

The 24th Durham Annual Blackboard Users' Conference

22nd to 24th April 2026

Final Programme



Little things that make a big difference



FeedbackFruits



<https://stories.durham.ac.uk/durbbu/>

#durbbu

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WELCOME

I'd like to thank you for making the journey to Durham and joining us at this, the twenty-fourth #durbbu conference! The whole DCAD *Digital Education Team* are ready to make you feel at home.



This year at conference, we will be exploring **the little things that make a big difference**. The theme was chosen so that you can interpret this in multiple ways. You could think about the positive impact of small acts by staff or students, or a feature of a tool that really makes a difference to learning and teaching today. Or you could turn it on its head and identify small changes that would make a process simpler or more effective. This is a user-led event, so feel free to call for change if it is needed!

We know that again this year obtaining funding to get to events (and for fuel) has been harder than ever, so thank you very much for choosing to spend your time and budget with us. Thanks too to our sponsors who have helped keep the price as low as possible. As usual they will be mingling amongst the delegates, so do say hello. This year we have some spaces and activities upstairs on the top floor, where you can chat to them over coffee, tea or lunch.

I really hope that you enjoy your time at Durham University and #durbbu, whether this is your first visit, or you've been here many times before. We try hard to make this the friendliest conference you'll go to. Please say hello to me and my team - we look forward to the discussion, the community-building, and the cakes.



Dr Malcolm Murray
Head of Digital Education
(Pedagogy & Enhancement)



DCAD STAFF

We hope you have a great time at durbbu. The list below shows members of the conference team – who should be wearing conference T-shirts to help you identify us. Feel free to stop us if you have any questions.



Adel Gordon



Marella Darvill



Chris Armstrong



Nicola Rose



Dan Meer



Sam Ross-Starkie



James Youdale



Jen Gutridge



John Roberts



Julie Usher



Katy Sheader



Malcolm Murray



Paul Finley



Ross Parker



Sumetha Karthigeyen



CONFERENCE SPONSORS



Class transforms live virtual learning initiatives with a purpose-built platform that goes beyond traditional video conferencing. Built for Zoom and Microsoft Teams, Class adds structure, engagement, and accountability to live learning—before, during, and after each session. With LMS integration, reusable templates, breakout room presets, real-time engagement tracking, and interactive recordings, programs can deliver more impactful, data-driven learning at scale. Class supports over 10M users across 1,500+ institutions and is designed to help organizations increase participation, knowledge retention, and learning outcomes. Founded by edtech pioneer Michael Chasen, Class makes it easier to deliver consistent, measurable, and engaging virtual learning experiences that meet the needs of today.

www.class.com | Representative: Nikolaos Galindo



FeedbackFruits is a Learning Design System that brings pedagogy-led learning activities directly into Blackboard, removing the friction between tool and teaching. Its suite of activities spans feedback and assessment—including Peer Review and Group Member Evaluation—through to collaboration and engagement tools such as Interactive Study Materials. Already used by more than 200 Durham educators, FeedbackFruits helps academic staff design richer learning experiences, develop students' skills, and save time in their course design.

<https://feedbackfruits.com/system> | Representatives: Luke McClelland and Jack Bainbridge



Blackboard is a powerful tool for teachers to support their learners and for institutions to manage their learning environment. At PebblePad we believe it is important for learners to have their own space in addition to the institutionally controlled systems - a place that allows them to plan and record their learning independent of the course or unit of study they are enrolled in. PebblePad provides a personal environment that is not course specific and is available to users for free after they leave the institution. It is also important that it is as easy as possible for people to work with PebblePad, so we have developed a feature rich Blackboard Building Block™ to assist learners in their movement between the Blackboard Learn and PebblePad environments.

www.pebblepad.com | Representatives: Joanne Spencer and Sara Ghafouri



Portflow is the digital Learning Experience Portfolio, fully synergised with your Blackboard VLE, designed to help higher education institutions rethink traditional assessment practices in a world increasingly shaped by AI, and enhance student employability. Portflow enables educators to assess process over product - focusing on students' skills growth and development over time rather than single-moment testing. Supporting holistic assessment by helping learners evidence essential skills, competencies, and graduate attributes, while giving institutions powerful analytics and reporting tools for data-driven decision-making are some of Portflow's core strengths. By bridging the gap between education and employment, Portflow aligns academic outcomes with industry expectations, ultimately supporting improved curriculum design, assessment strategies, and student success.

<https://drieam.com/en/> | Representatives: Thomas Ohlenforst and Mijke van Dun



Turnitin is a global company dedicated to ensuring the integrity of education and meaningfully improving learning outcomes. For more than 25 years, Turnitin has partnered with educational institutions to promote honesty, consistency, and fairness across all subject areas and assessment types. Turnitin products are used by educational institutions and certification and licensing programs to uphold integrity and increase learning performance, and by students and professionals to do their best, original work

<https://www.turnitin.com/> | Representatives: Glenn Thomas and Margaret Heyward

BLACKBOARD

Blackboard delivers the digital environment for transformational teaching and learning. We serve thousands of institutions with the industry's most AI-advanced LMS, Ally for accessibility, and institutional effectiveness solutions that put educators and learners at the centre. We're an education company that builds technology.

www.blackboard.com

Staff attending

Anne-Sophie De Baets	Vice-President of Design
Ben Warwick	Account Executive
Claire Gardener	Customer Marketing Manager
Cole Galyon	Executive Vice President, Global Markets
Dom Gore	Executive Vice President of Product
Fredrik Klemming	Director of Product Management
Jo Packer	Vice President of Design
Josephine Kinsley	Senior Manager Solutions Engineers, EMEA
Lisa Clark	Associate Vice President, Academic Transformation
Martyn Rollason	Director of Customer Success
Nathan Cobb	Vice-President Product Management
Nerea Von Scheidt	Senior Product Designer
Pete Hotchkin-Jones	Design Lead
Sarah Hallam	Senior Education Consultant
Summer Jackson	Senior Product Manager
Tynan Rodger	Senior Manager, Customer Success Management

The Lab – 1st Floor Room TLC123

Join the Blackboard team at The Lab to discover, connect, and collaborate on existing and upcoming features! Drop by anytime – room TLC123 on level 1 – from Wednesday until Friday. Come and grab your (soon to be vintage) swag!

Feedback sessions

Curious to get a sneak peek at upcoming features and help shape the future of Blackboard? Meet Anne-Sophie, Pete, Nerea, and Jo from the Blackboard design team. Take part in co-design sessions, share your feedback, and directly influence the next generation of Blackboard features.

Product Demos

Connect with Blackboard's dedicated Solutions Engineer, Josephine, and Education Consultant, Sarah, your trusted partners in optimising the Blackboard experience. Learn how our team unlocks the full potential of Blackboard to deliver tailored solutions that boost efficiency, engagement, and student success.

LOCAL INFORMATION

Campus Map

Locations of key University venues can be found on this [interactive Google map](#).

We are using two venues:

1. The Teaching & Learning Centre (Conference sessions)
2. Hatfield College (Conference Dinner only)

The Teaching & Learning Centre

This year the conference is held in the Teaching & Learning Centre on St Mary's Field, South Road, Durham, DH1 3LS. You can refer any queries to the Reception Desk staff, Conference Assistants, or to a member of the DCAD Conference team, who will all be happy to help.

The main entrance to the building is on the ground floor. Sessions are held on the first floor, with registration, lunches and coffee breaks on the second floor. Rooms numbered TLC0xx (e.g. TLC033) are on the ground floor, rooms beginning TLC1xx are on the first floor and rooms beginning TLC2xx are on the top floor.

Room TLC033 is a large raked large lecture theatre used for keynotes. It can be accessed from the first floor or the ground floor. First floor access leads to seats at the back of the room, ground floor access leads to the stage, all seats and the level seating area.

- [Map showing the location of the Teaching & Learning Centre](#)
- [Accessibility information for the Teaching & Learning Centre](#)

Ground Floor

- TLC Reception Desk
- Conference Registration Desk
- Access to TLC033 – large (250 seat) lecture theatre – on the right
- Access to TLC039 – coat & bag store

To the rear of the Reception Desk:

- Zing Café (closed)
- Seating area - you can use the seats and hot/cold water facilities

The central staircase is located directly behind the Reception Desk. There are lifts and stairs to the left and right and left of the Reception Desk as you enter the building.

The best lift to use for the conference is the one on your right as you enter the building.

Ground Floor Room Usage – Thursday and Friday



The red arrow at the right marks the main entrance.

The registration desk is in the foyer on the left as you enter the building.

First Floor Room Usage – Thursday and Friday



First Floor

- TLC113 Parallel Sessions
- TLC116 Parallel Sessions
- TLC117 Parallel Sessions
- TLC033 Tiered Lecture Theatre (access to upper seats)
- TLC123 The Lab – Blackboard Solution Engineers and UX Designers
- TLC124 Blackboard Staff
- TLC126 Quiet Room

Second Floor

We are using the social space – a large open area to the right if you head up the central staircase, or else take the lift or staircase at the right-hand side – next to TLC039 or TLC123.

- Sponsors Area
- Food and Refreshments

Hatfield College

The conference dinner on Thursday night, will be held at Durham Castle, North Bailey, DH1 3RQ. Founded in 1846, Hatfield College is the second oldest College in the University. It is located between the World Heritage site of the Norman Cathedral and the banks of the River Wear, on one of the oldest streets in Durham. It was established by Oxford don David Melville as a reaction to the ‘rich living’ at the Castle. Named after one of the medieval Prince-Bishops, it was established to provide a more affordable collegiate experience, pioneering the concept of catered residences where meals were provided in the hall and (controversially) fees were set in advance. The college has a rich history, including its architectural significance and its role in the academic and social life of the university. A goldfish “C Scales” was elected a member of the Junior Common Room in 1982 and put forward as a potential student union president. Linking to the conference’s 80s vibe, the Junior Common Room was also sued by representatives of the band Mud after a student, unimpressed with Mud’s performance poured beer into the amplifier, destroying four speakers. We ask you to be slightly more sympathetic to the environment this year!

We will be using two areas:

1. **The Burt Room** in Hatfield Bar – in Dunham Court accessed through an underpass by the chapel (on the left as you enter Hatfield)
2. The **Main Dining Hall**, which is on the ground floor of the main college building.

- [Map showing the location of Hatfield College](#)
- [Accessibility information for the College \(including the Dining Hall\)](#)
- [Accessibility information for the Hatfield Bar](#)

Wi-Fi Access

Wi-Fi access is available throughout the Teaching & Learning Centre. Delegates from HE and FE should be able to connect via Eduroam. Others should connect using the Cloud@Durham network.

Mobile Phones

Please turn your mobile phones to silent during the presentations, but we encourage you to share on social media platforms at any time - our conference hash tag is **#durbbu**. We would love you to share photographs you have taken during the conference, but please respect any specific instructions from the presenters.

Toilets

These are located on each floor of the Teaching & Learning Centre and are clearly signposted. Accessible toilets are located near the lifts on each floor.

Transport

There is often a strong demand for taxis in Durham, so we suggest booking in advance. Uber has reached Durham, and there are also a range of local independent providers. We ask you

to arrange these for yourself, although the Reception Desk staff may help you with numbers if needed.

A coach to the railway station will be available from 3.45 pm on the Friday afternoon, parked opposite the Teaching & Learning Centre. This is free of charge, but you will need to reserve your seat with the Conference Assistant by lunchtime on the Thursday so that we can confirm numbers. It will depart once everyone signed up is on board – hopefully by 4.00 pm.

If you need to arrange transport to or from an airport, please arrange this yourself using a suitable company – well in advance. Note that both Newcastle and Teesside airports are some distance away.

Please remember to check that you have all your belongings with you - so that you don't have to come back for something you have left behind! In recent years we've had laptops, jumpers and numerous hats left as parting gifts!

Things to Do

If you arrive early, or are staying on after the conference there are a range of things to do. This includes the Castle, the Botanic Garden, the Oriental Museum, the Museum of Archaeology and historic libraries – there is a first edition Shakespeare folio in the Palace Green Library next to the Castle. More information is available on the [University guide for visitors website](#), the [This is Durham \(official tourism website\)](#) and also keep an eye out for the volunteer guides known as the [Durham Pointers](#)!

Smoking

Durham University has a No Smoking policy in force. Smoking or vaping (like smoking but with a sickly-sweet smell) is not permitted in any part of University premises or entrances at any time, by any person regardless of their status or business with the University.

Fire Procedures

Fire Notices are posted throughout the building and if an alarm sounds, please evacuate the building in an orderly fashion. Fire marshals will be on duty. The building has some fire-rated lifts and refuges if you need assistance going down the stairs. The assembly point is up the hill towards St Mary's College courtyard where a register will be taken.

First Aid

The University has trained first aiders in the building. If you need their assistance, please contact a member of the DCAD Digital Education Team or staff at the Reception Desk.

Car Parking

Sadly, there is no car park at the new Teaching & Learning Centre. If you are travelling by car, we recommend you park at the hotel you are staying in or the Prince Bishop's car park, or the car park at Walkergate. We do not recommend you park at the Howlands Park & Ride, as they require you to buy a ticket at a meter and then also validate it by travelling on the bus. In the past people who bought tickets but opted to walk have been fined!

Catering

All catering will be provided in the Social Space on the top floor (level two) of the Teaching & Learning Centre. A buffet lunch will be available on the first day and catering staff will be available to help you through the selection process.

You will need to wear your conference badge to indicate that you are a conference delegate and are thus entitled to a free meal. If you have any specific dietary requirements, please identify yourself to a member of the Catering staff.

We have built in plenty of time in the programme to provide an opportunity for you to sit down and mingle with other delegates and, of course, visit with our wonderful conference sponsors.

There are drinks and snacks machines around the building (payment by card only). There are also hot and cold-water taps located next to the sinks at the sides of the building which you are welcome to use top up your liquid intake. Remember to bring a drinks bottle or mug with you.

Quiet Room

If you have need of a Quiet Room, there is one located on the first floor of the Teaching & Learning Centre, in room TLC126. This can also be used for individual prayers. It is a shared space so you may also meet other members of staff. The TLC is a large building with lots of quiet corners and high-backed chairs, so if you need a bit of time-out of the conference chaos, there's plenty of spots to choose.

Islamic Prayer Room

There is a dedicated Islamic Prayer Room with Wudu (ablution) facilities across the road from the TLC. Delegates are welcome to join others at the Jummah (Friday Congregational) Prayer, at 2.00pm in the Islamic Prayer Room. To get there leave the TLC by the main entrance, use the pedestrian crossing to cross the road, then turn immediately right and walk up the pavement at the side of the road past Grey College tennis courts. The Prayer Room is the next wooden-clad building on your left.

Bags and Coats

Cases can be stored and coats hung up in Room TLC039 on the ground floor. If it is locked, ask staff at the Reception Desk for access.

PROGRAMME

Wednesday 22nd April – Pre-conference workshops

This is an optional afternoon open to delegates attending the main two-day event. You have a choice from three sessions on the Wednesday, running from 2 pm until 5 pm. There will be a refreshment break between 3.15 and 3:45 pm and the workshops end with a drinks reception from 5 to 6 pm. Both of these events are on the top floor. Registration will open on Thursday so just turn up and walk into your session!

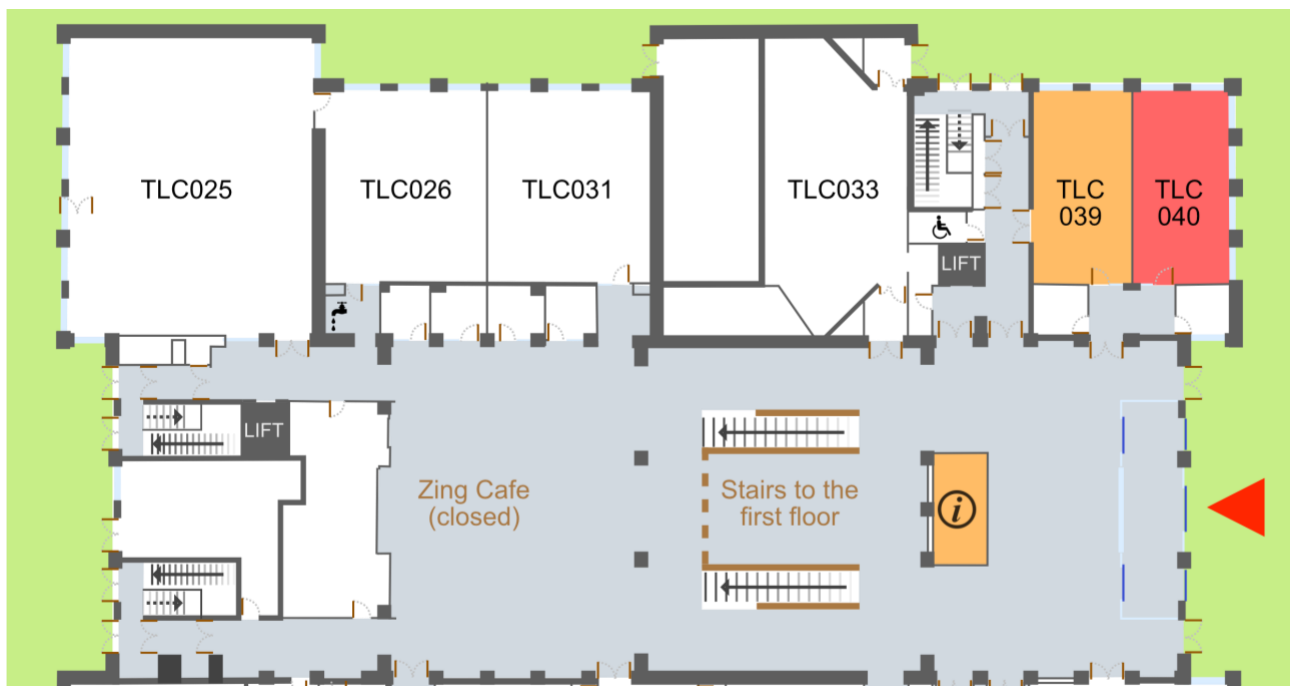
All workshops begin at 2 pm. If you don't want to attend one, you are also more than welcome to just come to the Teaching and Learning Centre to escape Durham's legendary sunshine or for the networking opportunities.

Sadly, the cafe on the ground floor of the Teaching & Learning Centre will be closed during the Easter vacation, however, there are drink and snack machines around the building (payment via card only). There are also hot and cold water taps at the sides of the building which can be used to top up your liquid intake.

Workshops will be in the following rooms on Wednesday:

- TLC040 Ground floor Course Catalog(ue)
- TLC116 First Floor From assessment to improvement (Blackboard)
- TLC117 First Floor Grader smarter (Blackboard)
- TLC124 First Floor Turnitin and Learning Integrity – the next chapter
- TLC129 First Floor Empowering Independent Student Thinking in the Age of AI (PebblePad)

Ground Floor Room Usage – Wednesday only



The red arrow at the right marks the main entrance.

First Floor Room Usage – Wednesday only



Use the central staircase or the lift/stairs next to room TLC123 to access level 2 for refreshments. Note that the lift next to room TLC101 will not let you access the social space on level 2.

Option 1: Grade Smarter

Led by staff from Blackboard

2 – 5 pm Room TLC117 (First Floor)

Explore the new gradebook experience and get a first look at upcoming enhancements shaping the future of assessment. This pre-conference session blends presentation with interactive elements, giving participants opportunities to discuss redesigned workflows, review planned improvements, and share perspectives on evolving assessment needs. We'll highlight changes that support more intuitive grading, greater transparency, and more flexible assessment practices. Join us to see what's coming next—and to help shape tools that better support teaching, learning, and meaningful evaluation.

Option 2: Course Catalog(ue)

Led by community members, with staff from Blackboard in attendance for support

2 – 5 pm Room TLC040 (Ground Floor)

Durham's own Julie Usher and Nathan Cobb from Blackboard will be leading a session for users of TDM/Course Catalogue (and those just wanting to know more). In the session, Julie will be inviting colleagues to share their experiences, as well as exploring some of the approaches that are in development at Durham. We'll be discussing practical workflows for administration of courses and users, reporting, payment options and more.

Option 3: Turnitin and Learning Integrity - The next chapter

Led by staff from Turnitin

2 – 5 pm Room TLC124 (First Floor)

A workshop for all Turnitin customers to interact and discuss what learning integrity means to us all. We'll discuss the current landscape regarding AI's impact on assessment and integrity and let you see and use some of what is here now and what is coming for Turnitin, including; Updated Grading and Feedback, Clarity and data insights. This session will be led by Glenn Thomas and Margaret Heyward from Turnitin.

Option 4: From Assessment to Improvement

Led by staff from Blackboard

2 – 5 pm Room TLC116 (First Floor)

Continuous improvement is not a reporting exercise, it is a connected institutional strategy. This interactive pre-conference workshop introduces Outcomes for Blackboard LMS, providing a practical framework for aligning course-level learning activities with program and institutional outcomes. Participants will explore how institutions can move from collecting assessment data in the Blackboard LMS to demonstrating evidence of student achievement, closing the loop, and strengthening accreditation narratives. Through guided demos, hands-on activities, and collaborative discussion, attendees will leave with a clearer understanding of governance considerations, data structures, and readiness steps needed to implement a connected outcomes ecosystem across the institution supporting institutional effectiveness and continuous improvement.

Option 5: Empowering Independent Student Thinking in the Age of AI

Led by staff from PebblePad

2 – 5 pm Room TLC129 (First Floor)

This interactive workshop, led by PebblePad's Customer Success Manager, Joanne Spencer, focuses on innovative approaches to encourage students to demonstrate their process of learning and think independently, amidst the growing influence of artificial intelligence. Participants will engage in practical activities and discussions designed to explore how digital tools like PebblePad, and small changes (those little things that make a big difference!) can support authentic evidencing of skills, understanding and the development of critical, autonomous thinking. The session shares practical ideas to help educators build student independence and maintain academic integrity in an AI driven learning environment.

Thursday 23rd April – Conference Day One

Upon arrival

9:30 am	Ground floor	Registration
	Second floor	Early morning tea & coffee

Conference Opening

55-minutes

10:30 am	TLC033	Welcome & Opening keynote Malcolm Murray – Durham University
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Parallel Sessions: Strand A

40-minutes

11:30 am	TLC113	Small* things that Blackboard can do to improve my life and yours (provided that you are a system administrator, that your closest colleague is one or that you are married to one) Bert Coenen – Associatie KU Leuven
11:30 am	TLC116	Designing connected learning workflows in Blackboard with FeedbackFruits Michael Barcomb- Durham University
11:30 am	TLC117	From Feature to Framework: Why an Upgrade Isn't a Strategy David Hopkins - Buckinghamshire New University

Lunch

80-minutes

12:10 pm	Level 2	Lunch is served in the Social Space on Level 2
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Parallel Sessions: Strand B

25-minutes

1:30 pm	TLC113	Beyond the Module: ECU's Blueprint for Programmatic Learning and Learner Agency - Fundamentally Transforming Assessment Pieter Smits – Portflow by Drieam (sponsor)
1:30 pm	TLC116	Don't you (forget about me) – using module templates to ensure consistency, structure learning and ease migration. Ian Glover – Keele University
1:30 pm	TLC117	Transforming learning through Blackboard: A digital escape room

Nicole George-St Louis & Susan Driver - Kent and Medway
Medical School

Parallel Sessions: Strand C

25-minutes

2:00 pm	TLC113	Practical Applications of Competency-Based Portfolio Assessment Chris Armstrong – Durham University
2:00 pm	TLC116	Process over Product: Designing AI-Resilient Assessment Luke McLelland & Jack Bainbridge – FeedbackFruits (sponsor)
2:00 pm	TLC117	Stand and Deliver (standardised submission areas) Melanie Barrand, Ellie Dunn & Emma Sykes - University of Leeds

Parallel Sessions: Strand D

25-minutes

2:30 pm	TLC113	If you have a problem, if no one else can help, and if you can prompt them correctly, maybe you can use...The A(I)-Team! How to prompt effectively to get AI to boost your work. Stephen Taylor - Galileo Global Education/Regent's University London
2:30 pm	TLC116	Don't Stop Believing - LOUISA improving the assessment Journey Alan Hamilton & Andrew Ishak - University of Edinburgh
2:30 pm	TLC117	Small Steps, Big Impact: Delivering a Better, More Equitable Student Experience with Class

Break

45-minutes

3:00 pm	Level 2	Drinks served in the Social Space on Level 2
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Combined Session

45-minutes

3:45 pm	TLC113	Dragon's Den – The Little Things Claire Gardener & colleagues - Blackboard
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Close

4:30 pm

Registration Desk closes.

An early finish to allow you to get checked into your hotel

Evening Hospitality

All activities are in Hatfield College, North Bailey.

6:30 pm	Hatfield Bar	Bar opens for pre-dinner drinks
7:15 pm	Hatfield Bar	Pre-conference canapes
8:00pm	Dining Hall	Conference Dinner
10:00pm	Hatfield Bar	Bar closes at midnight

Friday 24th April – Conference Day Two

Upon arrival

9:30 am Level 2 Early morning tea & coffee

Conference Restarts

65-minutes

9:55 am TLC033 **Welcome back**
Malcolm Murray – Durham University

10:00 am TLC033 **Keynote - Inside the Blackboard Brain: How your students and faculty shape the Blackboard roadmap while you sleep**
Dom Gore – Executive Vice President of Product, Blackboard
Jo Packer – Vice President, Product Design, Blackboard

Break

30-minutes

11:00 am Level 2 **Drinks served in the Social Space on Level 2**

Parallel Sessions: Strand E

65-minutes

11:30 am TLC113 **Back to the Future (of Assessment!): Reframing Bloom's Taxonomy for AI-Enabled Learning** (workshop)
Lisa Clark & Sarah Hallam - Blackboard

11:30 am TLC116 **Project to practice: Students as co-creators in the future of Blackboard** (workshop)
Helga Gunnarsdottir & Marieke Guy - University of the West of England

11:30 am TLC123 **Don't Stop Believin' in Accessible Maths: Our Journey towards Inclusive Content**
Maija Koukkari & Maria Nikolettatou- Aberdeen University
Small changes that support clarity, consistency and inclusion
Shirin Franklyn, Tara Lehane & Muhammad Asif - Reading University

Lunch

75-minutes

12:45 pm Level 2 **Lunch is served in the Social Space on Level 2**

Parallel Sessions: Strand F

40-minutes

2:00 pm	TLC113	Honey, I shrunk the anxiety! Jennifer Gutridge - Durham University
2:00 pm	TLC116	How Blackboard Learn Ultra and MS Teams Classroom Power MiXed Learning Kristiaan Mesens - PXL University of Applied Sciences & Arts, Belgium
2:00 pm	TLC123	Always gonna give you up(dates) Melanie Barrand, Ellie Dunn & Emma Sykes - University of Leeds

Parallel Sessions: Strand G

25-minutes

2:45 pm	TLC113	A custom-built report to improve template adherence Lou Stringer - University of York
2:45 pm	TLC116	Back to the Feature: Navigating the Monthly Update Labyrinth at the University of Edinburgh Joe Currie - University of Edinburgh
2:45 pm	TLC123	Steven and Kristen's Excellent Adventure: Desperately Seeking Data Kristen McCartney-Bulmer & Steven Chippendale - Northumbria University

Close

10-minutes

3:15 pm	TLC033	Conference roundup and farewells Malcolm Murray – Durham University
3:30	Outside	If you have booked it, catch the free bus to the railway station.

SESSION ABSTRACTS

Thursday

***Small things that Blackboard can do to improve my life and yours (provided that you are a system administrator, that your closest colleague is one, or that you are married to one)**

Bert Coenen - Associatie KU Leuven, Belgium
Thursday 23rd April, 11.30-12.10 pm
Strand A, Room TLC113 (Level 1)
35+5-minute session

Blackboard is undoubtedly making efforts to be accessible and responsive to end users and administrators; the community site is very active, the idea exchange appears to be quite effective, the various webinars are valuable and popular.

They have come quite a long way, but there is always room for improvement.

I will bring some recent examples from real life of interactions that went wrong -most through no fault of mine.

With any luck, these examples will resonate with audience members; ideally a lively discussion ensues and we leave with strategies to change things for the better.

* On a cosmic scale, all things brought up during this session will turn out to be very small,

Designing connected learning workflows in Blackboard with FeedbackFruits

Michael Barcomb - Durham University
Thursday 23rd April, 11.30-12.10 pm
Strand A, Room TLC116 (Level 1)
35+5-minute session

This session presents how FeedbackFruits interactive reading and peer feedback were integrated within Blackboard in a postgraduate teacher education module. Within this structure, peer annotation in FeedbackFruits supported collaborative engagement with weekly core readings, making students' developing theoretical interpretations visible and open to refinement. Through dialogue around peers' questions and interpretations, students identified key principles and theories related to second language learning processes. These same theories then guided task design and structured peer feedback, aligning class readings with evaluation and iterative refinement of instructional materials that were submitted as part of a final portfolio. Across activities, students drew on consistent conceptual frameworks to evaluate peers' work and refine their own designs, supporting the co-construction of knowledge in a teacher education module. The aim of this session is to demonstrate how Blackboard and FeedbackFruits were used to structure reading, feedback, and design activities, supporting a coherent flow of work for both the instructor and students.

From Feature to Framework: Why an Upgrade Isn't a Strategy

David Hopkins - Buckinghamshire New University

Thursday 23rd April, 11.30-12.10 pm

Strand A, Room TLC117 (Level 1)

35+5-minute session

When we upgraded to Blackboard Ultra, the technical work was visible. The strategic work, however, wasn't.

The visible work is easy to explain: course copies, data migration, project updates, go-live dates, training schedules, staff briefings, module template, etc. But the real challenge would come after this ... embedding the VLE as a core, student facing system integral to the operation of the institution. Once the excitement of new features fades, what remains?

Was this an interface, or an institutional, change?

At Buckinghamshire New University, our upgrade happened under time pressure, regulatory scrutiny, and growing expectations around digital consistency. It became clear that the platform itself would not solve anything unless we addressed the smaller, structural decisions sitting underneath it.

- Who owns digital learning beyond the project team?
- What does "good" look like at BNU?
- Where does captured content sit in academic expectation?
- How do we close legacy spaces responsibly?
- How do we ensure accessibility and OfS defensibility are embedded, not retrofitted?

These are not headline features. They do not appear in release notes. But they determine whether an upgrade becomes transformation or simply change.

This session reflects on the governance layer of a VLE transition: the frameworks, oversight structures, and design principles that turned a technical migration into a sustainable institutional shift.

Drawing on our experience leading an Ultra implementation within a compressed timeline, this presentation will share the practical structures that supported long-term clarity:

- Clear institutional ownership of digital learning.
- Defined expectations aligned to pedagogy.
- Structured decision-making beyond IT.
- A phased approach to closing legacy environments.
- Ultra is the tool. Strategy is the difference.

Because sometimes the "little things" that make the biggest impact aren't features at all; they're the decisions no one sees.

Beyond the Module: ECU's Blueprint for Programmatic Learning and Learner Agency - Fundamentally Transforming Assessment

Pieter Smits - Portflow by Drieam y

Thursday 23rd April, 1.30-2.00 pm

Strand B, Room TLC113 (Level 1)

20+5-minute session

How Edith Cowan University (Australia) is fundamentally transforming their university programme's curricula with a more holistic approach to learning and assessment. Acknowledging both previously existing and more recent emergent challenges (GenAI) to the assurance of learning and traditional assessment, ECU is a frontrunner in transforming their education for a more robust, authentic, holistic, and responsible future of learning and assessment. Learn what their take is on 'programmatically learning' and all about their 'curriculum transformation project'. We'll cover the design of the new curricula and how they are building the future of assessment with a more holistic approach, as well as by stimulating the agency of their learners. Moreover, we'll explore the crucial role of Portflow as the catalyst of this educational transformation, enabling ECU to realise their ambitions and modern vision on education.

Don't You (Forget About Me) - Using Module Templates to Ensure Consistency, Structure Learning, and Ease Migration

Ian Glover - Keele University

Thursday 23rd April, 1.30-2.00 pm
Strand B, Room TLC116 (Level 1)
20+5-minute session

In late spring 2025, Keele University planned to perform a staged transition from Blackboard Classic to Ultra over the 2025/26 academic year and intended to pilot Ultra with one school per faculty from September 2025. However, 70% of schools opted into the pilot, so the plan was changed in to move all modules across to Ultra for September 2025 as this would simplify support and administrative processes. As a result, three learning technologists had three months over the summer to train all academic staff and many administrative staff in how to use the new system, develop training and guidance materials, and migrate materials from the old platform to the new one (as well as their usual workload).

The learning technologists saw the migration as an opportunity for a 'reset' to turn best practices into standard practices, and the combination of standard module templates along with the improved, selective module-to-module copying features in Ultra were key. These templates allowed the consistent placement of general support information, learning material structure, assessment structure and guidance materials, assessment rubrics, and more.

In this session, attendees will learn more about the migration process at Keele, the learning technologists' approach to the workload and timescales, and how a range of small improvements in Ultra were critical in both securing staff goodwill as well as making the migration possible, especially those related to the improved ability to provide well-structured module templates and more selective copying. We will also share 'lessons learned' that will be useful for attendees who may be conducting similar migrations.

Transforming Learning through Blackboard: A Digital Escape Room

Nicole George-St Louis & Susan Driver - Kent and Medway Medical School

Thursday 23rd April, 2.00-2.30 pm
Strand C, Room TLC117 (Level 1)
20+5-minute session

I will share my experience of a digital escape room created using Blackboard: Context for its use; Setting and Purpose, Set up, Learner Feedback, Lessons learnt.

The aim of this session is to show how digital escape rooms can be developed using tools educators already have access to, and to demonstrate how small digital enhancements within Blackboard can promote engagement and offer varied ways for students to learn.

Practical Applications of Competency-Based Portfolio Assessment

Chris Armstrong – Durham University

Thursday 23rd April, 2.00-2.30 pm

Strand C, Room TLC113 (Level 1)

20+5-minute session

This talk covers the challenges and payoffs of implementing a portfolio-type assessment for a final year project, to accompany a traditional long-form dissertation. How do we develop broad but rigorous marking criteria for these novel assessment types? How can we improve feedback and assessment literacy amongst students? How can we build on previous uses of portfolios in a degree programme to come together in a capstone project?.

Process over Product: Designing AI-Resilient Assessment

Luke McLelland & Jack Bainbridge - FeedbackFruits

Thursday 32nd April, 2.00-2.30 pm

Strand C, Room TLC116(Level 1)

20+5-minute session

When AI can generate essays, solve problem sets, and even create code, traditional assessment is under pressure. If output can be automated, what measures learning? This session explores how to empower authentic, collaborative, and AI-resilient learning with a suite of tools integrated within Blackboard. By focusing on process over product, students engage deeply, reflect thoughtfully, and collaborate effectively - skills that AI cannot replace.

Through practical examples, the session will illustrate examples where FeedbackFruits enables educators to move from policing AI to promoting learning integrity with scalable, measurable learning activities.

Stand and Deliver (standardised submission areas)

Melanie Barrand, Ellie Dunn & Emma Sykes - University of Leeds

Thursday 23rd April, 2.00-2.30 pm

Strand C, Room TLC117(Level 1)

20+5-minute session

At the University of Leeds we have seven faculties (soon to become five) and over 40 schools. Assessments are typically set up by support staff and usually at the school level. While faculty or school-level guidance may exist, there is no central steer; we do not centrally provide mandatory guidance on how to set up submission areas although we provide advice.

This presents many challenges, but what has come to recent attention is the impact this can have on the student experience, particularly for our joint honours students who must navigate different assessment processes for the different modules they study.

In Autumn 2025, one faculty decided to standardise their practices in response to feedback from their students. We are mid-way through this project. In this session, we will reflect on the complexities of reviewing the processes of the 11 Schools as we unpick the decisions they have individually made to find a unified way forward. This project has also broadened scope as the faculty currently make heavy use of Turnitin and now see a potential to use Blackboard Assignment (with the Turnitin integration where needed). We will discuss why some schools are considering switching and what benefits they see.

As we progress this work, we gain clearer insight into how this work links to other Institutional objectives. These include reliable reporting to understand if we meet our marking timescales, a long-held desire to automate the creation of submission areas, and even our approach to external examiner workflows. In keeping with the conference theme, if we could unify our University's approach to submission areas, it could make a big difference.

If you have a problem, if no one else can help, and if you can prompt them correctly, maybe you can use...The AI-Team!: How to prompt effectively to get AI to boost your work.

Stephen Taylor - Galileo Global Education/Regent's University London

Thursday 23rd April, 2.30-3.00 pm
Strand D, Room TLC113 (Level 1)
20+5-minute session

The session will cover methods to work with AI to improve your own outputs, rather than relying on it doing the job for you. AI is a tool that should be augmenting our intelligence, not replacing it. This session will introduce a clear method for writing prompts that will allow you to use AI to bolster your own knowledge and outputs, not replace them. Attendees will be shown how to work with AI as a co-creator, having back and forth conversations to ensure any outputs provide exactly what is required, rather than the AI's 'best guess'.

At the end of this session attendees will: Know how to write an effective AI prompt, Understand the limitations of AI responses and Be able to use questioning to improve AI generated outcomes.

Don't Stop Believing - LOUISA improving the assessment Journey

Alan Hamilton & Andrew Ishak - University of Edinburgh

Thursday 23rd April, 2.30-3.00 pm
Strand D, Room TLC116 (Level 1)
20+5-minute session

As part of our ongoing commitment to continuously enhance the digital learning and teaching experience, the Learn Optimised for In-course Submission and Assessment project (LOUISA) aims to streamline common assessment types used across the University within Learn, to create a more consistent, accessible, and user-friendly experience for both staff and students.

To support this new approach, the LOUISA project identified common assessment types, undertaking a programme of user experience to understand student and staff requirements in preparation for:

1. Create a set of defined workflows that support consistent experience, across the three common assessment and feedback submission types (Text based, Media, and Group);
2. Create a program of training and supporting guidance;
3. Make better use of integrated core assessment tools in Learn, to help enhance the staff and student experience.

Over the 25/26 academic year we have been testing new, standardised workflows through the LOUISA Early Adopter Program. This has involved 33 courses from nine schools and focuses on consistent processes for documents (text based, media (audio/video), and group submissions. Staff training and support has been key including contextualised good practice that has been embedded into the end-to-end assessment workflow process, better informing staff beyond the how-to approach to learning tools. With over 100 colleagues attending training sessions and providing constructive feedback which has shaped and improved guidance and resources. Insights gathered are informing ongoing development to enhance efficiency, clarity, and user experience for both staff and students.

We found that it is the addition of our good practice in our training and guidance as well as ongoing support within the project that has been the little thing that makes a big difference in our consistency for staff and students in the assessment workflows. We would like to share our experience and our progress so far with our early adopters as we prepare for a full University rollout.

Small Steps, Big Impact: Delivering a Better, More Equitable Student Experience with Class

Nikolaos Galindo - Class

Thursday 23rd April, 2.30-3.00 pm
Strand D, Room TLC117 (Level 1)
20+5-minute session

Teaching is about people, and even small improvements can significantly change the student experience. By sharing real-world examples, we'll explore how institutions use Class to create intuitive, reliable virtual learning environments where everyone—whether on-site or remote—can truly participate. These stories highlight how focusing on easy-to-use, equitable tools allows staff and students to move past digital barriers and focus on meaningful classroom engagement.

Blackboard Dragons' Den – The Little Things

Anne-Sophie De Baets, Claire Gardener & Summer Jackson – Blackboard

Thursday 23rd April, 3.45-4.30 pm
Room TLC113 (Level 1)
40-minutes

Join us at the end of day one for a fun, fast-paced, community-led session based loosely on the Dragon's Den TV Series. This is your chance to pitch small ideas that could make a big difference across Blackboard, Ally, or Illuminate. The "Dragons" will be a mix of Blackboard and Community representatives.

Please feel free to [submit your ideas in advance!](#)

Friday

Inside the Blackboard Brain: How your students and faculty shape the Blackboard roadmap while you sleep

Dom Gore - Executive Vice President of Product
Jo Packer – Vice President, Product Design

Friday 24th April, 10.00-10.55 am
TLC033 (Level 0)
55-minute session

This session offers a behind-the-scenes look at how real-world usage data, research, and direct community feedback shape the evolution of Blackboard. Attendees will learn how millions of learners and instructors worldwide influence product decisions—from early discovery through delivery and ongoing optimization—and how Blackboard balances functionality, flexibility, and usability at scale.

Back to the Future (of Assessment!): Reframing Bloom’s Taxonomy for AI-Enabled Learning

Lisa Clark & Sarah Hallam, Blackboard
Friday 24th April, 11.30-12.40 pm
Strand E, Room TLC113 (Level 1)
55-minute workshop

The 1980's marked a significant period of educational reform in the United Kingdom and beyond. Constructivist perspectives gained prominence, outcomes-based education became increasingly operationalised, and early digital technologies began to shape classroom practice. During the 80's, Bloom’s Taxonomy was widely adopted as a framework for articulating standards, defining cognitive demand, and aligning assessment with measurable attainment.

Fast forward to the present, and generative artificial intelligence (AI) represents a comparable technological inflection point. Tools capable of producing text, analysis, and creative outputs challenge long-standing assumptions about what constitutes higher-order thinking and how learning should be evidenced. In particular, the apex of the revised Bloom’s hierarchy, Creation, no longer reliably signals independent intellectual effort when generative AI tools are readily available.

This session revisits Bloom’s Taxonomy through both historical and contemporary lenses. It argues that the framework itself remains intellectually robust, but its prevailing interpretation requires reconsideration. Rather than treating creation as a terminal endpoint, the session proposes a reframed model in which transformation, evaluative judgement, and metacognitive awareness serve as central indicators of learning within AI-enabled environments. In doing so, it situates current debates about AI within longer-standing discussions of standards, attainment, and the measurement of learning in technologically mediated contexts.

By the end of this session, participants will:

- Understand how Bloom's Taxonomy became operationalised in late twentieth-century educational contexts and why this history is relevant to contemporary AI debates.
- Critically assess the limitations of artifact-focused and product-oriented assessment in AI-enabled learning environments.
- Articulate a reframed interpretation of Bloom's that emphasises transformation, judgement, and evidence of cognitive development across time.
- Identify design principles for authentic, AI-aware assessment that foreground learner reasoning and disciplinary application.
- Reflect on how assessment practices might evolve from measuring completion to evidencing growth, transfer, and intellectual development.

Project to practice: Students as co-creators in the future of Blackboard

Helga Gunnarsdottir & Marieke Guy - University of the West of England

Friday 24th April, 11.30-12.40 pm
Strand E, Room TLC116 (Level 1)
55+10-minute workshop

This interactive workshop explores how students can move from being consulted during change to becoming essential co-creators in the ongoing strategy, governance and enhancement of Blackboard. It draws on UWE Bristol's Blackboard Ultra experience and focuses on practical, sustainable approaches to embedding student partnership as standard practice.

Activity: In small groups participants share how they currently involve students in Blackboard (what works, what doesn't, what's missing). Identify common themes, gaps, and levels of student involvement across institutions.

Presentation: How UWE Bristol worked with students during and beyond Blackboard Ultra implementation (accessibility, templates, testing, communications, data, VLE working group, 6 digital leaders)

Activity: If students set the rules activity. In small groups participants think about what students would change, remove, or protect? What they would prioritise if they controlled Blackboard decisions? Consider a set of rules.

All feedback - do we know what students want? how can students be better integrated? Are there principles in the way we should work with students?

To summarise: Students shape the future of Blackboard whether we plan for it or not, better to co-create.

Don't Stop Believin' in Accessible Maths: Our Journey towards Inclusive Content

Maija Koukkari & Maria Nikolettatou - Aberdeen University

Friday 24th April, 11.30-12.40 pm
Strand E, Room TLC117 (Level 1)
1 of 2 30+5-minute sessions

This presentation will share how work carried out at the University of Aberdeen to improve the accessibility of the Online Access Maths (SCQF 6) course led to the development of institutional guidance on creating digitally accessible mathematical content.

We will outline the steps we took to review and test different authoring tools used to present maths in the Online Access Maths course, and how this process highlighted the need for consistent, university-wide guidance. The work was expanded to include a range of institutional tools available at the university for authoring mathematical content, such as the equation editor in Microsoft Word and the maths editor in Blackboard Ultra Documents. We examined how well these tools work with screen readers and Ally alternative format options.

By the end of the session, attendees will have a good understanding of the advantages and disadvantages of different tools for authoring digitally accessible mathematical content, how effectively Ally supports each format and tips on screen reader settings.

Small changes that support clarity, consistency and inclusion

Shirin Franklyn, Tara Lehane & Muhammad Asif - Reading University

Friday 24th April, 11.30-12.40 pm

Strand E, Room TLC117 (Level 1)

2 of 2 30+5-minute sessions

Institutional transitions to Blackboard Ultra often focus on large-scale technical and pedagogical change. However, our recent institutional review at the University of Reading revealed that it was the small, everyday elements of VLE design and practice that had the greatest impact on students and staff.

In this session, we will share the “little things” that emerged as being especially significant in shaping how users navigate, understand and engage with the VLE. These findings, drawn from student feedback, staff consultations and insights from our team working, highlight the often-overlooked elements that contribute to clarity, user confidence, and a sense of consistency. We bring three members of the TEL Team at the University of Reading, focusing on three distinct areas of Blackboard, to share their experiences supporting development of VLE design within courses and behind the scenes.

The session will highlight practical examples from three perspectives:

1. Accessibility beyond Alt Text – small design and communication choices that improve navigation and set clear expectations for students.
2. Behind the scenes – invisible workflows that support staff and students, such as online submission processes, file naming conventions, and guidance materials.
3. Inside Blackboard courses – using a course template and consistent structures (including Ultra Documents) to create a familiar and accessible course experience. Introducing folder structures and reducing upload file size limits for to improve navigation and accessibility.

Now that we are halfway through our second year with Blackboard Ultra, we will reflect on lessons from the rollout, highlighting improvements suggested by student feedback. Using insights from evaluation work, inclusion consultants, and widening participation groups, we will show how small changes can reduce confusion, save time, and make the digital learning environment more inclusive.

Participants will leave practical ideas they can implement within their own Blackboard environments.

Honey, I shrunk the anxiety!

Jennifer Gutridge - Durham University

Friday 24th April, 2.00-2.40 pm
Strand F, Room TLC113 (Level 1)
35+5-minute session

When the Szalinski family's children find themselves accidentally miniaturised and lost in their own back garden, the world they thought they knew becomes vast, bewildering, and full of unseen hazards. The journey back to safety requires orientation, teamwork, the right tools — and the knowledge that someone is looking for them.

New students arriving at university often feel exactly the same way.

This presentation explores how a thoughtfully designed pre-arrival digital induction programme can shrink the overwhelming scale of university life down to something navigable, human, and even exciting. Just as the Szalinski kids learned to use their environment creatively — riding bees, sheltering in LEGO bricks, relying on one another — this session demonstrates how small, well-placed interventions can have an outsized impact on student confidence and belonging.

From an interactive 360-degree virtual campus tour that lets students explore the terrain before arrival, to peer-to-peer content developed with student representatives, live pre-term welcome sessions, and low-stakes quizzes that reinforce key knowledge without the fear of getting it wrong — each element was designed to make the unfamiliar familiar.

The results speak for themselves: a 30% rise in engagement with staff profiles, and student-reported gains of 20 to 40 percent in feelings of preparedness and confidence. When students are equipped with the right tools and shown they are not navigating alone, they stop feeling lost in the undergrowth — and start feeling at home.

Because unlike Professor Szalinski, we don't want our students to shrink into the background. We want them to arrive already standing tall.

How Blackboard Learn Ultra and MS Teams Classroom Power MiXed Learning

Kristiaan Mesens - PXL University of Applied Sciences & Arts, Belgium

Friday 24th April, 2.00-2.45 pm
Strand F, Room TLC116 (Level 1)
35+5-minute session

PXL University of Applied Sciences and Arts builds its entire educational model around the X-factor, a framework designed to develop excellent professionals through passion, innovation, multidisciplinary, and international collaboration. This vision translates into a MiXed Learning model that blends three essential learning dimensions: on campus learning, online learning, and learning in the work place . Technology is not the goal in itself, but rather the engine that enables rich, authentic, and flexible learning experiences across these dimensions.

The MiXed Learning model requires that courses in Blackboard Learn Ultra are designed on a strong instructional design foundation, in which standardized templates, clear learning modules, and data driven release conditions create a coherent and student centered learning path. This allows both educators and learners to focus on meaningful interaction rather than navigating complex structures. Because Blackboard and Microsoft apps are accessible on any device, anytime and anywhere, students can engage with their learning environment seamlessly in every context.

This structured approach is further amplified by the powerful integration with MS Teams Classroom, where communication, teamwork, coaching, and file sharing flow naturally within a collaborative hub that remains continuously synchronized with the associated Blackboard course. Through this tight, always up to date connection, every announcement, resource, activity, and discussion stays perfectly aligned across platforms, allowing students and lecturers to move effortlessly between their LMS and their collaborative workspace, while maintaining consistency, transparency, and instructional quality throughout the entire Mixed Learning ecosystem.

Always gonna give you up(dates)

Melanie Barrand, Ellie Dunn & Emma Sykes - University of Leeds

Friday 24th April, 2.00-2.45 pm
Strand F, Room TLC117(Level 1)
35+5-minute session

Moving to SaaS nearly 5 years ago, and then Ultra in 2022, means (after the initial shock!) we have become well-used to the regular monthly release of updates.

Once we moved to SaaS, we quickly formed a process and have largely stuck with it. During this session we'll outline the key things we do as system administrators – what we check and test each month.

We are a large institution with over 39,000 students and 9,000 staff. One of the key challenges we have is making sure people know what they need to know after each update. We'll describe what we do to try and get the message out there (from news posts to online demonstrations). However, we are sure we can do this better (and perhaps more efficiently).

We hope to hear in this session what others do and reflect on our practices.

A custom-built report to improve template adherence

Lou Stringer - University of York

Friday 24th April, 2.45-3.15 pm
Strand G, Room TLC113 (Level 1)
25+5-minute session

For our move to Ultra in 2023, we introduced institutional Site Design Principles and departmental site templates for the first time. The aim was to rein in some chaos and provide broad consistency in experiences across sites. However, entropy will prevail, and we were back with messy sites again within just a couple of years. We tried encouragement and offered QA suggestions to improve template usage within departments, but this was like shouting into the void.

So we turned to a new method: public shaming. We built a custom template adherence report using the Illuminate database in Snowflake, which calculates a letter grade and a percentage score for each site. Results were pulled into a simple Google Looker dashboard* and shared with faculty teaching committees. Ding ding!! The highly visible comparison of scores across departments was the motivation needed for them to engage with templating QA - no one wants to be at the bottom of the chart. We've since worked with departments to address issues and have had some good improvements in template usage.

In this session, I'll give an overview of building the templating report and dashboard and how it's been implemented as a tool to support departmental QA processes. I'll also discuss some obstacles that we had in obtaining departmental buy-in to the report data, and how we've improved the reporting for this year to overcome this. Finally, I'll show how we're incorporating data from the new Ally database to provide further encouragement/shame for making site improvements.

*Better dashboarding tools are available, this is just the freebie one I'm stuck with.

Back to the Feature: Navigating the Monthly Update Labyrinth at the University of Edinburgh

Joe Currie - University of Edinburgh

Friday 24th April, 2.45-3.15 pm
Strand G, Room TLC116 (Level 1)
25+5-minute session

Monthly SaaS updates mean a never ending story of new & tweaked features as well as a labyrinth of resolved issues for support staff to navigate. Often these are little things, but they have a big impact on what needs to be done every month.

This session will explore the challenges that are being faced by the University of Edinburgh Learn service team to keep on top of the monthly updates coming from Blackboard. In particular, we will focus on the process we use to work through Blackboard's resolved issues and how those compare to our own internal known issues lists.

It is a process we're still developing as we roll it out, but hopefully we will provide an interesting glimpse into how we are trying to improve our users' experience.

Steven and Kristen's Excellent Adventure: Desperately Seeking Data

Kristen McCartney-Bulmer & Steven Chippendale - Northumbria University

Friday 24th April, 2.45-3.15 pm
Strand G, Room TLC117 (Level 1)
25+5-minute session

Small decisions can make a big difference, especially when they're guided by meaningful data not just vibes. We'll share how we use Blackboard Illuminate to turn insight into improvements, supporting everyday design choices, evidence for assurances needs, and strategic decision-making.

We'll share how we use Blackboard Illuminate as a practical decision tool (not just reporting) across three "small things, big difference" use cases:

1. **Local Hero:** Improving everyday design choices
How we use engagement and usage patterns to refine small design decisions.

2. **“I’ll be back”:** Providing evidence for operational and assurance needs
How we use Illuminate to respond to requests for evidence, including operational queries and assurance needs such as audits, compliance checks, and information requests.

3. **Rubrik’s Cube:** Supporting strategic priorities using key data points
How we select and interpret a small number of key data points to support wider priorities and share the findings in a usable way so colleagues can set direction, agree standards, and track progress over time.

We’ll use a small number of illustrative examples. The main takeaway is to share an approach that can be used in your own context.