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.
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

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

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.

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

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

Source: https://help.blackboard.com/Learn/Instructor/Interact/Discussions/Create_Discussions
## 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

<table>
<thead>
<tr>
<th>FORUM</th>
<th>DESCRIPTION</th>
<th>TOTAL POSTS</th>
<th>UNREAD POSTS</th>
<th>UNREAD REPLIES TO ME</th>
<th>TOTAL PARTICIPANTS</th>
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</thead>
<tbody>
<tr>
<td>Questions for the Professor</td>
<td>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.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Forum</td>
<td>Students can discuss a wide variety of items here and network with each other.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Week 1 Introduction Discussion</strong></td>
<td>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.</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>
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.
This appears to be a baseball player from a bygone era. He doesn't resemble today's players.
Photography...how we love you!

There is no other visual medium that has penetrated 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.
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 similar 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
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 model to Nolan Ryan's pitching motion.
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/stories...
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.
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.
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.
<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Review Priority</th>
<th>Date</th>
<th>Score</th>
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<td></td>
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<td>9 Mar 12:16 PM</td>
<td></td>
<td>1.7 minutes</td>
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<td>5.3 minutes</td>
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<td></td>
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<tr>
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<td></td>
<td>LOW*</td>
<td>25 Apr 3:05 PM</td>
<td></td>
<td>4.1 minutes</td>
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<tr>
<td>Rita</td>
<td></td>
<td>LOW*</td>
<td>22 Apr 11:00 PM</td>
<td></td>
<td>8.6 minutes</td>
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<td>3.6 minutes</td>
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<tr>
<td>Benie</td>
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<td>LOW*</td>
<td>27 Apr 6:45 PM</td>
<td></td>
<td>3.9 minutes</td>
<td></td>
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</tr>
</tbody>
</table>
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)
**Sociological Imagination: DRINKING COFFEE**

**Drinking a cup of coffee is a simple act, but it requires a careful balance of attitudes and behaviors.**

Coffee drinking starts early for most of us, but often extends through a lifetime. Many will say, coffee is more than a drink. It has become a symbol of comfort and familiarity, a social ritual we can easily recognize and appreciate. For some, coffee is a daily necessity, and for others, it is a special treat. The coffee shop is a place of relaxation, where we can escape from everyday stress.

But for many, coffee is much more than a drink. It has become a symbol of comfort and familiarity, a social ritual we can easily recognize and appreciate. For some, coffee is a daily necessity, and for others, it is a special treat. The coffee shop is a place of relaxation, where we can escape from everyday stress.
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.

Source?

High land conversion rates

The net loss in global forest area during the 1990s was about 95 million ha (equivalent to 2.4% of total forests). It is estimated that in the 1990s, almost 24% of deforested areas were converted to agricultural land.

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. Population pressure and demand for new housing contribute to the degradation of coastal marine areas.
Tracking students’ progress

• Bb
• Mediasite
• Zoom
<table>
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<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>USERNAME</th>
<th>STUDENT ID</th>
<th>LAST ACCESS</th>
<th>AVAILABILITY</th>
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<td>Lily</td>
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<td></td>
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<td>May 1, 2020</td>
<td>Available</td>
<td>1799.00</td>
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<tr>
<td>Kevin</td>
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<tr>
<td>Desai</td>
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<td>adesai00_admin</td>
<td>Instructor</td>
<td>May 22, 2020 12:39:22 PM</td>
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</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Name</th>
<th>Contains</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 EDT

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:
Student Overview for Single Course

Student Overview

Student Activity by Day

Hours

Sunday: 96.45
Monday: 239.05
Tuesday: 56.32
Wednesday: 15.31
Thursday: 9.95
Friday: 6.12
Saturday: 8.66

Student Time in Course:
- Avg Time Per Use: 415:53:46 HH:MM:SS
- Total Items Used: 222:43 HH:MM:SS
- Total Items: 346
- Last Login Date: 4/7/20 06:54 PM

Student Activity by Item in the Course

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<thead>
<tr>
<th>Item Name and Type</th>
<th>Total Time Spent in Hours</th>
<th>Number of Times Assessed</th>
<th>Initial Access Date/Time</th>
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</thead>
<tbody>
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<tr>
<td>Alternative definitions for FV and PV file</td>
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<td>2</td>
<td>Jan 14, 2020, 8:04 PM</td>
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</tbody>
</table>
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
Zoom Reporting: Goto [https://villanova.zoom.us](https://villanova.zoom.us). Login with your Villanova credentials. Click on Meetings

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<th>Topic</th>
<th>Meeting ID</th>
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Report
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