BLACKBOARD™ BOOT CAMP

LEVEL I

May 28, 2009
7:30-11:00 a.m.
Skyline – 4th Floor Model Classroom

AGENDA

Welcome & Introductions
Overview of E-Learning Methods of Online Instruction Advantages & Disadvantages of Online Learning Time to Facilitate Online Learning Learning Styles Components of Online Courses Quality Matters Standards
How-To Visual Design Staff/Course Information Announcements Assignments/Documents External Links Manage Users

WELCOME TO BLACKBOARD™ BOOT CAMP!

LEVEL I TRAINING

WELCOME TO BLACKBOARD™ BOOT CAMP!

Please:

- Sign in
- Fill out a name plate
- Pick up
  - Agenda
  - Your Login

GENERAL INFORMATION

- Please turn off your cell phones during training.
- Restrooms are located down the hall to the right of the elevators.
- We will take a break at the mid-point of this session!

INTRODUCTIONS

- Name
- Campus
- What you teach
- What you hope to do with Blackboard in your program

METHODS OF ONLINE INSTRUCTION

- **Online Course** – the entire course online with possibly one or two required visits to the campus
- **Blended or Hybrid Learning** – combination of online lessons for theory and periodic class meetings on campus to complete lab exercises and/or assessment
- **Enhanced or Component Learning**– attending face-to-face classes full-time while utilizing the Internet to provide various instructional components for additional learning opportunities

GROUP BRAINSTORMING ACTIVITY

- Break into small groups.
- Brainstorm some advantages and disadvantages of online learning.
- Consider your discussion from both the student and instructor perspective.
- Write your group's thoughts on sticky notes & post on the wall.
- Be prepared to discuss your answers!

ADVANTAGES & DISADVANTAGES OF ONLINE LEARNING

Advantages	Disadvantages
Requires active student engagement	Requires extensive written communication for both students & teachers
Allows more time for students to read & think about their responses	Demands good time management skills on the part of students
Provides flexibility & convenience in completing coursework	May find difficulty in moving traditional content online
Eliminates geographic constraints on learning	Lacks the social aspects of a face-to-face course

TIME TO FACILITATE ONLINE LEARNING

The amount of time spent teaching online was over **twice** the amount of time spent teaching in-class.[1]

[1](Cavanaugh, Joseph. "Teaching Online – A Time Comparison." *Online Journal of Distance Learning Administration* (Spring 2005, Volume 8, Issue 1)

<http://www.westga.edu/%7Edistance/ojdla/spring81/cavanaugh81.pdf>

WHY INCREASED TEACHING TIME?

Factors that contribute to increased time:

- Preparing online activities
- Extensive, individualized written communication with students
- Update and maintenance of materials & site itself

ONLINE LEARNING & LEARNING STYLES

Learning Style	Preference for Information Acquisition
Visual/Verbal	Prefers to read information
Visual/Nonverbal	Uses graphics or diagrams to represent information
Auditory/Verbal	Prefers to listen to information
Tactile/Kinesthetic	Prefers physical hands-on experiences

- Strive for pedagogical richness to reach students!
  - Include graphics, videos, podcasts, animations, simulations, etc. in your course

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COMPONENTS OF ONLINE COURSES

- Navigation
- Banner
- Course Information
  - Syllabus/handbooks
  - Faculty information
- Content
  - Assignments
  - Documents
  - External links
- Communication
  - Discussion boards
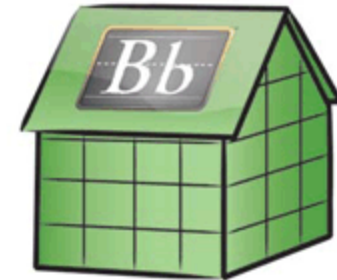
COMMUNICATION IN AN ONLINE COURSE

- Asynchronous
  - Announcements
  - Discussion boards
  - E-mail
- Synchronous
  - Chat

*Online learning requires extensive, individualized written communication with students!

QUALITY MATTERS STANDARDS

A continuous improvement model for assuring the quality of online courses through a faculty review process.[2]

[2]Quality Matters. *Quality Matters[TM] Rubric*. MarylandOnline, Inc. (2006).

SITE PLANNER

Get organized!

SELF-EVALUATION OF ONLINE COURSES

- Quality online instruction requires periodic evaluation of courses.
- Quality Matters standards can help guide your self-evaluation.

Bb Blackboard

BLACKBOARD™ BOOT CAMP

LEVEL I

Beginner Site Self-Evaluation Checklist

Instructor: _____ Campus: _____ Program: _____

Standard	Yes	No	Ideas for Improvement
Navigational instructions make the organization of the course easy to understand. (I.1)			
The self-introduction by the instructor is appropriate and available online. (I.4)			
The learning objectives are stated clearly and written from the students' perspective. (II.3)			
Instructions to students on how to meet the learning objectives are adequate and stated clearly. (II.4)			
The instructional materials support the stated learning objectives. (IV.1)			
The purpose of each course element is explained. (IV.3)			
The instructional materials are logically sequenced and integrated. (IV.4)			
All resources and materials used in the course are appropriately cited. (IV.5)			
The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course. (VI.1)			
The tools and media enhance student interactivity and guide the student to become a more active learner. (VI.2)			

Adapted from: Quality Matters, Quality Matters™ Rubric, MarylandOnline, Inc. (2006).

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Step-by-Step Instructions

- Here we go . . .

  http://tulsatech.blackboard.com

Blackboard™ Boot Camp Level I: Step-by-Step Guide

Banner
To add a course banner to the Announcements page:
1. Click Control Panel on the left side of the main course page.
2. Click Course Design under the Course Options heading.
3. Click Course Banner.
4. Click Browse. A Choose file dialog box will open.
5. Locate the image you wish to use. Double-click the file or single-click the file and click Open.
6. The file location will appear in the New banner image field.
7. Click Submit.
8. Click OK on the Course Banner receipt page.

T.A.N.K.

We recommend keeping the banner size to **450x90 pixels or smaller**, so students will not have to scroll sideways or down in order to view your course content. The banner needs to be a **jpeg or a gif file**, with the appropriate file extension in the file name (**.gif or .jpg**).

You can create a course banner in virtually any graphics program, such as Paint or Photoshop.

To remove a course banner from the Announcements page:
1. Click Control Panel on the left side of the main course page.
2. Click Course Design under the Course Options heading.
3. Click Course Banner.
4. The current banner image is displayed under the Select Banner heading.
5. Click the Remove this banner box.
6. Click Submit
7. Click OK on the Course Banner receipt page.

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PREVIEW OF ADDITIONAL BLACKBOARD TRAINING

- Blackboard Boot Camp Level II
  - Areas of training to include
    - Discussion boards
    - Assessments in Blackboard
- Introduction to Grade Center
- Echo 360 Lecture Capture System
- Blackboard Lab Sessions
- Blackboard Shorts
- Advanced Training will be available.
  - Notify Kay Hamilton of training sessions you'd like to see.

QUESTIONS?

BLACKBOARD™ BOOT CAMP

LEVEL I

Site Planner

Instructor: _____ Campus: _____ Program: _____

Process	Your Blackboard Site
1. Determine the goal/purpose for your Blackboard site.	Goal for Bb Site:
2. Make an outline of each course component you want to include on your site. Incorporate: • course information (e.g. program syllabus/handbook) • course content – materials, activities, LAPs, and other corresponding items	Notes:
3. Think about which activities and materials should be delivered face-to-face and which can be delivered online.	Notes:

4. Gather the relevant course materials and content. Determine the formats of materials (electronic, hard copy, etc.). Convert materials to electronic/digital formats as necessary.	Materials I Need to Gather:
5. Review District standards and guidelines to understand quality expectations for online learning.	Notes:
6. Establish the folder structure for your assignments, course documents, etc.	Folder Structure: ☐ By course ☐ By week ☐ By topic/assignment ☐ Other Notes:
7. Build your skeleton site in Blackboard. Be sure to include: • Staff Information • Folder structure for assignments, course documents, etc.	Notes:
8. Add content to your folders based on your outline. • Be sure materials have been reviewed and proofread before posting!	Notes:
9. Enroll and/or create users.	Notes:
10. Determine an appropriate maintenance schedule for your site based on how it is used, the types of materials it contains, etc.	Maintenance Schedule: ☐ Weekly ☐ Monthly ☐ At 9 weeks ☐ At semester ☐ At close of school year
11. Periodically assess your site. • Ask for student feedback. • Use self-assessment tools.	Notes:

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Notes:

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