected Rows: **0**

Move To Top   Email ⌄   Icon Legend

Performance Dashboard

The Performance Dashboard shows all types of user activity in your course or organization. More Help

Page 1 of 2

LAST NAME	FIRST NAME	USERNAME	ROLE	LAST COURSE ACCESS	DAYS SINCE LAST COURSE ACCESS	REVIEW STATUS	ADAPTIVE RELEASE	DISCUSSION BOARD	CUSTOMIZE RETENTION CENTER	VIEW GRADES
Desai	Ankit	adesai06_admin	Instructor	May 22, 2020 12:39:22 PM	0	0	📁	0	-	
	Marie		Instructor	Apr 20, 2020 1:41:03 PM	32	0	📁	0	-	
	Richard		Instructor	Apr 7, 2020 4:35:02 AM	45	0	📁	0	-	
			Instructor	Feb 24, 2020 2:59:46 PM	88	0	📁	0	-	
	Kevin		Student	Mar 4, 2020 10:08:49 AM	79	0	📁	0	2/4	▤
	Lauren		Student	Apr 26, 2020 7:44:03 PM	26	0	📁	1	2/4	▤
	Sean		Student	Apr 27, 2020 7:55:06 PM	25	0	📁	1	1/4	▤
	Liliana		Student	May 1, 2020 8:14:33 PM	20	0	📁	1	2/4	▤

Evaluation

Course Analytics
Course Reports
Performance Dashboard
Retention Center
SCORM Reports

Course Reports

Run course reports to view information about course usage and activity. You can view summaries of course usage such as which course areas are used most frequently and course access patterns for specific students. More Help

Search Name ▾ Contains ▾ [_____] Go

▾ **Evaluation** ⊙

Course Analytics
Course Reports
Performance Dashboard
Retention Center
SCORM Reports

All User Activity inside Content Areas

This report displays a summary of all user activity inside Content Areas for the course.
> **Last Run:** Friday, August 9, 2013 4:24:40 PM EDT

Course Activity Overview

Course Activity Overview displays overall activity within a single course, sorted by student and date. Data includes the total and average time spent per active student and the total amount and type of activity each student had in the course. Optionally, you can filter the report by one or more groups.
> **Last Run:** Friday, May 22, 2020 12:34:34 PM EDT

Course Coverage Report

This report displays goals coverage information for a single Blackboard Learn course. Data includes both covered and gap values for all curricular areas that the course is associated with, as well as a breakdown of course items that have been aligned to goals.
> **Last Run:** Wednesday, November 20, 2019 1:11:49 PM EST

Course Performance

This report displays information showing how a single Blackboard Learn Course performs against a selected set of goals. Performance targets and a range of acceptable performance for the course can be determined when running the report. Data includes averages for the entire course as well as break downs for individual students and goals.
> **Last Run:**

Course Activity Overview

Course Name	
Course ID	.
Number of Students	11
Number of Active Students	6
Date Range	1/1/20 - 5/22/20

Report Options ⤵

Activity for all enrolled students.

Course Overview

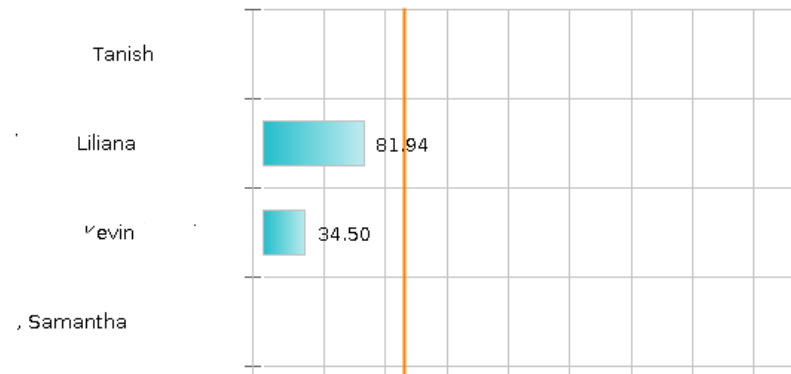### Student Activity By Day

1/1/20 - 5/22/20
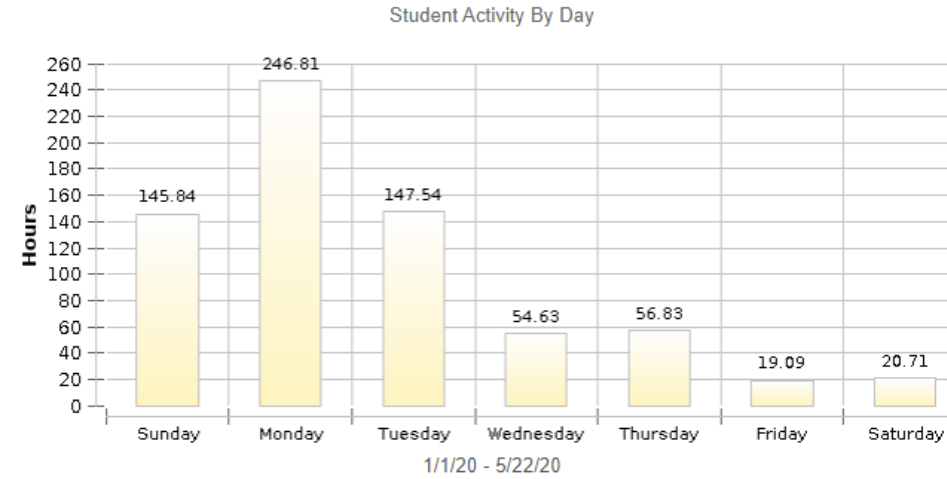
Total Time in Course	691.46
Average Time Per Active Student	115.24

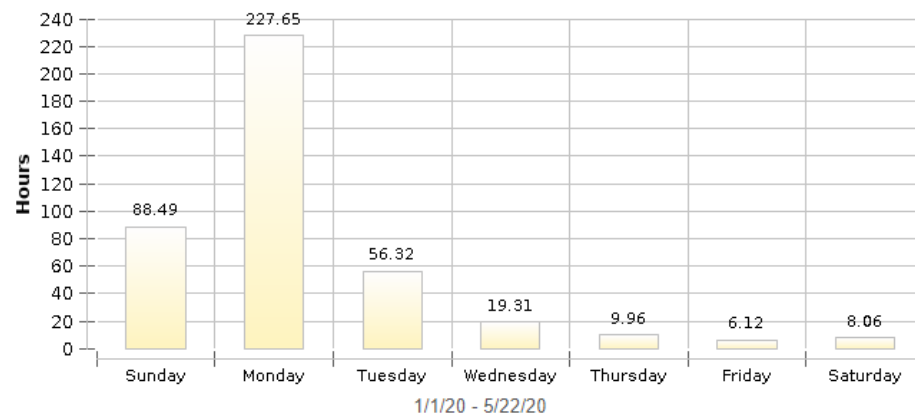## Student Overview (11 Students)

Click a bar to view a student's individual activity.

Student Overview for Single Course

Course Name	
Course ID	
Student Name	, Sean
Student ID	
Date Range	1/1/20 - 5/22/20

Activity is shown for enrolled users only.

Student Overview

Student Activity by Day

Student Time in Course	415:53:46 HH:MM:SS
Avg Time Per User	22:22:43 HH:MM:SS
Total Items	96
Total Logins	346
Last Login Date	4/27/20 07:54 PM

Student Activity by Item in the Course

Item Name And Type	Total Time Spent in Hours	Number of Times Accessed	Initial Access Date/Time
Accounting Conventions (Video 09:47) Mediasite - Link to Presentation(s)	0.17	2	Jan 14, 2020, 7:23 PM
Alternative definitions for FV and PV File	2.02	2	Jan 14, 2020, 8:04 PM
Assignment 1: Liquidity and Dupont Problems Assignment	3.71	11	Jan 7, 2020, 5:03 PM

Login to your Villanova MyMediasite Account: https://vums-web.villanova.edu/mediasite/mymediasite

Login to your Villanova MyMediasite Account: https://vums-web.villanova.edu/mediasite/mymediasite

■ How to Customize Bb Course Navigation in Your Course

Dashboard | Who's Watching

How to Customize Bb Course Navigation in Your Course

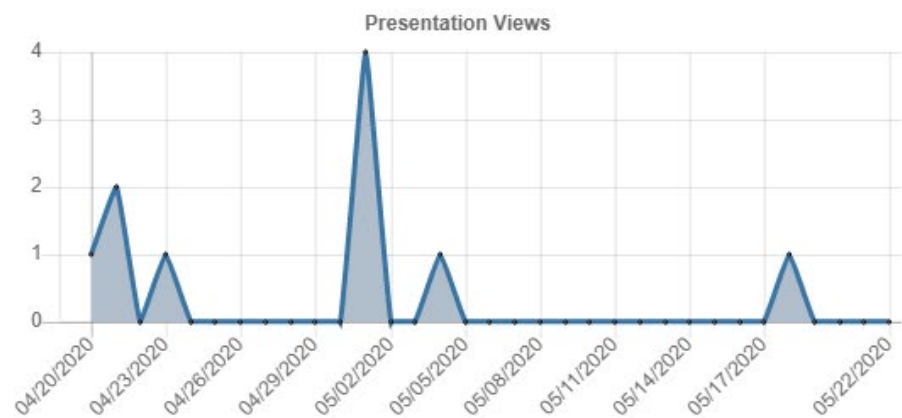**Presented By:** Villanova University
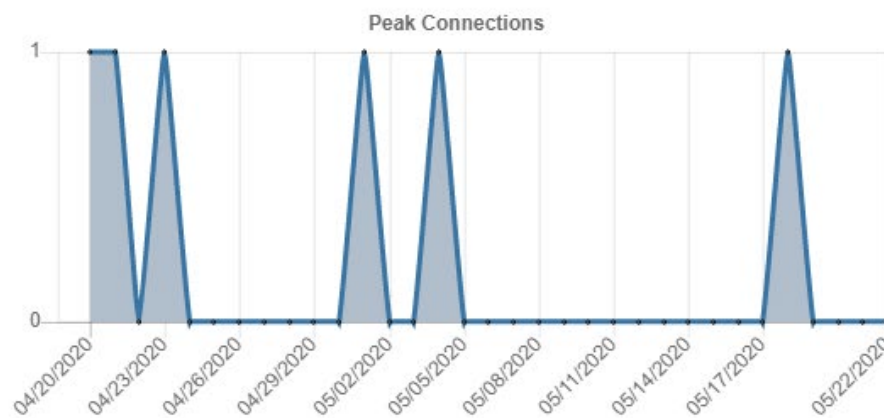**Recorded On:** Apr 20, 2020 6:17 PM EDT
Duration: 12 Minutes
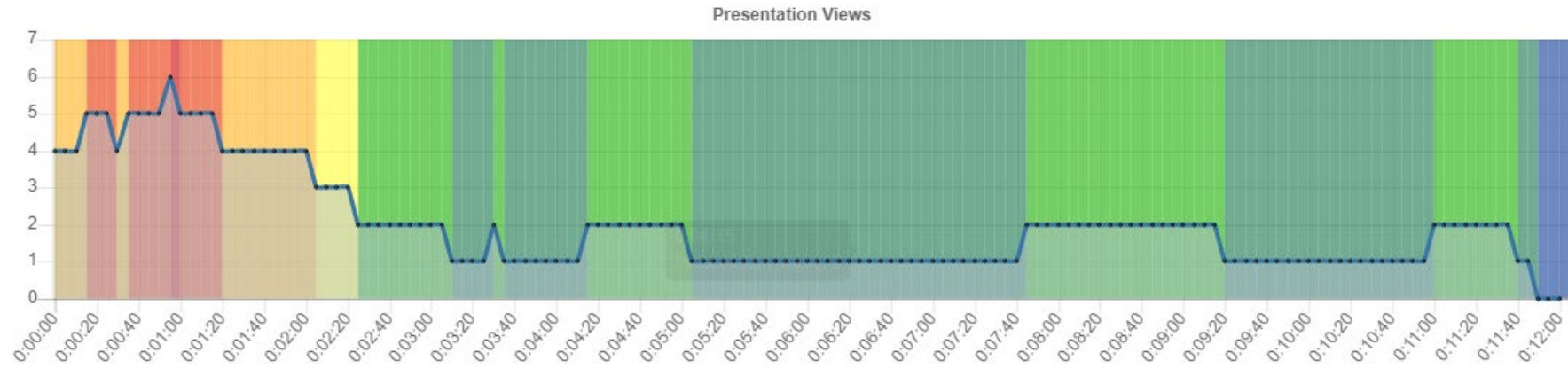**Last Refreshed:** May 22, 2020 11:39 AM EDT

Refresh | **Download Report ▾**

Presentation Views

Peak Connections

Total Views

10

Peak Connections

1

Live Views	On Demand Views	Date of First View	Date of Last View	Total Time Watched	Average Time Watched
0	10	April 20, 2020	May 18, 2020	0:24:40	0:02:28

Trends

Presentation Views

Users

Users ▾

| ◀ | Page 1 ▾ | ▶ |

Users	Views	% Views	Time Watched	Coverage
adesal06@villanova.edu	3	▮ 30%	0:05:00	0:04:47
)@villanova.edu	2	▮ 20%	0:00:54	0:00:51
adesal06_admin@villanova.edu	1	▮ 10%	0:00:00	0:00:00
@villanova.edu	1	▮ 10%	0:15:09	0:11:49
gbauer03@villanova.edu	1	▮ 10%	0:00:27	0:00:27
gcul@villanova.edu	1	▮ 10%	0:00:00	0:00:00
⌐@villanova.edu	1	▮ 10%	0:03:10	0:03:10

Zoom Reporting: Goto https://villanova.zoom.us. Login with your Villanova credentials. Click on Meetings

| | Upcoming Meetings | **Previous Meetings** | Personal Meeting Room | Cloud Recordings |

Show my course meetings only
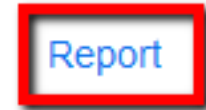
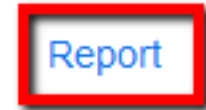| Start Time	Topic	Meeting ID	
Nov 13, 12:00 PM	ZOOM Training ‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑		Report
Nov 13, 12:00 PM	ZOOM Training ‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑‑		Report

Zoom Reporting: Goto https://villanova.zoom.us. Login with your Villanova credentials. Click on Meetings

| Upcoming Meetings | Previous Meetings | Personal Meeting Room | Cloud Recordings |

☐ **Show my course meetings only**

Start Time	Topic	Meeting ID	
Nov 13, 12:00 PM	ZOOM Training		Report
Nov 13, 12:00 PM	ZOOM Training		Report

Zoom Reporting: Goto https://villanova.zoom.us. Login with your Villanova credentials. Click on Meetings