

# Connect

## Performance Dashboard Guide



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# WHAT IS PERFORMANCE DASHBOARD?

The Connect Performance Dashboard tool provides an up-to-date report on all of your students' activities in the course to help you monitor student progress and keep students on track.

## Use the Performance Dashboard to view:

- **Last Name, First Name, and Username:** The user's name and the username they use to log in to Blackboard Learn.
- **Role:** The user's defined role within a course.
- **Last Course Access:** The date and time when the user last accessed your course.
- **Days Since Last Course Access:** The number of days that has elapsed since the last time the user accessed your course.
- **Review Status:** Displays how many items have been reviewed. To view a detailed view of reviewed items, click the number shown. If the review status tool has not been enabled for your course, this column does not appear.
- **Adaptive Release:** Displayed only if the adaptive release tool is enabled in your course, clicking the icon opens a new window showing a directory tree overview of the entire course relative to the user, and the access status.
- **Discussion Board:** Displayed only if the discussion board tool is enabled in your course. This column lists the number of discussion board comments created by this user. Clicking a number link opens the Discussion Board page listing all of the selected user's discussion board comments.
- **View Grades:** Displayed only if the Grade Center is enabled. This column provides direct links to the Full Grade Center.

# IMPORTANCE

The Performance Dashboard tool allows you to monitor student progress and keep students on track. Based on the 7 principles of How Learning Works, this tool allows you to:

- 1** Give targeted feedback by monitoring and evaluating student performance for areas of weaknesses in skill and knowledge.
- 2** Create a productive and inclusive course climate to promote student development and motivation.

# HOW TO RESOURCES

Explore Performance Dashboard  
Resources and more at:  
[elearning.ubc.ca/connect/resources/](https://elearning.ubc.ca/connect/resources/)

Monitor Student Performance  
Generate Course Reports

# STRATEGIES

## Strategy

#1

## Identify patterns to enhance student mastery



For students to build mastery in a discipline they must engage in building and reinforcing component skills and knowledge. In their learning process of understanding and applying learned skills and knowledge, an instructor can guide and enhance student learning by identifying patterns of learning and giving targeted feedback. The Performance Dashboard helps you identify learning patterns in your course to help give direct feedback and monitor the learning progress of students.

### Example: Feedback

Use the Performance Dashboard tool to look for patterns of error in student work and diagnose any weak or missing component skills. You can generate Course Reports to gain data on how your students interact with the online course environment. Once you have gained insight to the learning progress of your student's you can then provide targeted and direct feedback to enhance their learning.

## Strategy

#2

## Create a productive and inclusive course climate for student development



Instructors can shape the classroom climate in developmentally appropriate ways. A negative climate may impede learning and performance, but a positive climate can energize students' learning and create motivation for learning. Use the Performance Dashboard tool to create rules for a productive climate for your course and monitor student progress.

### Example: Identify and help at-risk students

The Early Warning System provides an easy way for you to discover which students in your course are at-risk based on low-ability cues. Based on preconfigured rules and rules you create, students' engagement and participation are visually displayed, quickly alerting you to potential risk. From the Early Warning System, you can identify and communicate with struggling students and help them take immediate action for improvement.

# BIBLIOGRAPHY

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- Nagel, I. (2013, April 15). Ian/Nagel/How Learning Works. Retrieved June 20th, 2013 from [http://wiki.ubc.ca/Sandbox:IanNagel/How\\_Learning\\_Works](http://wiki.ubc.ca/Sandbox:IanNagel/How_Learning_Works).
- Page 4: Group designed by Alexandra Coscovelnita from The Noun Project