



Blackboard®

Student Success in the age of “The New Learner”

Cole Galyon, Blackboard
Chris Burton, Blackboard

Blackboard®



What makes
a student *successful?*

The background of the entire slide is a photograph of three students sitting on a grassy lawn. A young woman with long dark hair is on the left, looking down at a book. In the center, a young man is looking at a laptop. On the right, another young man is looking at a smartphone. They are all dressed in casual clothing like sweaters and jeans. The image is slightly blurred and has a warm, golden-hour light. Overlaid on this image are several semi-transparent rectangular boxes in shades of blue and grey, each containing white text. A central orange box contains the main title.

**Increasing
competition**

**Administrative
capability &
compliance**

**Revenue Goal &
Decreasing
funding**

Access

Affordability

**Education facing
many challenges**

**College
preparedness/
readiness**

**Accountability
for performance/
completion**

**Skills
mismatch**

Retention

**Required
transparency**



With each *new generation*
student expectations are *changing*

MORE STUDENTS
ARE PURSUING
EDUCATION *at*
Varying
Life Stages

Post child-rearing
Mid-career
Post military

Gone are the
days of the
‘TRADITIONAL’
student

MORE STUDENTS,
AT ALL AGES, *are*
Balancing
Work *with*
EDUCATIONAL
COURSEWORK

Supporting self
Supporting family,
including children
and aging parents

STUDENT
DEMOGRAPHICS
HAVE
CHANGED

MORE STUDENTS
with
Diverse
Ethnic *and*
EDUCATIONAL
BACKGROUNDS

ESL and international
High school graduate
Some previous college
Post graduate

Workforce Needs



By 2020, nearly **2 out of every 3 jobs** will require some form of post-secondary education.

“Our relentless engine of technological development has required an **ever-growing pool of workers** savvy enough to integrate these sophisticated new tools into their work routines.”

Anthony Carnavale
The Undereducated American

GenZ Communication Preferences



70% would be **more** comfortable solving their problem without talking to someone



50% say that their **smartphone is more important** than their computer



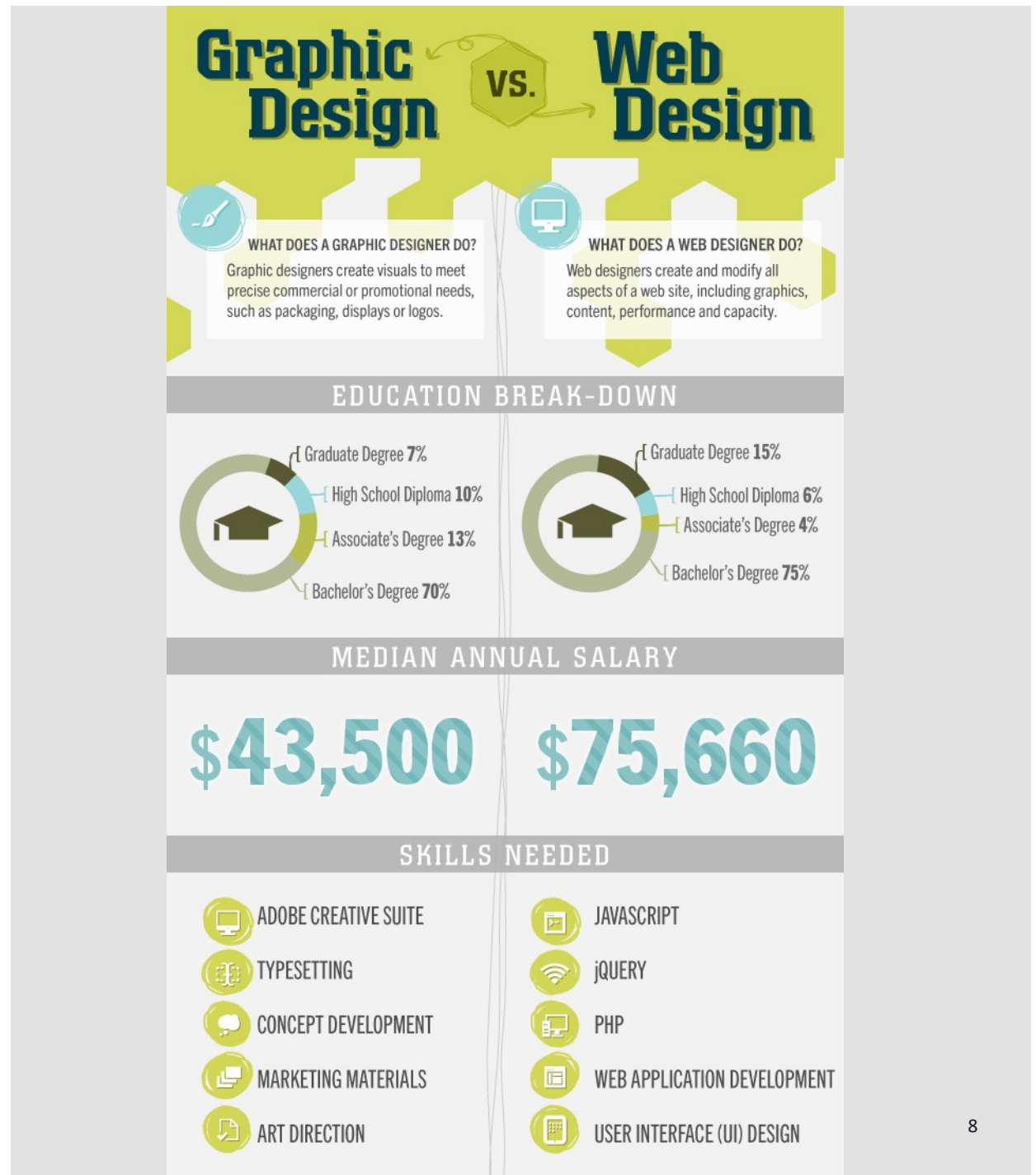
40% would prefer **purely online** customer service



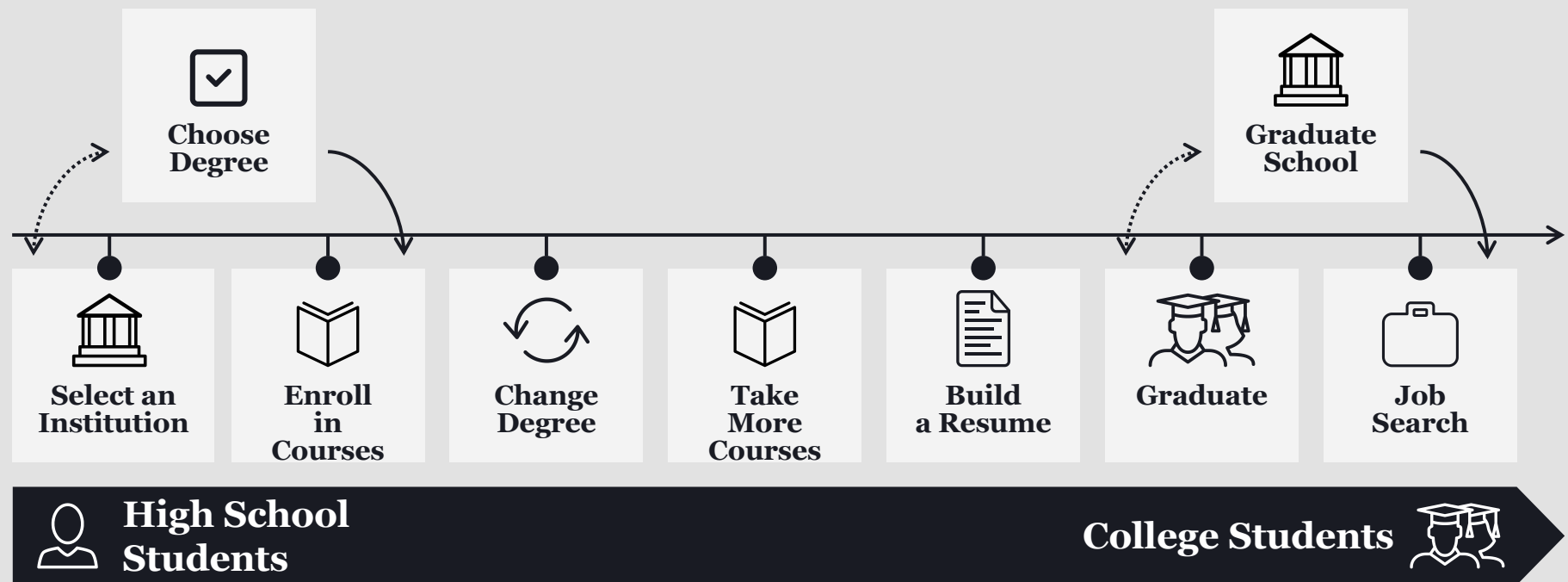
41% say that they would be “truly satisfied” if they could use **text messaging** to connect



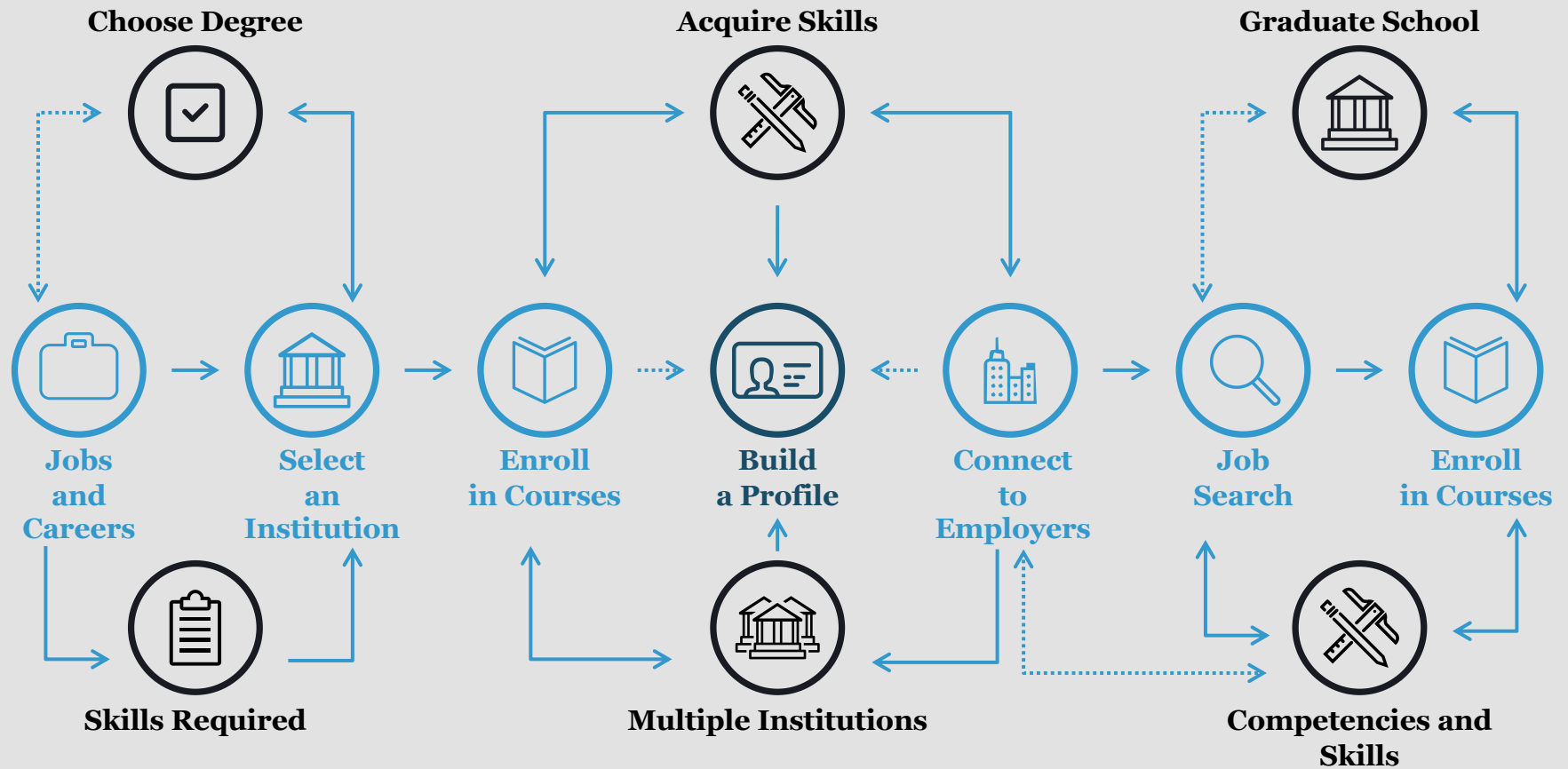
Customize Your Major



The Old Student Journey



Today's Student Journey



High
School
Students



College
Students



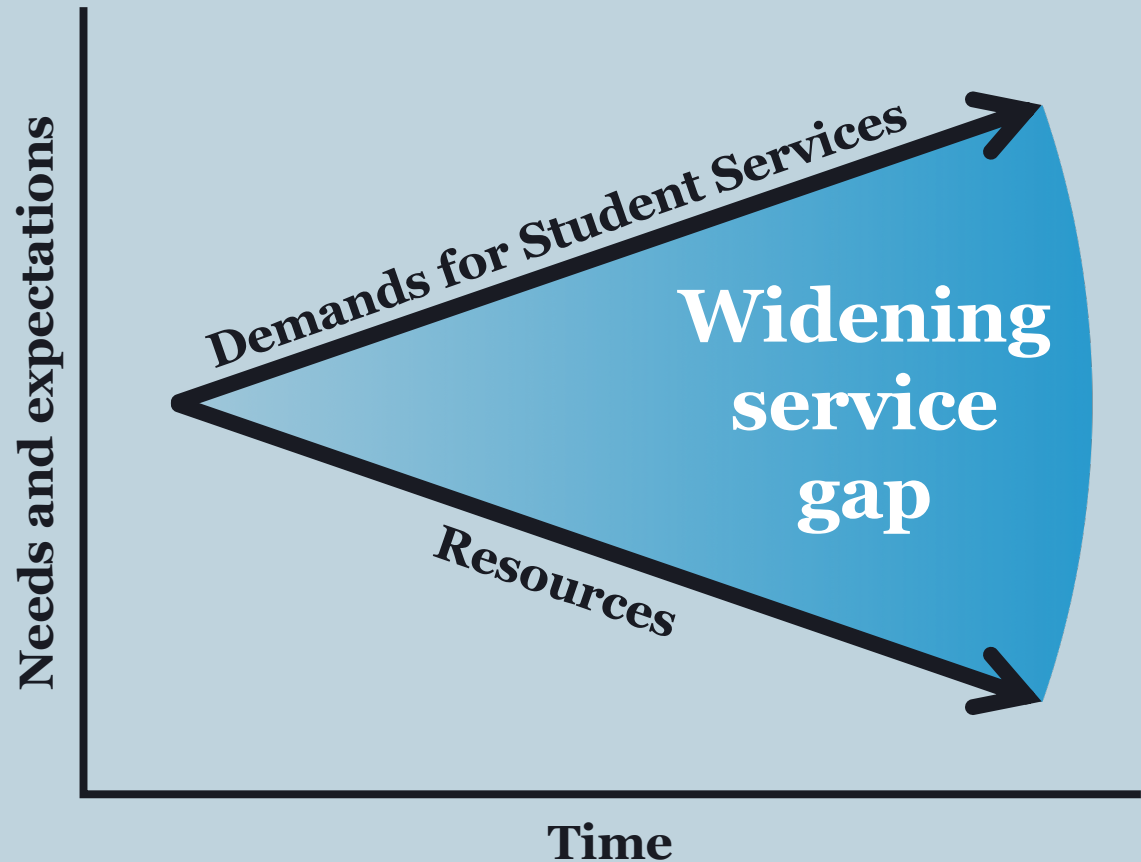
Adult
Learners

The New Learner



A Widening Service Gap

Increased expectations and demand doesn't always mean increased resources, so the institutional workload pays the price



Widening Expectations Gap



Blackboard® | A Legacy of Learning



3,000

HE Institutions
in North America



1,900

International
Institutions



12,300

K-12 Schools
and Districts



1,800

Corporate and
Government Orgs

Serving 19,000+ CLIENTS in 100+ COUNTRIES

K-12

Blackboard is the K-12 community's partner in change, helping foster engaged communities and personalized learning paths as the K-12 landscape rapidly changes.

HIGHER EDUCATION

Blackboard is higher education's partner in change, helping institutions drive student success and thrive in the face of change with innovative and flexible technologies and services.

BUSINESS & GOVERNMENT

Blackboard is a partner in change for corporate training, federal government, and municipal governments. We help organizations provide today's diverse employees with the flexible professional development, training, and online learning that they need to be successful.

Blackboard



Content and Curricula for Diverse Learners

Agenda

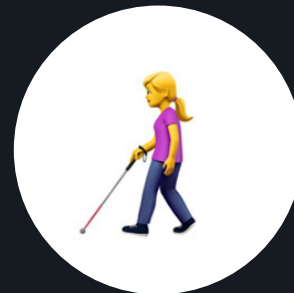
- Key terms
- Research
- Ally Stats

Defining of **Key Terms**



Accessibility according to Wikipedia

Accessibility refers to the design of products, devices, services, or environments for people who experience disabilities. The concept of accessible design and practice of accessible development ensures both "direct access" (i.e. unassisted) and "indirect access" meaning compatibility with a person's assistive technology.



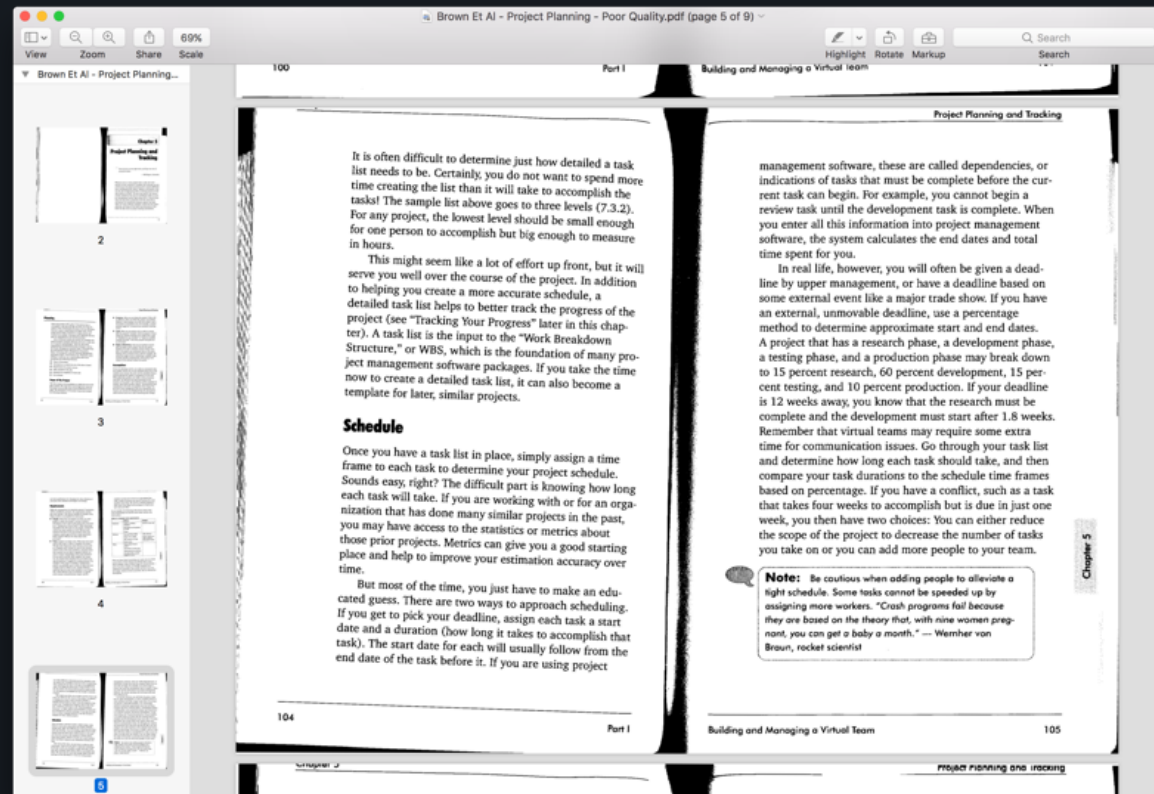
Inclusive Design according to Wikipedia

Inclusive Design refers to a design process (not restricted to interfaces or technologies) in which a product, service or environment is optimized for a specific user with specific needs.

Universal Design according to Wikipedia

Universal Design refers to broad-spectrum ideas meant to produce buildings, products and environments that are usable to the greatest extent possible by everyone, regardless of their age, ability, or status in life.

Barriers to accessing content



Accessibility Barriers: Data Study

700K courses, 21M files

12.8%

Scanned PDFS

44.6%

Untagged PDFS

35%

Documents with
contrast issues

77.9%

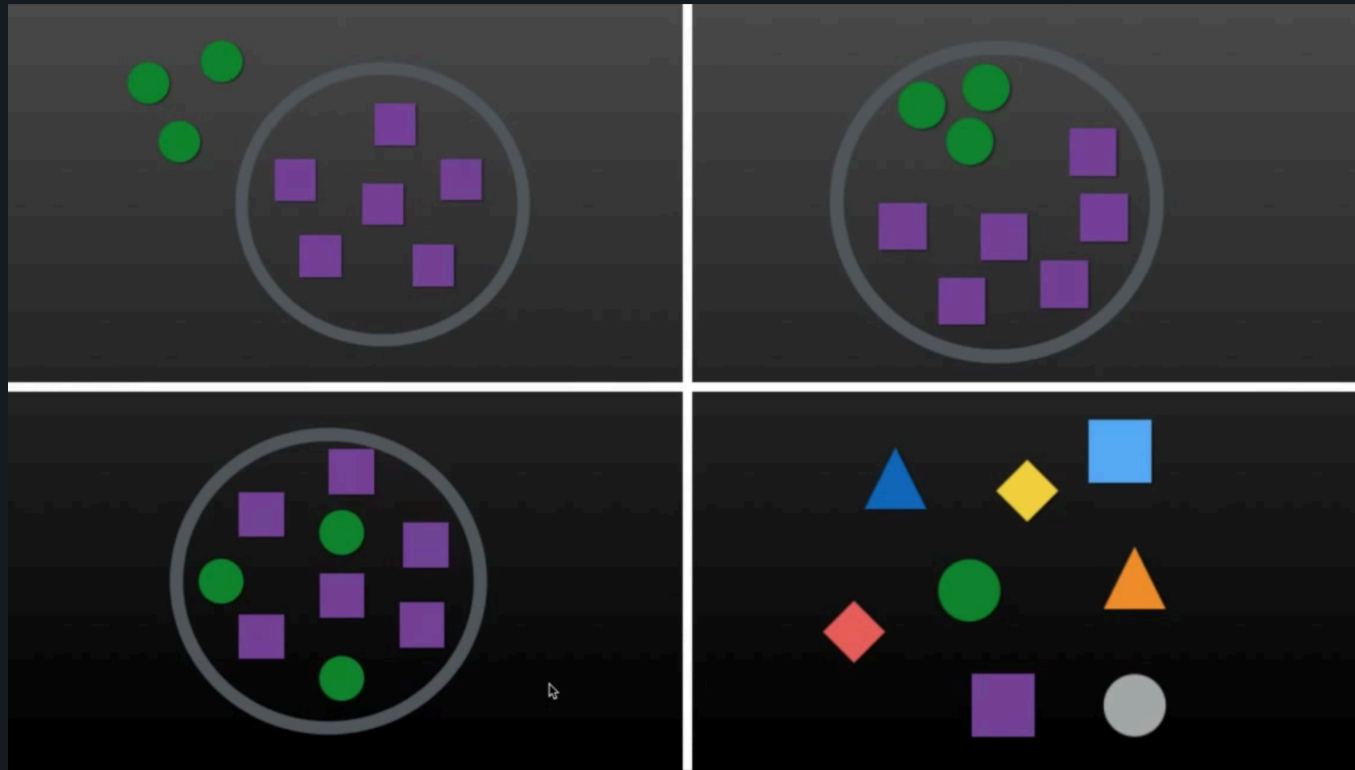
Images without
Alt Text

47.1%

Documents without
headings

<https://tinyurl.com/AllyContentStudy>

Reactive Accessibility vs Proactive Inclusion



Christopher Phillips, Utah State University https://youtu.be/dc_BwD_rDsM

Diverse abilities, needs, and devices



Alternative Formats

Format Advantages



Improved structure for navigation

Essential for screen readers



Customize your text

Adapts to mobile screens



ebooks on tablets

Annotating and notetaking



Read more quickly

Essential for visual impairments



Learn on the go

Rest eyes from screens

- Tagged PDF
- OCRred PDF
- Mobile-friendly HTML
- ePub
- Electronic Braille
- Audio MP3
- Machine Translations

Optical Character Recognition (OCR) improves text



18

BOSTON UNIVERSITY

WHAT IS LITERACY?

It is a piece of folk wisdom that part of what linguists do is define words. In over a decade as a linguist, however, no one, until now, has asked me to define a word. So my first try: what does "literacy" mean? It won't surprise you that we have to define some other words first. So let me begin by giving a technical meaning to an old term which, unfortunately, already has a variety of other meanings. The term is "discourse." I will use the word as a count term ("a discourse," "discourses," "many discourses"), not as a mass term ("discourse," "much discourse"). By "a discourse" I will mean:

a socially accepted association among ways of using language, of thinking, and of acting that can be used to identify oneself as a member of a socially meaningful group or "social network."

Think of a discourse as an "identity kit" which comes complete with the appropriate costume and instructions on how to act and talk so as to take on a particular role that others will recognize. Let me give an example: Being "trained" as a linguist meant that I learned to speak, think, and act like a linguist, and to recognize others when they do so. Now actually matters are not that simple: the larger discourse of linguistics contains many sub-discourses, different socially accepted ways of being a linguist. But the master discourse is not just the sum of its parts, it is something also over and above them. Every act of speaking, writing, and behaving a linguist does as a linguist is meaningful only against the background of the whole social institution of linguistics. And that institution is made up of concrete things like people, books, and buildings; abstract things like bodies of knowledge, values, norms, and beliefs; mixtures of concrete and abstract things like universities, journals, and publishers; as well as a shared history and shared stories. Some other examples of discourses: being an American or a Russian, being a man or a woman, being a member of a certain socio-economic class, being a factory worker or a boardroom executive, being a doctor or a hospital patient, being a teacher, an administrator, or a student, being a member of a sewing circle, a club, a street gang, a lunchtime social gathering, or a regular at a local watering hole.

There are a number of important points that one can make about discourses. None of them, for some reason, are very popular with Americans,

18

BOSTON UNIVERSITY

WHAT IS LITERACY?

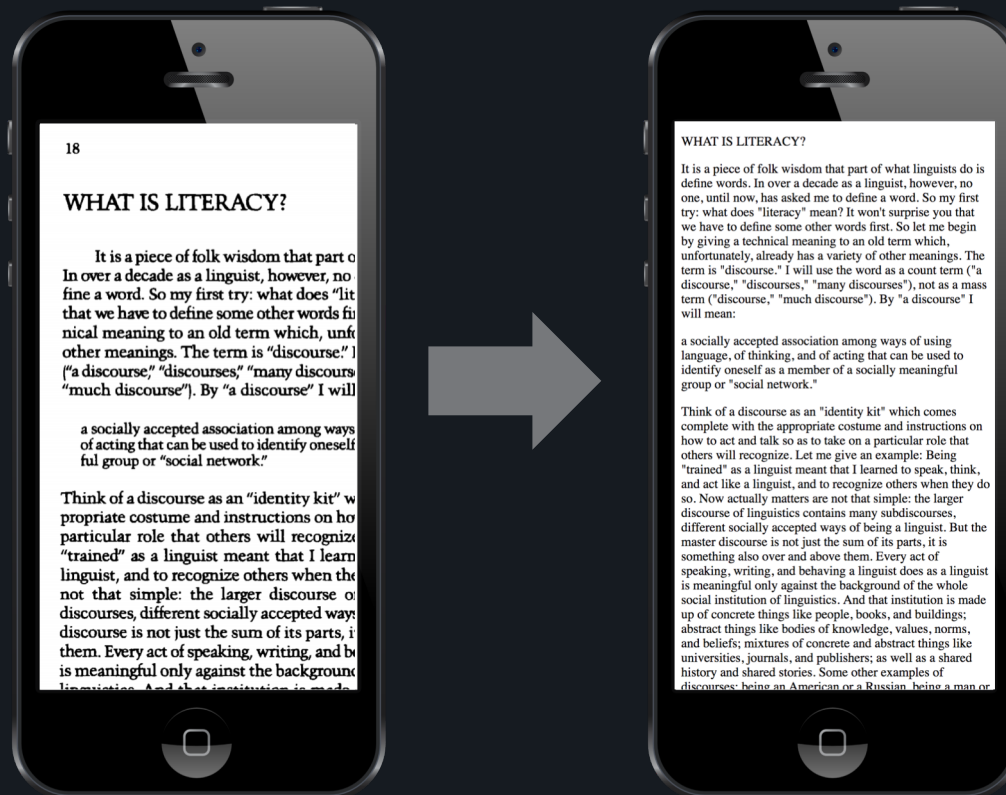
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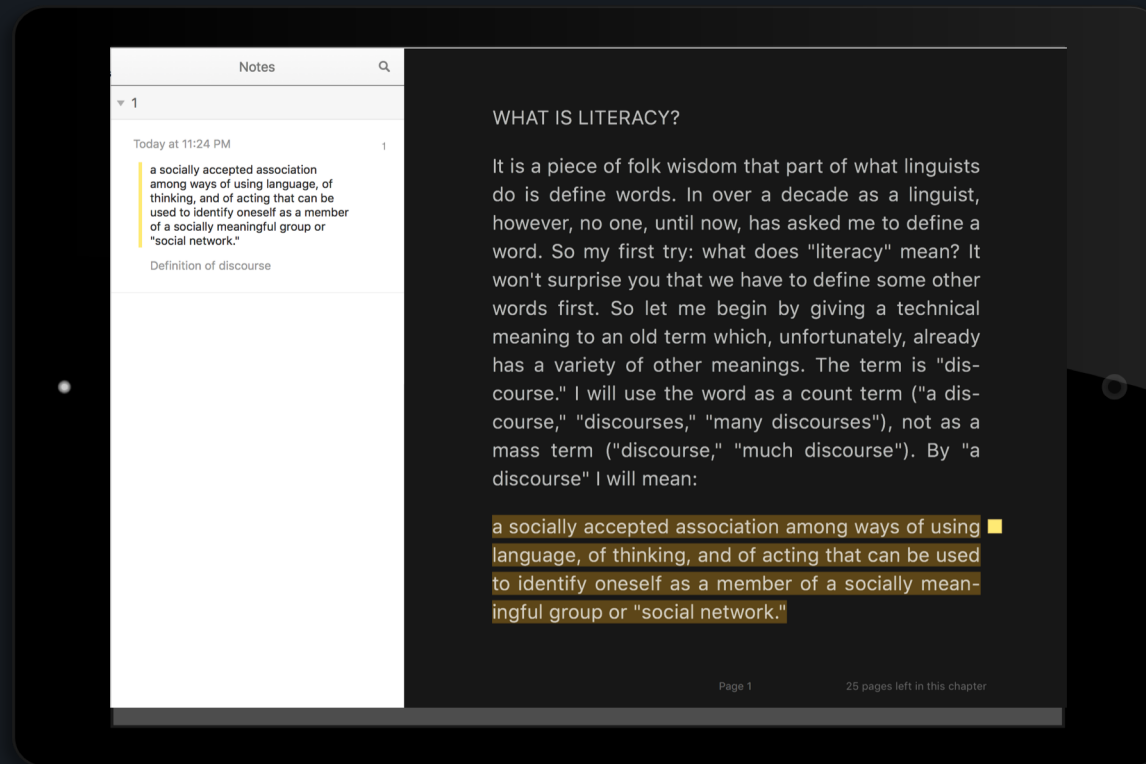
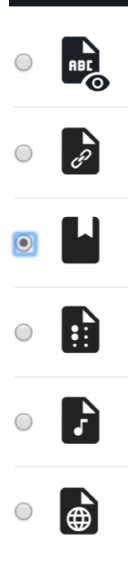
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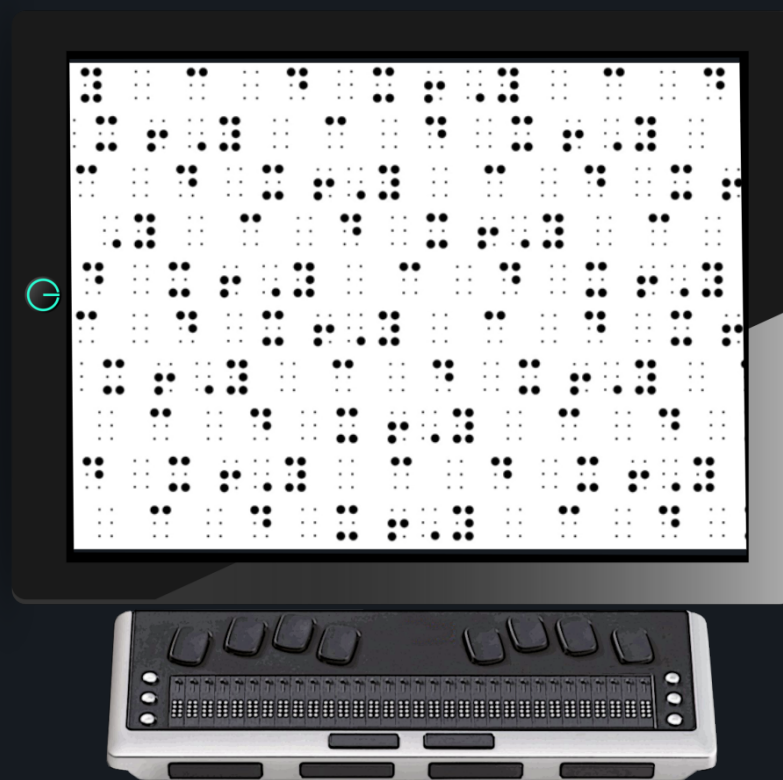
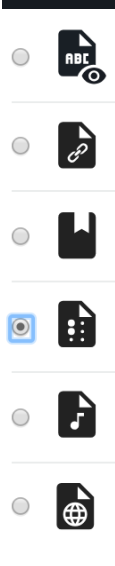
HTML Formats that are responsive to screen size



Customize and annotate an ePub



Electronic Braille format for **faster**, tactile reading



MP3 audio version to **listen** to the text



English audio



Spanish audio

Machine translations in 50 languages

Cantonese

乜嘢係識字？

係一個民間智慧分子，語言學家所做嘅就係定義單詞。然而，在過去的十年裡，作為語言學家，直到成家，都未有人要求我定義一個詞。所以我第一次嘗試“識字”係什么意思？我們必須定義一些其他單詞先，唔會令你感到驚訝。因此，令我首先給出一個古老術語嘅技術意義，不幸嘅係，已經有唔好幾種其他的含義。有語係“話語”，我會用兩個詞作為一個計數詞（“一個話語”，“話語”，“好多話語”），而唔係作為一個大眾術語（“話語”，“多話語”）。“話語”我既意思係：

在使用語言、思維和行為的方式上被社會接受的協會，可以用哪識別自己作為一個社會有意義群體或“社會網絡”嘅成員。

把一個話語看作是一個“身份工具箱”，它帶有適當嘅衫同關於如何行動和交談嘅指示，以便承擔人會承認的特定角色。讓我舉個例子：作為語言學家嘅“訓練”意味著我學會了說話、思考、表現得像個語言學家。並且唔但咁做既時候識到人。而家嘅問題其實並不那麼簡單：仲大嘅語言學話語包含咗好多子話語，不同的社會接受方式成為語言學家。但主話語不僅是其部分的總和，也是超越佢嘅嘅。在語言學的整個社會機構的背景上，語言學家的每一次講說話、寫作同行為都系語言學家的意義所在。該機構係由諸如人、書同建築抽象嘅嘅，如知識、價值觀、規範和信仰等具體事物組成嘅；諸如大學、期刊和出版商等具體和抽象嘅嘅混合物；以及共享的歷史和共享的故事。一些其他的例子：作為一個美國人或俄羅斯人，作為一個男人或者女人，作為一個社會經濟階層成員，作為一個工廠工人或董事會嘅行政人員，作為醫生或醫院的病人，作為教師、管理員、或學生，係一個單衫團嘅成員、俱樂部、街頭幫派，午餐時間嘅社交聚會，或在當地的一個飲水孔嘅常客。

對於話語，有好多重要的觀點可以做。因為某些原因，但咁中沒有一個人很受美國人歡迎。

這篇文係為慈善基金會關於家庭回歸嘅會編寫的，哈佛研究生說，比6-7, 1987。

教育學報，容量171，數字1, 1989。 ©波士頓大學的受託人雖然但咁嘅歐洲社會理論中似乎司空見慣 (belsey, 1980; 伊格爾頓, 1983; 詹姆森, 1981; Macdonell, 1986; 湯普森, 1984);

1. 話語本質上係“意識形態”。她們關鍵涉及一套價值觀同觀點。在這方面，你必須說話和行動，至少在討論中；否則，你唔算在裏面。

2. 話語對內部批評和自我審查係有抵抗力的，因為說出那些嚴重破壞但咁嘅觀點就會將一個定義為外在的。話語本身定義也係可接受嘅批評。當然，人們可以從另一個角度奪取某特定的話語（例如心理學批評語言學）。不過，我哋唔可以嘅嘅係企圖所有嘅話語之外，彈任何一個或所有的人一就好似試圖通過踏上飛機在飛行中修理架噴氣式飛機。

3. 然而，話語定義的立場，從但說話行為不是，只是界定內部的話語，但也作為立場所採取的話語在其與其他，最終對立，話語。在一個行業中，管理者的話語部分被定義為但咁反對嘅工人話語中類似嘅 (macdonell, 1986, pp 1-7) 所定義的一套觀點、規範和觀點。如果所有男性話語都消失了，我們所認同嘅女權主義的話語就會徹底改變。

4. 任何話語都與某些客體有關，並以犧牲他人為代價提出某些概念、觀點和價值觀。在這樣做的時候，它會將觀點和價值觀排斥嘅其他話語的中心 (macdonell, 1986, pp 1-7)。事實上，話語可以要求一個人接受與其他話語相衝突的價值觀。例如，文學系中嘅話語用嘅排非通俗文學同女性著作。此外，海明威的女性讀者，例如，當作為“可接受嘅讀者”的文學批評話語的標準，可能會發現自己嘅價值同其他唔同嘅話語，但咁屬於衝突婦女 (culter, 1982, pp 43-64)。

5. 最後，話語與社會權力的分配和社會的層級結構密切相關。對某些話語的控制可以導致社會物品（金錢、權力、地位）的獲得。這些話語賦予那些在使用時與其他話語衝突最少嘅群體。例如，在我們的社會中，好多學術、法律和官場的語都包含一種道德的子話語，它把“權利”看成是由一般抽象原則衍生嘅嘅，在一定程度上與關於道德的論述有衝突——一個好似比男人更經常與女性有關問題——在這種情況下，“錯誤”被看作是社會網絡的破壞，而“權利”係修復這些網絡 (吉利根, 1982)。

或者，再舉一個例子，文學批評的話語是文學教授授課的標準途徑。因為佢同白人、中產階級男人嘅其他話語相抵觸，而唔系與女性相比，男人被賦予了權力。婦女不是，因為他們往往在交叉的目的時，從事它。等我哋導致社會商品的話語只在社會中稱為“主導話語”，等我哋提到那些在使用它們作為“主導群體”時衝突最少嘅群體。顯然，在

Spanish

¿QUÉ ES LA ALFABETIZACIÓN?

Es una pieza de sabiduría popular que parte de lo que hacen los lingüistas se definen palabras. En más de una década como un lingüista, sin embargo, nadie, hasta ahora, me ha pedido que definir una palabra. Así que mi primera prueba: ¿Qué significa hace "Alfabetización"? Lo que tenemos que definir algunas otras palabras primero no sorprende. Permítame comenzar dándole un significado técnico a un viejo término que, desgraciadamente, ya tiene una variedad de otros significados. El término es "discurso." Se uso la palabra como una cuenta a plazo ("un discurso," "discursos", "muchos discursos"), no como un término de masa ("discurso," "mucho discurso"). Por "discurso" se entenderá:

una asociación socialmente aceptada entre formas de lenguaje, de pensamiento y de acción que puede utilizarse para identificar uno mismo como miembro de un grupo socialmente significativo o "red social".

Pensar en un discurso como un "kit de identidad" que viene con el traje apropiado y las instrucciones sobre cómo actuar y hablar con el fin de asumir un papel particular que otros se reconocen. Les daré un ejemplo: "Formación" como un lingüista que aprendí a hablar, pensar y actuar como un lingüista y reconocer a otros cuando lo hacen. Ahora realmente no es así de simple: el discurso más grande de la lingüística contiene muchos sub-discursos, diferentes formas de ser un lingüista socialmente aceptaron. Pero el discurso del maestro no es sólo la suma de sus partes, es algo también por encima de ellos. Cada acto de habla, escritura y comportarse a un lingüista hace como un lingüista es significativo sólo en el contexto de la institución social de la lingüística. Y esa institución se compone de cosas concretas como personas, libros y cosas abstractas de edificio como cuerpos de conocimiento, valores, normas y creencias; mezclas de cosas concretas y abstractas como las universidades, revistas y editoriales; así como historias compartidas y una historia compartida. Otros ejemplos de discursos: ser un norteamericano o un ruso, ser un hombre o una mujer, ser miembro de una determinada clase socio-económica, siendo un obrero o un ejecutivo de la sala de juntas, ser un médico o un paciente del hospital, siendo un profesor, un administrador, o un estudiante, ser un miembro de un círculo de costura, un club, una pandilla callejera, una reunión social de la hora del almuerzo o regular en un agujero de riego local.

Hay una serie de puntos importantes que uno puede hacer sobre los discursos. Ninguno de ellos, por alguna razón, son muy popular entre los estadounidenses,

Este documento fue preparado para la Conferencia de Fundación de Mailman en familias y alfabetización, Harvard Graduate School of Education, partido 6-7, 1987.

Revista de educación, volumen 171, número 1, 1989. © Pronato de la Universidad de Boston aunque parecen comunes en la teoría social europea (Belsey, 1980; Eagleton, 1983; Jameson, 1981; Macdonell, 1986; Thompson, 1984):

1. Discursos son inherentemente "ideológicos". Crucial que involucran un conjunto de valores y puntos de vista en cuanto a que uno debe hablar y actuar, al menos mientras que en el discurso; de lo contrario uno no cuenta como en él.

2. Discursos son resistentes a la crítica interna y self-scrutiny, ya que emitir puntos de vista que socavar seriamente los define uno como fuera de ellos. El discurso si mismo define lo que cuenta como crítica aceptable. Por supuesto, uno puede criticar un discurso particular desde el punto de vista de otro uno (e.g., psicología crítica lingüística). Pero lo que uno no puede hacer es estar fuera de todo discurso y criticar a uno o todos ellos, que sería como intentar reparar un jet en vuelo por salir de él.

3. Posiciones definidas por el discurso de que hablar y comportarse no son, sin embargo, sólo definidas internas a un discurso, sino también como punto de vista tomadas por el discurso en su relación con los discursos, en última instancia oposición. En parte, el discurso de los gerentes en una industria se define como un conjunto de opiniones, normas y puntos de vista definidos por su

Impact on students

August 5- December 21

Geo	Alternative Format Engagements	Total Alternative Format Downloads
Global	1,054,167	516,333

File Type: Downloads	AAF: Downloads (Global)	
Word Doc: 237,045	Tagged PDF: 180K	eBraille: 636
	HMTL: 51.5K	MP3: 1883
	ePub: 2299	Translated: 116
Presentations: 178,774	Tagged PDF: 153K	eBraille: 1699
	HMTL: 20.8K	MP3: 301
	ePub: 2001	Translated: 28
PDF: 91,559	OCRed PDF: 11.7K	eBraille: 1460
	HMTL: 68K	MP3: 6271
	ePub: 8335	Translated: 185
HTML: 4,240	ePub: 3020	Translated: 4
	MP3: 1884	
	eBraille: 270	

Impact on **instructors**

Beginning August 5th to Dec 21st

Geo	Instructor Feedback Engagements	Total Fixes Through Instructor Feedback
Global	381,525	129,194

Instructor Fixes by File Type: Aug 5- Dec 21

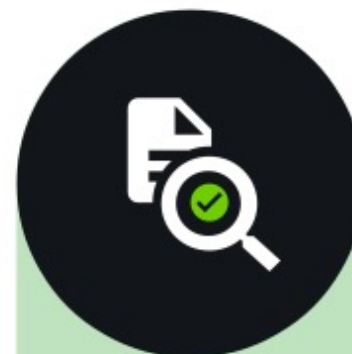
File Type	Global
Image	72,799
PDF	20,747
Document	18,458
Presentation	5,820
HMTL	41



Over
500
Institutions Around
the World



Over
20 Million
Courses Processed



Over
500 Million
Content Items
Processed

Since
2017

Creating more inclusive learning
environments for all

Blackboard®



Accessible content is better content