



YOUR ROLE IN BLACKBOARD MANAGEMENT

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Introduction

Central Piedmont Community College (CPCC) requires training for instructors before they can teach fully-online courses. For the past few years, this training consisted of a three course sequence; Blackboard 101, Blackboard 102, and On-Line Pedagogy. In Fall 2015 the eLearning Department implemented a new course to replace On-Line Pedagogy that is called Your Role in eStudent Success. The next step in this up-date of the training sequence is to replace Blackboard 101/102 with a single course that teaches Learning Management System literacy. In keeping with the naming theme, we have named this new course, Your Role in Blackboard Management.

The course, in its entirety, will be delivered through the Blackboard Learning Management System as an asynchronous, facilitated, on-line course. Learners will have six weeks to complete the instruction which will become available unit by unit on a schedule, allowing for student-to-student interactivity that aids in learning the content. This should keep the amount of work each week to approximately 2-4 hours which fits the needs of our busy instructors. The delivery platform was chosen in order to accommodate varying schedules while still experiencing the elements of good instruction. It also allows the learners to experience on-line learning in blackboard as a student before they design, develop, or deliver their own courses on this platform.

Goal of the Instructional Material

Unit 3: Creating Structure & Delivering Instruction is the focus of this evaluation. This is one of eight units of instruction contained in *Your Role in Blackboard Management*. In this unit, learners discover the importance of creating a well-structured course and learn how to use tools to create instruction. The defined Instructional Goal for the course is:

At the end of Your Role in Blackboard Management, the learner will be able to identify and manage components of Blackboard in the CPCC environment necessary to effectively implement an on-line course.

The Learning Objective for *Unit 3: Creating Structure & Delivering Instruction* reads:

At the end of this unit you will create, modify, and edit folders, learning modules and content.

Goal and Objectives of the Summative Evaluation

The main goal of this summative evaluation is to assess the effectiveness of the instruction. Secondly, it aims to meet these additional objectives:

- **Workload:** Is the time required to complete the instruction and assessments appropriate for the target audience?
- **Assessments:** Do the various summative and formative assessments, when combined, show adequate mastery of the subject matter?
- **Format:** Is the instruction delivered in a way that is intuitive to the learners and provides easy access to all materials?
- **Acceptance:** Do the learners feel that this material provides them what they need to succeed as instructors using Blackboard?

Methods and Data Collection Protocol

Two categories of instruments will be used for evaluation; assessments of student learning and opinion surveys. All instruments are delivered through Blackboard within the course. All of the assessments include grading rubrics, except for the test which consists of 2 objective and 1 short answer question. All assessments had unlimited attempts, as the objective is content mastery, but the first attempt was used in data collection for this evaluation.

The opinion survey contained multiple choice, yes/no, likert scale, and true/false questions. As a Blackboard survey, the aggregate data in summary form and by question is available, but the data cannot be matched to a particular student.

Instruments

Assessments of Student Learning

- Discussion Forum: Organization and Structure in Blackboard
- Wiki: Content Tools
- Project: Creating Structure & Delivering Instruction
- Test (3 questions): Unit 3 Show What You know

Opinion Survey

- Unit 3 Feedback

Results of Data Analysis

The summative evaluation of Unit 3 was done using actual students who were taking the full six-week course. There were ten students who completed all or most of Unit 3. Some of these students turned in work late and others missed assignments altogether. For the first three assessments, grading rubrics were used. Each rubric included a category for timeliness, where points were lost for late work. Some also included a category for writing mechanics. Since neither of these categories reflect whether or not the student accomplished the learning objectives, they have been excluded in the data analysis. Additionally, the missing assignments that earned zero points were excluded.

Discussion Board: Organization and Structure in Blackboard

At the start of the unit, the students participated in an exercise where they listed ways in which they organize their traditional classroom based courses. The graded discussion board built on this and asked them to look at the ideas from the first activity and come up with ideas on how to do the same things in Blackboard.

Reviewing the relevant rubric scores, the students overwhelmingly mastered the content with 9/10 earning the full three points for comprehension and 8/10 earning the full three points for thoughtful engagement with their peers.

Points Earned:	3	2	1	0
Comprehension	9	1	0	0
Engagement	8	1	0	1

Content Tools Wiki

In this exercise, students were asked to suggest uses for the various tools that had been previously discussed. Removing timeliness from their scores, everyone earned 2-3 of the available three points in the contribution and comprehension categories. Again 9/10 earned full points for their contribution and 8/10 earned the full points for comprehension.

Points Earned:	3	2	1
Contribution	9	1	0
Comprehension	8	2	0

In both the Discussion Board and the Wiki, knowledge was built collaboratively. In this type of assessment, all learners who participated fully should have been successful and they were. It is difficult, under these circumstances, however, to determine whether or not the questions were too easy.

Project: Creating Structure and Delivering Instruction

The final project, was an individual assessment where students needed to show application of all they had learned. It was graded on a rubric that also included timeliness and writing mechanics. Two students did not complete this assignment, so results are based on the eight who did turn it in. Removing those two categories, the results were as follows:

Points Earned:	3	2	1
Content	6	0	2
Critical Thinking	4	3	1
Creativity	6	0	2

The most important of these in determining mastery of the material are content and critical thinking. For content 6/8 earned the full points available (3) making for a 75% success rate. For Critical Thinking only half earned the full three points, but 7/8 earned 2-3 points, thus showing some level of critical thinking.

Test: Unit 3 Show What You Know

The final assessment of the unit was a brief three question test.

For question 1, students were asked to list the steps for creating a new folder in Blackboard through a short answer question. Of the ten students who took the test:

$$\text{Mean} = 0.92$$

$$p = 0.9$$

$$D = 0.2$$

The mean and difficulty index for this question are too high, and the discrimination index shows that most of those who did lose points were in the low group.

For question 2, student had to click on the proper location for the described setting. Of the ten students who took the test:

Mean 0.8

$p = 0.8$

$D = 0.0$

These results show that this question, was of appropriate difficulty, but barely, and may also need to be more difficult.

For question 3, the students were given a multiple choice question and asked to choose which one was true. Of the ten students who took the test:

Mean = 0.8

$p = 0.8$

$D = 0.4$

2/10 got this question incorrect, and both were in the low group. The mean and difficulty index are within acceptable ranges, but barely, but the discrimination index is higher than preferred.

Opinion Survey

Finally, the students were asked to complete an opinion survey.

Approximately how long did you spend working through Unit 3 of Your Role in Blackboard Management?

63.64% of the students responded in the 2-5 hour range. 27.27% reported taking over 5 hours. The goal for this unit was 2-4 hours maximum.

The amount of content (lessons, practice, and graded activities) for Unit 3 was what I needed to learn the material.

63.64% of the students agreed or strongly agreed with this statement. Only 1 student disagreed. So, while the time to complete the unit was higher than desired, the students report that the instruction was appropriate for the objectives.

Do you feel that you accomplished the Unit 3 Learning Outcome this week?

72.73% responded yes which is consistent with the responses above that the instruction was appropriate for the objectives.

After completing Unit 3, I have a better understanding of how I can use Blackboard to structure a course.

90.91% agreed or strongly agreed with this statement and the remaining responders were neutral. Along with the opinion that most met the learning outcome, this shows approval for the instruction.

When asked about the various lessons and practice activities, 64-90% of the students agreed or strongly agreed that they were helpful in learning the content and preparing for assessments. The activity with

the lowest score, 63.64% was the padlet and the activities with the highest scores, 90.91% agreeing or strongly agreeing, were the lessons (not the practice activities).

More detailed questions were asked about the final project, with the following results:

The instructions for the Project: Creating Structure and Delivering Instruction clearly explained what was required.

45.46% agreed or strongly agreed

18.18% were neutral

36.36% disagreed or strongly disagreed.

This would indicate that the instructions should be reviewed and that lack of clarity may have contributed to some students being less successful on this assessment.

The final Project: Creating Structure and Delivering Instruction was a useful activity that helped with current or future course development.

72.73% agreed or strongly agreed with this statement and the rest were neutral. This shows that the project is worthwhile and should probably remain in the course, just with clearer instructions.

In questions related to learning style, it was shown that 72.73% prefer written step-by-step instructions and only 45.46% preferred the videos. 72.73% used at least one optional practice activity. Comments reported that the navigation was clear and the course was easy to follow.

What students liked best included the multimedia, the chance to try out new tools, practice opportunities, and the practical nature of the unit.

Students did not like the amount of content and the time it took to complete the activities. Some also expressed concern for collaborative activities such as the discussion board because they had to wait for others to post before they could respond.

Conclusion

Overall, the instruction was a success, although there are many details that can be improved upon. The greatest issue is the amount of content being delivered and the amount of work required to complete the unit successfully. CPCC faculty are used to much lower workloads in Professional Development courses, so it needs to be determined whether the issue here is with the course volume, culture and expectations, or the combination of the two.

The other goals of this summative assessment were to review the assessments, evaluate the format of the course, and gauge learner acceptance. The assessments were appropriate, but based on the concerns about workload, some may need to be combined or eliminated. The format got overwhelmingly positive reviews, and learner acceptance was generally positive with the exception of the workload issue.

Recommended Revisions or Enhancements for Improvement

While the instruction proved to be effective, it was not entirely well received. The following suggestions could bridge the gap between the desire to deliver quality instruction, and the learners' collective need

to spend less time on this course. They should be evaluated by the team to determine which suggestions would work best for CPCC.

1. Spread the existing instruction out over a longer time period, for example two weeks.
2. Keep existing instruction, but eliminate one or more assessment, making sure that specific objectives are assessed elsewhere.
3. Provide more step-by-step instructional handouts
4. Review the end of unit test question and add more questions to increase the overall difficulty of the test.
5. Determine whether or not collaborative activities such as the discussion board are need to meet the course goals.
6. Review and clarify instructions.

Appendices

Instruments

Discussion Board: Organization and Structure in Blackboard



GRADED ACTIVITY: Organization and Structure in Blackboard

Look back at the items you and your peers posted in the [Organization and Structure in the Traditional Classroom](#) padlet. How can these translate to Blackboard?

Initial Post: Pick one idea from the padlet exercise or something else that came to mind while reviewing the Building Structure lesson. Post an explanation of how you would accomplish this in a traditional (face-to-face) class AND how you might use Blackboard folders, learning modules, or other structure elements to accomplish the same thing on-line. *Check the Course Schedule for the due date for your initial post.*

Responses: Reply to at least two of your classmates posts with feedback. If you have different ideas on delivering the same content in either the traditional or on-line format, share them. If you like their ideas, tell them why and how their post may help in your courses. *Check the Course Schedule for the due date for your responses.*

Review the [Discussion Board Rubric](#) 

before you begin so that you know how you will be graded on this activity.



Reminder: If you need help using Blackboard

Discussions, [review this video](#)

Content Tools Wiki



GRADED ACTIVITY: Content Tools Wiki

How might we use these tools in our courses? Click on the link above to access our class Wiki on Blackboard Content Tools. Next to the tool, fill in any ideas you have for how to use that tool in your course(s). If you think it matters, mention what type of course (subject) and modality (traditional/hybrid/online) you teach. Fill in as many as you can. Refer to the attached rubric for grading expectations.

Note: Be careful not to delete content while editing. When editing a class Wiki you can edit everything whether you created it or not, so be considerate of your classmates and only add to this Wiki, editing your own content



If you are new to using Wikis in Blackboard, you may want to watch this video on [Creating and Editing Wiki Pages](#) before contributing.

After you contribute to the Wiki you will be able to see a list of suggested uses created by eLearning.

Project: Creating Structure & Delivering Instruction



Project: Creating Structure & Delivering Instruction

Now it is time to apply what you've learned. Think about your own course and plan a single week or unit of instruction. You are only using the tools from this unit so at this time this is all about delivering information to students. We are not worried about having them practice, engage with the instructor or each other, or be assessed. You may want to write your plan on paper first and decide whether you want to use a folder or learning module to present your content. Then you need to pick the right tools to deliver your instruction. What all do you have? Content that you have written, files, web links, videos, other things?

Once you have a plan in place, build your unit in your own personal course master that you requested in Unit 2 (Course Administration at CPCC). Use as many of the tools from this unit as you can and refer to the attached rubric for grading expectations.

To share your completed project you must submit **one** of the following through this assignment link:

- A Microsoft Word Document (.doc or .docx) submitted as an attached file containing screen captured images of all of the elements in your lesson. This document should also contain the course ID for your master and explanations of each screen capture. For each picture tell us in words what you put into your lesson, why you added that element, and why you chose that tool to deliver it.
- OR
- A video walk through of your lesson. Provide a link to your video in the **Write Submission** portion of the assignment. You can use Panopto (if you have taken the training and have an account), YouTube, Jing, or another tool that you are comfortable using. The video must show the entire lesson and have audio narration that includes the course ID for your master and explanations of everything you are showing. For each element, talk about why you added it and why you chose that particular tool to deliver it.

If you are new to submitting Assignments, [watch this video](#) first for instructions.

Begin: Unit 3 Show What You Know

Cancel

Begin

INSTRUCTIONS

Description	Now it is time to show what you know about Building Structure and Delivering Content.
Instructions	This course is about learning Blackboard, so you will have multiple attempts on this quiz and the highest score will count. Take your time and while you are here, think about how your students may perceive testing through Blackboard as go through this experience.
Force Completion	This test can be saved and resumed later.
Multiple Attempts	This test allows multiple attempts.
Due Date	This Test is due on November 2, 2015 11:59:00 PM EST.

Click **Begin** to start: Unit 3 Show What You Know. Click **Cancel** to go back. You will be previewing this assessment and your results will not be recorded.

Click Begin to start. Click Cancel to quit.

Cancel

Begin

QUESTION 1

List the steps you would take to create a new folder in Blackboard.

Hint you must list at least 4 distinct steps to get full credit. You may have more steps if you include more detail.

Correct Answer must contain at minimum some variation of the bolded text. Other details are true, but not required for full credit:

1. **Go to the desired content area**
2. **Select Build Content** from the Action Bar
3. **Select Content Folder** from the New Page section of the menu
4. **Add the folder Name**
5. Add details if desired
6. Set the desired Standard Options
7. Click Submit

QUESTION 2

Where would you click to be sure that your students can see this folder?

Click on the correct spot on the image below.

Create Content Folder

A Content Folder is a way of organizing content items. Content Folders and sub-folders set up a hierarchy to group related material together. [More Help](#)


* Indicates a required field.

CONTENT FOLDER INFORMATION

* Name

Color of Name Black

Text



Path: p

STANDARD OPTIONS

Permit Users to View this Content Yes No

Track Number of Views Yes No

Select Date and Time Restrictions Display After
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Display Until
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Click **Submit** to proceed. Click **Cancel** to go back.

Selected Coordinates

Correct Answer:

STANDARD OPTIONS

Permit Users to View this Content Yes No

Track Number of Views Yes No

Select Date and Time Restrictions Display After
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Display Until
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

QUESTION 3

When viewing the Learning Module from the student perspective, which of the following were true?

- a. Information was presented linearly all at once
- b. There was a table of contents
- c. Information was presented sequentially, one item at a time
- d. a and b
- e. b and c

Correct Answer: e

Opinion Survey: Unit 3 Feedback

Approximately how long did you spend working through Unit 3 of **Your Role in Blackboard Management**?

- less than 1 hour
- 1-2 hours
- 2-3 hours
- 3-4 hours
- 4-5 hours
- over 5 hours

How do you feel about the following statement?

The amount of content (lessons, practice, and graded activities) for Unit 3 was what I needed to learn the material.

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree

Do you feel that you accomplished the Unit 3 Learning Outcome this week?

Unit 3 Learning Outcome: At the end of this unit you will create, modify, and edit folders, learning modules and content.

- Yes
- No

How do you feel about the following statement?

The **Navigating the Maze** video and article excerpt motivated me to learn more.

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree

How do you feel about the following statement?

The **Organization and Structure in the Traditional Classroom Padlet** activity got me thinking about transitioning from the classroom to on-line teaching.

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree

How do you feel about the following statement?

The **GRADED ACTIVITY: Organization and Structure in Blackboard** Discussion Board stimulated useful conversation.

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree

How do you feel about the following statement?

The **Lesson: Work with Items** helped me to understand how to add multimedia (images, videos, or interactive objects) to Blackboard.

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree

How do you feel about the following statement?

The **GRADED ACTIVITY: Content Tools Wiki** lead to ideas that might help me in developing a course or assisting others in course development.

6. Strongly Agree
7. Agree
8. Neither Agree nor Disagree
9. Disagree
10. Strongly Disagree

I saw the item: **Content Tools Suggested Uses** that appeared after I contributed to the wiki.

- True
- False

How do you feel about the following statement?

The **Lessons: Work with Items and Organize and Enhance** prepared me for the final **Project: Creating Structure and Delivering Instruction**.

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree

How do you feel about the following statement?

The instructions for the **Project: Creating Structure and Delivering Instruction** clearly explained what was required.

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree

How do you feel about the following statement?

The **Project: Creating Structure and Delivering Instruction** contained the right level of detail for me to show that I can create structure and deliver instruction in Blackboard.

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree

How do you feel about the following statement?

The final **Project: Creating Structure and Delivering Instruction** was a useful activity that helped with current or future course development.

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree

How do you feel about the following statement?

After completing Unit 3, I have a better understanding of how I can use Blackboard to structure a course.

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree

How do you feel about the following statement?

After completing Unit 3, I am inspired to add multimedia to my course.

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree

I preferred the video instructions to the step-by-step reading.

- True
- False

I needed the written step-by-step directions in order to learn new processes.

- True
- False

I used at least one of the optional practice activities to try out a new skill or develop a rusty skill.

- Yes
- No

How do you feel about the following statement?

Navigating back and forth to the Lab course to complete the practice activities was too cumbersome to be worth while.

1. Strongly Agree
2. Agree
3. Neither Agree nor Disagree
4. Disagree
5. Strongly Disagree

Short Answer: Do you have any suggestions that would make navigating through the course/unit easier for you as a student?

How do you feel about the following statement as it pertains to your individual experience?

The **Optional Practice Activities** in the Lab course helped me to learn the content that was new to me.

- True
- False

Short Answer: What did you like **best** about Unit 3 and why?

Short Answer: What did you like **least** about Unit 3 and why?

Essay: Do you have any additional comments or clarification of previous answers related to Unit 3? If so, please place them here.

Grading Rubrics

Discussion Board: Organization and Structure in Blackboard

Name **Discussion Forum Rubric**

Description

Rubric Detail

Criteria	Levels of Achievement		
	Exemplary	Proficient	Needs Improvement
Comprehension	3 Points Develops an initial post with organization, and a clear understanding of the task, using rich and significant detail.	2 Points Develops an initial post with organization, and an understanding of the task, using adequate detail.	1 Points Develops an initial post with some gaps in the detail and/or in organization that does not fully support task.
Timeliness	3 Points Submits all posts on schedule. Initial posts are due during the first part of the week. Response posts are due by 11:59pm on the date listed on the Course Schedule.	2 Points Submits initial post or response posts late	1 Points Submits initial and response posts late
Engagement	3 Points Provides relevant and meaningful response posts with clarifying explanation and detail	2 Points Provides somewhat relevant response posts with some explanation and detail	1 Points Provides generic response posts with little explanation and detail
Writing (Mechanics)	3 Points Writes posts that are organized and concise and use proper spelling and grammar. Added citations(if applicable).	2 Points Writes posts that are somewhat organized, but not very concise. Omitted citations (if applicable). Multiple spelling or grammar errors.	1 Points Writes posts that vary in organization and are not concise. Post does not employ proper spelling and/or grammar throughout.

[View Associated Items](#)

Content Tools Wiki

Name	Wiki Rubric		
Description			
Rubric Detail			
	Levels of Achievement		
Criteria	Meets or Exceeds Expectations	Below Expectations	Needs Improvement
Contribution	3 Points At least the minimum number of contributions were posted.	2 Points One or more of the required contributions are missing.	1 Points Most of the required contributions are missing.
Comprehension	3 Points Contributions show a complete understanding of the topic and do not duplicate contributions by other participants.	2 Points Contributions show some understanding of the topic and/or duplicate contributions from other participants.	1 Points Contributions show little understanding of the topic or are not unique.
Timeliness	3 Points The entry was posted on before the due date.	2 Points The entry was posted 1 day late.	1 Points The entry was posted 2-3 days late.
Hide Associated Items			
Item Name	Category	Visible to Students	Points Possible
Engagement Tools	Wiki	Yes (With Rubric Scores)	9
Content Tools	Wiki	Yes (With Rubric Scores)	9

Project: Creating Structure & Delivering Instruction

Name **Project Rubric**

Description

Rubric Detail

Criteria	Levels of Achievement		
	Meets or Exceeds Expectations	Below Expectations	Needs Improvement
Content	<p>3 Points</p> <p>All elements requested in instructions are included. Project shows full understanding of the topic.</p>	<p>2 Points</p> <p>Most elements requested in instructions are included. Project shows some understanding of the topic.</p>	<p>1 Points</p> <p>Multiple elements are missing or the project does not show understanding of the concept.</p>
Critical Thinking	<p>3 Points</p> <p>Project shows understanding of application of the concept to actual teaching/learning.</p>	<p>2 Points</p> <p>Project shows some understanding of application of the concept to actual teaching/learning.</p>	<p>1 Points</p> <p>Project shows minimal understanding of application of the concept to actual teaching/learning.</p>
Creativity	<p>3 Points</p> <p>Used multimedia, images, and creativity to support the message.</p>	<p>2 Points</p> <p>Used multimedia, images, and/or creativity, but they did not support the message.</p>	<p>1 Points</p> <p>Project was completely text based with no creative elements to support the message.</p>
Timeliness	<p>3 Points</p> <p>Submits all posts by due date. See Course Schedule for initial and response post deadlines.</p>	<p>2 Points</p> <p>Submits initial post or responsive post late</p>	<p>1 Points</p> <p>Submits initial post only</p>
Writing (Mechanics)	<p>3 Points</p> <p>Project text is organized with a clear point. All entries use proper spelling and grammar.</p>	<p>2 Points</p> <p>Project text lacks some organization or clarity. Few spelling or grammar errors.</p>	<p>1 Points</p> <p>Project has no organization or clarity. Spelling or grammar errors are abundant.</p>

Raw Data

Discussion Board: Organization and Structure in Blackboard

Learning Objective being assessed: Given a Discussion Board question on folders and learning modules, the learner will be able to describe the similarities and differences between the two containers and explain which they may wish to use in their own course and why.

Total Points Available: 12

Student	Total Score
1	12
2	11
3	12
4	12
5	11
6	10
7	10
8	8
9	12
10	11

$p^* = 0.908$

$D^* = 0.117$

Compiled Rubric Scores (# of students who earned various point values on each rubric category)

Points Earned:	3	2	1	0
Comprehension	9	1	0	0
Timeliness	5	4	1	0
Engagement	8	1	0	1
Writing	10	0	0	0

Note: Of the late submissions who lost points for timeliness, 1 was from the high-group (students 1-5) and 4 were from the low group (students 6-10)

Content Tools Wiki

Learning Objective being assessed: Given a list of content types in Blackboard, the learner will be able to match them to use case scenarios

Total Points Available: 9

Student	Total Score
1	9
2	9
3	9
4	7
5	9
6	8
7	9
8	9
9	9
10	6

$p^* = 0.934$

$D^* = 0.045$

Compiled Rubric Scores (# of students who earned various point values on each rubric category)

Points Earned:	3	2	1
Contribution	9	1	0
Comprehension	8	2	0
Timeliness	8	1	1

Project: Creating Structure & Delivering Instruction

Learning Objectives being assessed:

Given a lesson scenario applicable to web-based instruction, the learner will be able to create a structure and build appropriate content to deliver instruction in the Blackboard LMS.

Given a unit topic, the learner will be able to create a new folder with a descriptive name and additional information.

Total Points Available: 15

Student	Total Score
1	15
2	15
3	15
4	15
5	12
6	12
7	9
8	12
9	0
10	0

Note: Students 9 and 10 did not submit this project. p^* and D^* are calculated based on the other 8 students.

$$p^* = 0.875$$

$$D^* = 0.25$$

Compiled Rubric Scores (# of students who earned various point values on each rubric category)

Points Earned:	3	2	1
Content	6	0	2
Critical Thinking	4	3	1
Creativity	6	0	2
Timeliness	7	0	1
Writing	8	0	0

Test: Unit 3 Show What You Know

Question 1

Short answer: List the steps you would take to create a new folder in Blackboard.

Learning Objectives being assessed: The learner will be able to create, modify, and edit folders, learning modules and content.

Total Points Available: 1

Student	Item Score
1	0.9
2	1
3	1
4	1
5	1
6	1
7	1
8	0.3
9	1
10	1

Mean = 0.92

$p = 0.9$

$D = 0.2$

Question 2

Hotspot: Where would you click to be sure that your students can see this folder?

Learning Objectives being assessed: Given a sample of a Blackboard “Create Content Folder” screen, the learner will be able to describe the Standard Options provided and identify best practices for using the various settings

Total Points Available: 1

Student	Item Score
1	1
2	1
3	0
4	1
5	1
6	1
7	1
8	1
9	1
10	0

Mean 0.8

p = 0.8

D = 0.0

Question 3

Multiple choice: When viewing the Learning Module from the student perspective, which of the following were true?

Learning Objectives being assessed: Given a learning module that contains a full lesson, learners will use the Enter Student View button in Blackboard to experience the module from a student perspective and be able to answer three multiple choice questions about what they saw.

Total Points Available: 1

Student	Item Score
1	1
2	1
3	1
4	1
5	1
6	1
7	1
8	0
9	1
10	0

Mean = 0.8

p = 0.8

D = 0.4

Opinion Survey: Unit 3 Feedback

Survey Statistics: GRADED ACTIVITY: Unit 3 Feedback

The statistics are calculated based only on the attempts being used in the grading option (Last attempt, First attempt, Lowest Score, Highest Score, or Average of Scores). If Average of Scores is the grading option, then all attempts are included in the statistics.

Name GRADED ACTIVITY: Unit 3 Feedback
Attempts 11 (Total of 11 attempts for this assessment)
Instructions
Alignments

Question 1: Multiple Choice

Approximately how long did you spend working through Unit 3 of **Your Role in Blackboard Management**?

	Percent Answered
less than 1 hour	0%
1-2 hours	9.091%
2-3 hours	27.273%
3-4 hours	27.273%
4-5 hours	9.091%
over 5 hours	27.273%
<i>Unanswered</i>	0%

Question 2: Opinion Scale/Likert

How do you feel about the following statement?

The amount of content (lessons, practice, and graded activities) for **Unit 3** was what I needed to learn the material.

	Percent Answered
Strongly Agree	27.273%
Agree	36.364%
Neither Agree nor Disagree	27.273%
Disagree	9.091%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Question 3: Either/Or

Do you feel that you accomplished the Unit 3 Learning Outcome this week?

Unit 3 Learning Outcome: At the end of this unit you will create, modify, and edit folders, learning modules and content.

Answers	Percent Answered
Yes	72.727%
No	27.273%
<i>Unanswered</i>	0%

Question 4: Opinion Scale/Likert

How do you feel about the following statement?

The **Navigating the Maze** video and article excerpt motivated me to learn more.

	Percent Answered
Strongly Agree	18.182%
Agree	54.545%
Neither Agree nor Disagree	27.273%
Disagree	0%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Question 5: Opinion Scale/Likert

How do you feel about the following statement?

The **Organization and Structure in the Traditional Classroom** Padlet activity got me thinking about transitioning from the classroom to on-line teaching.

	Percent Answered
Strongly Agree	27.273%
Agree	36.364%
Neither Agree nor Disagree	27.273%
Disagree	9.091%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Question 6: Opinion Scale/Likert

How do you feel about the following statement?

The **GRADED ACTIVITY: Organization and Structure in Blackboard** Discussion Board stimulated useful conversation.

	Percent Answered
Strongly Agree	36.364%
Agree	36.364%
Neither Agree nor Disagree	27.273%
Disagree	0%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Question 7: Opinion Scale/Likert

How do you feel about the following statement?

The **Lesson: Work with Items** helped me to understand how to add multimedia (images, videos, or interactive objects) to Blackboard.

	Percent Answered
Strongly Agree	27.273%
Agree	63.636%
Neither Agree nor Disagree	9.091%
Disagree	0%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Question 8: Opinion Scale/Likert

How do you feel about the following statement?

The **GRADED ACTIVITY: Content Tools Wiki** lead to ideas that might help me in developing a course or assisting others in course development.

	Percent Answered
Strongly Agree	18.182%
Agree	54.545%
Neither Agree nor Disagree	18.182%
Disagree	9.091%
Strongly Disagree	0%
Unanswered	0%

Question 9: True/False

I saw the item: **Content Tools Suggested Uses** that appeared after I contributed to the wiki.

Answers	Percent Answered
True	63.636%
False	36.364%
Unanswered	0%

Question 10: Opinion Scale/Likert

How do you feel about the following statement?

The **Lessons: Work with Items** and **Organize and Enhance** prepared me for the final **Project: Creating Structure and Delivering Instruction**.

	Percent Answered
Strongly Agree	27.273%
Agree	63.636%
Neither Agree nor Disagree	9.091%
Disagree	0%
Strongly Disagree	0%
Unanswered	0%

Question 11: Opinion Scale/Likert

How do you feel about the following statement?

The instructions for the **Project: Creating Structure and Delivering Instruction** clearly explained what was required.

	Percent Answered
Strongly Agree	9.091%
Agree	36.364%
Neither Agree nor Disagree	18.182%
Disagree	36.364%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Question 12: Opinion Scale/Likert

How do you feel about the following statement?

The **Project: Creating Structure and Delivering Instruction** contained the right level of detail for me to show that I can create structure and deliver instruction in Blackboard.

	Percent Answered
Strongly Agree	18.182%
Agree	45.455%
Neither Agree nor Disagree	27.273%
Disagree	9.091%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Question 13: Opinion Scale/Likert

How do you feel about the following statement?

The final Project: **Creating Structure and Delivering Instruction** was a useful activity that helped with current or future course development.

	Percent Answered
Strongly Agree	36.364%
Agree	36.364%
Neither Agree nor Disagree	27.273%
Disagree	0%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Question 14: Opinion Scale/Likert

How do you feel about the following statement?

After completing Unit 3, I have a better understanding of how I can use Blackboard to structure a course.

	Percent Answered
Strongly Agree	36.364%
Agree	54.545%
Neither Agree nor Disagree	9.091%
Disagree	0%
Strongly Disagree	0%
<i>Unanswered</i>	0%

Question 15: Opinion Scale/Likert

How do you feel about the following statement?

After completing Unit 3, I am inspired to add multimedia to my course.

	Percent Answered
Strongly Agree	27.273%
Agree	45.455%
Neither Agree nor Disagree	18.182%
Disagree	0%
Strongly Disagree	0%
Unanswered	9.091%

Question 16: True/False

I preferred the video instructions to the step-by-step reading.

Answers	Percent Answered
True	45.455%
False	54.545%
Unanswered	0%

Question 17: True/False

I needed the written step-by-step directions in order to learn new processes.

Answers	Percent Answered
True	72.727%
False	27.273%
Unanswered	0%

Question 18: Either/Or

I used at least one of the optional practice activities to try out a new skill or develop a rusty skill.

Answers	Percent Answered
Yes	72.727%
No	27.273%
Unanswered	0%

Question 19: Opinion Scale/Likert

How do you feel about the following statement?

Navigating back and forth to the Lab course to complete the practice activities was too cumbersome to be worth while.

	Percent Answered
Strongly Agree	18.182%
Agree	18.182%
Neither Agree nor Disagree	45.455%
Disagree	9.091%
Strongly Disagree	9.091%
<i>Unanswered</i>	0%

Question 20: Short Answer

Do you have any suggestions that would make navigating through the course/unit easier for you as a student?

Unanswered Responses

1

Given Answers

This unit seemed longer and more intensive than the first two. I appreciated the warning and understand why it was said. One problem was in order to complete some of the graded activities, I had to wait for others to post to the padlet or discussion board, which did not happen when I really needed them to.

No. The navigation is fine.

None at this time, the navigation was well laid out and sequential enough to where it was intuitive in me understanding where I was within the course room and which activity/assignment was next in line to complete.

I would like to see dates with the Course Content, instead of having to go back to the calendar. As a student, I support having all tests/quizzes in a separate menu tab for quick access; they can be linked from the weekly coursework folder but also gathered in one location. Makes it easier to go back to retake them.

The course content was very helpful and complemented what I learned in another 'teaching with BB' course. There are so many options, it can be overwhelming at first to think you have to take advantage of all of them. The Table of Contents within the units was very helpful in navigating and locating particular lessons.

As to offering compensation for the grade of 85 or above, I think it really depends how much the department values the course. It's requires commitment, and you are right about letting people know that upfront. You did for this course but to be honest, based on my past experience, I didn't expect it to be time consuming. It is a very valuable experience, particularly for part timers. I would like to try it again after I finish some other courses. It might just be me; I was crazy and signed up for 4 online courses this semester, also changed jobs.

There are too many things (tasks to be completed) in one unit. I felt overwhelmed following through the instructions and rushed to complete.

No. It is essentially an issue of whether one is familiar with the technology and its application methodology.

There seems to be a LOT going on in the Unit. The Course schedule mentions a summary of what is due under 'Due Dates', but the references do not easily correspond with how the assignment is referenced within BlackBoard. Some questions arise about if I have completed what is expected of me.

N/A

No

I wasn't able to complete the Show What You Know quiz because it was too late. I would have liked to have had the opportunity to take the quiz anyway to know.

Question 21: True/False

How do you feel about the following statement as it pertains to your individual experience?

The **Optional Practice Activities** in the Lab course helped me to learn the content that was new to me.

Answers	Percent Answered
True	72.727%
False	27.273%
Unanswered	0%

Question 22: Short Answer

What did you like **best** about Unit 3 and why?

Unanswered Responses

1

Given Answers

I enjoyed building a learning unit in Blackboard because it allowed me to practice new skills.

Learning there are some embedded tools in Bb to save me some time (especially with attribution of images or videos).

The supplemental videos were great in guiding me as well as serving as learning aids to ensure I completely understood how items could be used within the course content.

It gave me an opportunity to think about how I would organize and build the components of an online class.

I went through it so quickly I don't have any helpful comments.

It was very practical.

Experiencing some new tools.

Practice with Wiki - easy to understand.

Getting to play in Blackboard and learn how to structure my course.

Good hands-on activities.

Question 23: Short Answer

What did you like the **least** about Unit 3 and why?

Unanswered Responses

0

Given Answers

Project - I am confused about working within the Master. Submittal shows completed but I have little idea of working within the Master.

Waiting for others to post so I can complete assignments.

Not always sure how indepth I needed to go with each assignment.

Just too much content! I often got lost with instructions.

Unit 3 held a good amount of information and would have liked to have spent a little more time to truly play with each of the elements taught such as the Web Links, Mashups, etc.

I just didn't have time to complete the project.

The time needed to complete it.

Going back and forth too much.

It's a lot of information in 1 week

I think the units have been too-fast paced for me. I have been busy with other projects at work and I don't feel as if there's enough time to complete the unit.

Probably the discussion. I could have finished if not for that, it's not something that can be done at the last minute.

Question 24: Essay

Do you have any additional comments or clarification of previous answers related to Unit 3? If so, please place them here.

Unanswered Responses

4

Given Answers

No.

NA

None

Attached are corrections needed. Two areas of course availability show inconsistent information about HY. Other suggestions are simple typos. Oops, I can't attache .doc here?? I will send you via email.

None at this time.

Feedback e-mailed (see Q 24)

Attached are some corrections to be made. The information on course auto availability in two places are inconsistent per HY. Others are simple typos.

Student Enrollment

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The CPCC registration system and Blackboard are totally integrated at the College. Therefore, students will be automatically enrolled into a Blackboard course reflecting any activity in the CPCC registration system.

How do I get my students enrolled in my course?

- Officially enrolled students are automatically enrolled in Blackboard course shells approximately the day before the courses begin.
- Fully on-line courses are automatically made available on the start date of the courses (usually the first Monday of the term).
- Web enhanced or hybrid course shells must be made available manually by the instructor of record (Control Panel/Course Options/Settings).

Course Availability

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 Remember, ALL CPCC courses have Blackboard shells automatically created. Semester shells creations occurs about a month before the semester begins.

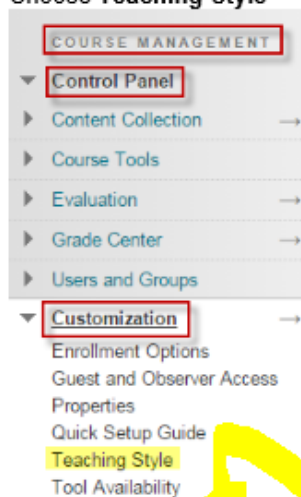
When will students see the semester shell?

- Fully online, hybrid , and teleweb (IN, HY, TW) course [shells](#) will be automatically made available to student on the course start date.
- All other shells must be made available by the instructor.

Set Up your Course Design and Banner

Customizing the Course Menu colors, setting an entry point, and adding a banner are all done in the Control Panel under Customization, Teaching style.

- Click on the **Course Management Control Panel**
- Select **Customization**
- Choose **Teaching Style**



You may change the menu text and background colors, but make sure that they maintain high contrast for accessibility by all learners. *Using buttons in place of text on the menu is not recommended.*

You are welcome to create a Banner from any software or photo editing program. We recommend using Powerpoint to design the ideal banner size: 7" x 1.5"

GRADED ACTIVITY: Organization and Structure in Blackboard

If this item does not open automatically you can [open GRADED ACTIVITY: Organization and Structure in Blackboard here](#)

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[Click to Launch](#)

Look back at the items you and your peers posted in the [Organization and Structure in the Traditional Classroom](#) padlet. How can these translate to Blackboard?

Initial Post: Pick one idea from the padlet exercise or something else that came to mind while reviewing the Building Structure lesson. Post an **explanation** of how you would accomplish this in a traditional (face-to-face) class AND how you might use Blackboard folders, learning modules, or other structure elements to accomplish the same thing on-line. *Check the Course Schedule for the due date for your initial post.*

Content Types

Page 1 of 13 >

As you may have noticed during your practice activities, there are many more options under Build Content. While you **many** not ever use them all, it is important to know what is available so that you can choose the best tool for the job. A screw driver handle can sometimes pound a nail into a board, but a hammer is much more efficient! The same is true in Blackboard. Items work for most things, but often there is a better way to deliver the message.