




Feb 6th, 1:30 PM - 2:45 PM

A Case Study: Using Blackboard Tools to Measure Correlations Between Student Engagement and Student Achievement

Andrew Vorder Bruegge
Winthrop University, vorderbruegg@winthrop.edu

Follow this and additional works at: <https://digitalcommons.winthrop.edu/tlcconference>

 Part of the [Dramatic Literature, Criticism and Theory Commons](#), [Higher Education and Teaching Commons](#), [Scholarship of Teaching and Learning Commons](#), and the [Theatre History Commons](#)

Vorder Bruegge, Andrew, "A Case Study: Using Blackboard Tools to Measure Correlations Between Student Engagement and Student Achievement" (2016). *Winthrop Conference on Teaching and Learning*. 38.
<https://digitalcommons.winthrop.edu/tlcconference/2016/schedule/38>

This Event is brought to you for free and open access by the Conferences and Events at Digital Commons @ Winthrop University. It has been accepted for inclusion in Winthrop Conference on Teaching and Learning by an authorized administrator of Digital Commons @ Winthrop University. For more information, please contact bramed@winthrop.edu.

Using Blackboard Tools to Measure Correlations Between Student Engagement and Student Achievement

- THRT 385: Theatre History and Literature I
- Three tools at play here
 - Student perceptions gathered from course evaluations
 - Student perceptions gathered on a study log
 - Student traffic recorded on Blackboard
- CAVEAT
 - small data pool
 - Will aggregate data over time

Using Blackboard Tools to Measure Correlations Between Student Engagement and Student Achievement

- Final Achievement in the Course:
 - 62% earned grade of A/A-
 - 10% earned grade of B/B+
 - 28% earned grade of C/C+
- GPA for the entire class of students was 3.39
- Abnormally high achievement for this course historically

Using Blackboard Tools to Measure Correlations Between Student Engagement and Student Achievement

- Student perceptions on the course evaluation
 - 77% of students completed the online survey
 - 42% said they never missed a class (instructor records show 35%)
 - 58% said they were absent within parameters allowed in the attendance policy (instructor records show 52%)

Using Blackboard Tools to Measure Correlations Between Student Engagement and Student Achievement

- Student perceptions on the course evaluation
 - 70% said they gave their best effort
 - 30% said they gave a moderate effort
 - 0% said they gave minimal effort

 - 43% said they studied 2-4 hours/week
 - 43% said they studied 5-6 hours/week
 - 14% said they studied 9+ hours/week

 - It would be interesting to know a student's definition of "best effort" . . .

Using Blackboard Tools to Measure Correlations Between Student Engagement and Student Achievement

- Study Log
 - Extra credit activity
 - Instructor set it up as a tool in Blackboard
 - Students entered study hours every week
 - 61% of students chose to complete the study log
 - This study will analyze the results of
 - 8 students who earned A/A-
 - 3 students who earned C/C+

Using Blackboard Tools to Measure Correlations Between Student Engagement and Student Achievement

- Study Log

- Students recorded the hours they studied every week on:
 - Reading textbooks,
 - reading dramas,
 - completing examinations,
 - completing quizzes,
 - researching and writing two essays,
 - preparing the final oral presentation
 - Total hours of study (mathematically counted)

Using Blackboard Tools to Measure Correlations Between Student Engagement and Student Achievement

• Study Log

- Hours of study were all over the map, regardless of final grade in the course
 - Highest number for a C/C+ student=231
 - Lowest number for a C/C+ student=59.8

 - Highest number for an A/A- student=224
 - Lowest number for an A/A- student=61
- The AVERAGE number of hours studied on each kind of task did not differ much between C/C+ (117.9) and A/A- (119.6) students because of the wild variations among individual students, regardless of final grade.

Using Blackboard Tools to Measure Correlations Between Student Engagement and Student Achievement

- Study Log

- Some statistical massaging can work wonders.....
 - Drop the students whose total study hours were the highest and lowest in each group and you get.....
 - C/C+ students=63
 - A/A- students=119.6
 - A/A- students reported that they studied almost TWICE AS MUCH as C/C+ students.

Using Blackboard Tools to Measure Correlations Between Student Engagement and Student Achievement

• User Activity in Blackboard

- Instructor enabled statistics tracking feature to gather data on:
 - Number of hours students spent on Blackboard
 - Number of times each student visited each content area (hits)
- Content Areas Tracked were:
- Computer settings, calendar, discussion questions, drama texts, essay assignment instructions, final oral presentation instructions, instructor information, instructor's in-class presentations, key terms, quizzes/exams/surveys, syllabus, useful resources

Using Blackboard Tools to Measure Correlations Between Student Engagement and Student Achievement

- User Activity in Blackboard
 - A/A- students averaged 37.8 hours on Blackboard
 - C/C+ students averaged 23.8 hours on Blackboard

 - A/A- students averaged 335.8 hits on Blackboard
 - C/C+ students averaged 197 hits on Blackboard

Using Blackboard Tools to Measure Correlations Between Student Engagement and Student Achievement

- Tentative Conclusions:
 - Higher achieving students study more
 - Higher achieving students use Blackboard tools more

Using Blackboard Tools to Measure Correlations Between Student Engagement and Student Achievement

Using Blackboard Tools to Measure Correlations Between Student Engagement and Student Achievement