Blackboard for Effective Course Delivery

Fall 2021

Introduction

- Who we are
- Who are you? (poll)
- Why this session?
  - Your department might have courses using the instructional methods described in the Introduction to Four* Instructional Methods session
  - March 2020 required a pivot, the future.....?
  - Instructional method impacts course design...how?
- 2021 – 2022 Theme/Verse (Ann Arbor): All-Surpassing Savior "But we have this treasure in jars of clay, to show that the surpassing power belongs to God and not to us. *We are afflicted in every way, but not crushed; perplexed, but not driven to despair; 9 persecuted, but not forsaken; struck down, but not destroyed” 2 Cor. 4:7-9.
Today's session

- Making a connection to "Intro" program
- Instructional method impacts course design...how?
  - Two main processes for Blackboard course development
- Most common types of Blackboard content/tools
- Best practices for organizing content – provide consistency to our students regardless of instructional method
- Grade Center
  - Updates
  - Tips and tricks
- Course size limits

Making a Connection to Introduction to Four*
Instructional Methods
a brief review
Four Instructional Methods

The Three Main Building Blocks
• Face-to-face (in-person)
• Videoconferencing (Virtual, live)
• Online (asynchronous)

Combination of Methods
• Blended
  • Combination of one live, synchronous method and asynchronous (online)
• Polysynchronous
  • Combination of two live, synchronous methods (face-to-face and videoconference)

What All Courses Have

✓ Students
✓ Instructor
✓ Learning outcomes
✓ Learning environment
✓ Content, resources
✓ Four Instructional Methods
  ✓ F, V, D ➔ BF, BV, BD, P
✓ Learning activities organized around learning outcomes
✓ Assessment of learning outcomes
Instructional method impacts course design...how?

- Two main processes for Blackboard course development
  - Individual faculty work on their own course in Blackboard (no master course)
    - Face-to-face (Example: Traditional Undergraduate and Graduate)
  - Master course template model
    - Online
    - Online Blended
    - Center
      - Blended Face-to-face
      - Blended Virtual

Most Common Types of Blackboard Content

- Folder
- File
- Item
- Assignment ("drop box")

Additional tools commonly seen in fully online or other master course

- Discussion Board
- Journal
- Blackboard Test
Best Practices for Organizing Content

Consistency to our students regardless of instructional method

Design learning activities with flexibility in mind

- Example Blackboard Tests
- Copy from one course to another
- Test options
  - If class is cancelled
  - For accommodations
  - What students see after test is taken

Grade Center: Updates, Tips & Tricks

Grade Center policy

Setting the External Grade

Hidden columns
  - Hidden from Instructor
  - Hidden from Students

Weighted Total Column for a grading category

Average column

Grade overrides (example: entering a zero because student didn’t turn in assignment)

Hiding Student Rows
Grade Center Policy
(Passed Academic Council)

- Ensure that each assessment activity (including any points awarded for attendance or participation) is accurately in the LMS gradebook so that students have an accurate understanding of their academic standing in the course. The LMS gradebook must align with the grading policy stated in the syllabus. Any discrepancies between the syllabus grading policy, the LMS gradebook, and the final grade posted in the Banner system must be clearly explained in the syllabus. Official grades recorded in Banner should align with grades entered in the LMS, and must align with the grading policy described in the syllabus.

- Set the column that shows the overall course grade (usually the Total or Weighted Total column) as the external grade (with a green check mark), and set the primary display so students see it as either a percentage or letter grade.

### Course Size Limits

- Notification ("soft limit") at 50GB
- Unable to upload content at 100GB
- Steps taken to reduce course size automatically
  - Remove large files from the Content Collection AFTER a course copy
- Files to avoid uploading to Blackboard
  - What to do instead
### Where to Get Technology Help

<table>
<thead>
<tr>
<th>Zoom Technology or Polysynchronous Technology</th>
<th>Contact the Help Desk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mequon</td>
<td>• 262-243-4357</td>
</tr>
<tr>
<td></td>
<td>• <a href="mailto:ithubdesk@cuw.edu">ithubdesk@cuw.edu</a></td>
</tr>
<tr>
<td>Ann Arbor</td>
<td>• 734-995-7424</td>
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<td>• <a href="mailto:information.technology@cuaa.edu">information.technology@cuaa.edu</a></td>
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### Blackboard

<table>
<thead>
<tr>
<th>Blackboard Support (face-to-face, videoconferencing, blended – BF, BV)</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CELT (face-to-face, videoconferencing, blended – BF, BV)</td>
<td></td>
</tr>
<tr>
<td>• <a href="mailto:celtsupport@cuw.edu">celtsupport@cuw.edu</a></td>
<td>262-243-2358</td>
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<tr>
<td>Blackboard Support (online, blended – BD)</td>
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<tr>
<td>• <a href="mailto:Blackboardsupport@cuw.edu">Blackboardsupport@cuw.edu</a></td>
<td></td>
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<tr>
<td>• 262-243-4327</td>
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