

Formative Evaluation Report

YOUR ROLE IN BLACKBOARD MANAGEMENT: UNIT 3

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IDT 525 | FALL 2015

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 1-2 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 Materials

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 Formative Evaluation

This evaluation was designed to ask experts and representative learners to review a fully developed unit of instruction in Blackboard and answer questions based on one of the following goals:

- **Subject Mater Experts:** Determine whether instruction is accurate and complete for the current version of Blackboard in use at CPCC (Learn 9.1 Oct 2014 release), offer suggestions for improving the instruction, and test the usability of the corresponding lab course for practice activities.
- **Instructional Design Experts:** Provide feedback on the instructional process and activities including:
 - Are assessments appropriate and aligned with goals and objectives?

- Does instruction flow through Gagne's events of instruction in a way that is appropriate for our learners?
- Is the proportion of instruction to practice to assessment appropriate?
- **Representative Learners:** Provide feedback on instruction based on their level of familiarity with the subject matter in order to determine whether lessons and practice opportunities are complete, are of appropriate length, and lead to learning. Provide feedback on instructions and other usability features of the course.

Methods

Both expert and learner reviews will be conducted in small group sessions with the evaluator facilitating. They will consist of a questionnaire to be completed during the self-paced review of the materials and a set of group interview questions that will be given by the facilitator after everyone has completed the unit. The combination of the individual questionnaire and the group interview was chosen in order to capitalize on some of the advantages of one-on-one evaluations while enjoying the time and facility conveniences of a small group evaluation.

Evaluations needed to happen during the business day and the evaluator is also the designer and developer of this course. In order to gain as many perspectives as possible it did not seem feasible to conduct one-on-one evaluations. The idea of using just a questionnaire lead to concerns that feedback would be unclear or incomplete. If only verbal interviews were conducted in this group setting, contrary opinions or unique experiences may not have a voice. In order to balance the two, this hybrid methodology was chosen.

Procedure

Expert Review Protocol

Two types of expert reviewers were recruited; subject matter experts and instructional design experts.

Subject Mater Experts:

- SME1: Lane Grann-Stahl has been with CPCC for 30 years and with the eLearning Department since its inception. She has been providing support and training on the Blackboard and Moodle Learning Management Systems for many years and was one of the primary facilitators of the previous courses; Blackboard 101 and 102.
- SME2: Miluska Taboada has a background in digital media and has been with CPCC's eLearning Department for about 5 years. During that time she has been the primary trainer and support person for Moodle and also provides support and training in Blackboard. She offers the perspective of someone who is not just an expert in the subject matter, but also understand the transition from one LMS to another.

Instructional Design Experts:

- ID1: Janna McColgan has a Masters in Instructional Technologies and years of experience designing instruction for colleges and universities. She has also worked as an Instructional Design Consultant for education. She designed and developed the next

course in this sequence, *Your Role in eStudent Success*, so can offer valuable feedback on how this instruction aligns with the next one.

- ID2: Dr. Luvon Hudson is new to CPCC, but not to Instructional Design. She has a Masters degree in Training and Development and a PhD in Instructional Design. Her prior experience is more with corporate training and she is just now learning Blackboard from an instructor/administrator perspective, so she was chosen in order to provide more of an outsider's view of the content while being an expert in design.

Steps:

1. I e-mailed the four experts inviting them to participate and giving a brief overview of the goal of the evaluation. This also led to identifying a time when the group was all available for the evaluation.
2. A meeting invitation was sent to the experts with more details.
3. Prior to the actual evaluation, a final e-mail went to the experts thanking them for their time and better defining their role and telling them to focus on the prototype from their assigned perspective. They were also informed of the learner review that would follow so that they would know not to worry about guessing what the learners might think.
4. On the date of the evaluation, all four experts gathered in a computer lab where each individual was able to work at her own pace. They were given a set of questions to answer as they reviewed the instruction that included comments sections to jot down additional questions and observations. The evaluator was present throughout.
5. When all four completed the instruction and questionnaires, the group interview was conducted and open discussion occurred allowing them to step outside of their defined roles.

Learner Review Protocol

Learners:

Five representative learners agreed to participate in a small group evaluation session.

Learner	Profile
1	Good-high computer competency, has participated in on-line courses in Blackboard and Moodle as a student, has never taught on-line but is working as a teaching assistant in an on-line course this semester, ranks herself a beginner in Blackboard, and identifies as a logical and visual learner.
2	Expert computer competency, has participated in on-line courses in Blackboard and Moodle as a student, has never taught on-line, ranks herself a beginner in Blackboard, and identifies with all learning styles.
3	Good computer competency, has participated in on-line courses in Blackboard and synchronously through WebEx, has taught on-line using Blackboard, ranks herself a beginner in Blackboard, and identifies as a visual, kinesthetic, and interpersonal learner.
4	Expert computer competency, has participated in on-line courses in Blackboard and synchronously through Blackboard Collaborate, has taught on-line in Blackboard supplemented with various other applications, ranks himself an expert in Blackboard, and identifies with most learning styles (not logical).
5	High computer competency, has participated in on-line courses in WebCT as a student, has taught on-line using Blackboard and WebCT, ranks herself as Intermediate + in Blackboard, and identifies as a kinesthetic and interpersonal learner.

Steps:

1. I e-mailed a large group of potential reviewers, inviting them to participate and giving a brief overview of the goal of the evaluation. Responses to this invitation narrowed the panel.
2. A meeting invitation was sent to the learners with more details.
3. Prior to the actual evaluation, a final e-mail went to the learners thanking them for their time, better defining their role and telling them to focus on the prototype from their assigned perspective. They were also informed of the expert review that occurred previously so that they would know not to worry about evaluating it from other perspectives. This was necessary since the learner review team includes some individuals who could have been expert reviewers instead.
4. On the date of the evaluation, learners gathered in a computer lab where each individual was able to work at her own pace. They were given a set of questions to answer as they reviewed the instruction. It included comment space for jotting down additional questions and observations. The evaluator was present throughout.
5. When all everyone completed the instruction and questionnaires, the group interview was conducted and open discussion occurred allowing them to step outside of their defined roles.

Instruments

Both the Expert Review and Learner Review involved similar instruments, although the details were different. Both began with a series of e-mails, which can be found in the appendix. All of the reviewers in both categories work at CPCC and were able to volunteer their time during the day, so correspondence happened through the college e-mail system and appointments were set using Outlook Calendar meetings.

Each group received a questionnaire divided into sections corresponding to parts of the course and the lesson (Unit 3). Unlike the Expert Review Questionnaire, the ones for the Learner Review began with a page to gather user statistics. This was not needed for the Expert Review because the evaluator already had this information about the experts.

The basic questionnaire developed into three versions; Subject Matter Experts, Instructional design Experts, and Learners. Some questions were kept consistent across the three categories and others were developed specifically for a single category of reviewers. Most items were worded as statements with four possible responses; Not Applicable, Agree, Neutral, or Disagree. While typical Likert Scales contain five possible choices, I selected one with only three. This is because, typically the additional two responses are not that different and end up being grouped with the responses on the ends of the scale for statistically analysis. The three response system simplified this process and the shades of grey were shown through the comments instead of on the scale.

A set of interview questions was developed and delivered to each group as a whole. These instruments contained open-ended questions and allowed for responses to be consolidated, discussed, and compared with reviewer input. These verbal interview topics supplemented the questionnaire topics and covered missing areas.

Results

Expert Results and Summary

The Expert Reviewers rated various aspects of the overall course and of Unit 3 on a Likert Scale with the choices; Agree, Neutral, Disagree, or Not Applicable. The four experts reordered similar opinions on most questions. Typically a response included Agree and Neutral or Neutral and Disagree, but rarely did the feedback range across all three responses. Unfortunately, the two subject matter experts did not answer every question.

Overall, the experts liked the course colors and basic layout. They were happy with the multimedia welcome announcement and felt that the information given under “Syllabus & Course Info” and “Instructor” was helpful, clear, and informative. Those that responded also had positive responses to the “Resources” area as well as the overall layout of “Coursework”.

Constructive feedback was given regarding Unit 3, the actual instruction that was being evaluated. Questions were presented based on the various lessons and activities. They are summarized here with the same headings.

Introductory Activities

They felt that these activities were relevant and had a clear purpose when responding to the questions, but some commented to the contrary. The instructional design experts both agreed that they were appropriate for gaining attention and recall of prior learning, the first of Gagné’s nine steps of instruction. However, there were mixed opinions about the use of an embedded Padlet activity in a course that is meant to model and teach course creation using Blackboard tools. The subject matter experts were not crazy about it and the instructional design experts loved it.

Everyone found that the video used for the Navigating the Maze was too low in quality to be useful. They liked the concept and the audio, but asked for better video resolution.

The experts agreed (3/4) that the item entitled “Working through the Unit”, which included learning objectives, was better placed at the top of the unit than after the two introductory activities. While Gagné would place it third, the experts felt that learners would be more focused if the expectations were set at the start. They also suggested including a task list for the unit in this item.

Structure

Do to course copy issues in earlier versions of Blackboard, CCCC has historically steered away from learning modules in favor of folders. This unit uses learning modules heavily, so there were many questions asked of the experts about this choice. Most like the use of learning modules, but would have preferred the graded activities to be placed inside the learning module instead of their placement between modules.

A common request regarding structure was for more consistency. The folder images were of differing sizes and the unit descriptions did not consistently use or omit the unit name. The instructions for opening the folders were worded differently on the first unit than on subsequent units and modified consistent wording was suggested.

Content

The feedback on the lessons was positive. There were reports of typos and technical issues as well as requests for more images to accompany step-be-step instructions. The instructional design

experts both agreed that the lessons successfully presented the middle steps in Gagné's nine events; Present Stimulus, Provide Learner Guidance, Elicit Performance, and Provide Feedback.

The most common criticism was in the volume of information. In follow-up discussion the team agreed that the "files" tool could be omitted from the course. All other topics, were determined to be needed, but suggestions were given on how to shorten some explanations.

Assessments

Due to time constraints, none of the experts completed the assessments. However, they did read through the instructions and provide feedback. Most were determined to be useful and adequately assessed the learning objectives. One expert did not like the "Folders v. Learning Modules" discussion board and the "Items v. Files" journal will not be appropriate of the topic of "files" is removed from the course.

The Best

What the experts liked best about the course/unit was multimedia. Their responses included the terms videos, activities, images, and engagement.

The Worst

What they liked least about the course/unit referred back to the misplaced learning objectives. They also did not like how long some of the items were or how much scrolling was required to review the content.

Additional

As a suggestion was made to reduce the amount of content and better meet the needs of the variety of types of learners as well as the range of prior experience. The idea was to either role the practice activities into current graded activities or to make them more clearly labeled as optional. The later would allow those who needed practice clearer guidance on how to get it and would give those who were ready for the assessments permission to just move forward.

Learner Results and Summary

The Learner Reviewers rated various aspects of the overall course and of Unit 3 on a Likert Scale with the choices; Agree, Neutral, Disagree, or Not Applicable. The four out of five learners recorded similar opinions. The fifth was very discouraged and had much more negative feedback. She was also the learner with the lowest computer literacy even though she self-assessed as mid-range. She struggled with things like items opening in a new window and "hiding" the course. There will be actual learners like her, but there are also plans to develop a computer literacy assessment as a prerequisite. Therefore, while her feedback is valuable, the course does not need to be modified to meet those types of needs or desires.

Overall, the learners liked the course colors and basic layout. They were happy with the multimedia welcome announcement and felt that the information given under "Syllabus & Course Info" and "Instructor" was helpful, clear, and informative. They also had positive responses to the "Resources" area as well as the overall layout of "Coursework". Like the experts, they would have preferred more consistency in image sizes. One reviewer disagreed with the majority on most of these topics.

Constructive feedback was given regarding Unit 3, the actual instruction that was being evaluated. Questions were presented based on the various lessons and activities. They are summarized here with the same headings.

Introductory Activities

The Learners felt that these activities were relevant and had a clear purpose when responding to the questions and through their comments. There was not much feedback specifically on the video. It was updated between the expert and learner reviews, so the lack of comments is hopefully due to this change. The Padlet activity was well received.

Structure

Some of the reviewers asked questions that are answered in Unit 1 or 2, so actual learners will have the information that they were lacking. They agreed with the experts that the graded activities belong inside the learning modules. They like the lab course for practice but would like easier ways to navigate to and from that course. Finally, they were bothered by the amount of scrolling up and down in order to navigate and the movement in and out of learning modules.

Content

The content was well received. The one reviewer who tended to disagree with the rest felt that there were “too many step-by-step instructions” but couldn’t give suggestions on how else to teach the content and provide take-a-ways for future reference. While many of the sets of instructions included screenshots, some of the topics that had a video walk-through alternative did not have the images. It was suggested that more screenshots accompany all sets of instructions.

Assessments

There was not much feedback regarding the assessments. The review took longer than expected for some of the reviewers, so they looked at the instructions for the assessments, but did not complete the activities.

The Best

The content, the videos, and the engagement all made the learner’s lists of what they liked best in the course/unit.

The Worst

Most of the learners felt that it was a lot of content, too much. There were concerns with the navigation. They were all able to find everything, but got frustrated with scrolling. One reviewer asked for more bullets and lists and another said that there were too many bullets in some of the lists.

Additional

Most reviewers found the course very engaging. The one reviewer who disagreed seemed to be looking for interactivity like in computer based instruction as opposed to engagement with content or peers in a more static environment. She also got confused by the new lingo and asked for a glossary of terms.

Recommended Revisions

Recommendation	Revision Made	Revision Not Made
Better differentiate Lab from main course visually	Changed banner to have the word "Lab" on a second line of text so it stands out.	
Typos listed in raw data	All typos fixed	
Change colors		2/9 reviewers disliked the colors, so they were not changed
Course Schedule clearer	Added date ranges to first column	
Move graded activities inside learning modules	Those that directly related to a lesson were moved inside,	Those that did not fit in a learning module were left as is.
Pictures inconsistent size	Resized all images to be identical, or much closer	
Change maze image	Found a more defined image of a maze that did not have the concerning qualities	
Navigation maze video quality not sufficient	Instead of remaking, I kept the audio and put it over a slideshow of still images that were zoomed in on the relevant material and of higher resolution. This was done before the learner review.	
Editing suggestions for Navigating the Maze		The text in question was quoted from the linked source, so I did not edit it.
Move learning objectives and working through the unit to start of unit	Move made	
Add to do list to "Working through the unit"	List added	
Add second example to padlet since the instructions ask for two from participants	Second example added	

Recommendation	Revision Made	Revision Not Made
Reduce scrolling	Split some items into two. Moved more activities inside the learning modules. Added course links to move from one lesson to the next without returning to the unit. Added instructions on navigating a learning module before the first lesson delivered that way. Added tips on navigation to/from lab course.	Some scrolling is still required.
"Folders v. Learning Modules" discussion board not interesting enough	Replaced with a new topic: Participants are now asked to look at the traditional structure activities from the padlet and translate them into on-line course structure in Blackboard.	
Better define practice v. required activities	All required activities are now labeled GRADED ACTIVITY before the activity name and practice now is labeled OPTIONAL: Practice...	
Too much content	Removed topic of "files", examples of files, and the Items and Files graded activity.	
Printable versions of directions	Added PDF handouts to many of the more complex topics.	
Provide choice of activities		There is choice in how to submit the project, but at this point, the time to deliver and code for choice in activities does not exist for the design/development team

Appendices

Letter to Subject Matter Experts

Thank you again for agreeing to review Unit 3 of *Your Role in Blackboard Management*. This course is designed to replace out current Blackboard 101 and 102 courses as required training for faculty who will be teaching on-line and optional training for all other faculty and staff who use Blackboard. It is developed in Blackboard as two courses. Learners will be enrolled as students in the main course (*Your Role in Blackboard Management*) and as an instructor in the lab course (*Your Role in Blackboard Management Lab*).

During the small-group evaluation meeting, I will be soliciting your feedback as a “subject matter expert”. I will be doing a learner review with representative learners of various ability levels next week that will be asking questions about the lesson from the point-of-view of the faculty/staff who will be taking the course. I am excited to have you reviewing the content for accuracy, clarity, and choice of content. Your feedback will be invaluable in ensuring we deliver quality instruction.

Because your time is valuable, I have created a questionnaire in order for you to rank aspects of the lesson on a Likert scale. There is also room for comments/suggestions. I believe it will take between 60-90 minutes to work through the lesson and fill out the questionnaire.

After everyone in the group has completed this process, we will also have a short group interview period where I will ask some additional open-ended questions and allow the group of experts to discuss their various thoughts. With everyone’s permission, I would like to record the interview portion so that I do not miss anything that is said.

Please bring a pen or pencil (for completing the questionnaire) and headphones/earbuds (for reviewing the content) to our expert review session. Everything else that you need will be provided to you that day.

Thank you again for your assistance with this project,

Carie

Carie Whitehead
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PO Box 35009 Charlotte, NC 28235
704.330.6469

Letter to Instructional Design Experts

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During the small-group evaluation meeting, I will be soliciting your feedback as an “Instructional Design Expert”. I will also have Subject Matter Experts at this review. I will be doing a learner review with representative learners of various ability levels next week that will be asking questions about the lesson from the point-of-view of the faculty/staff who will be taking the course. I am excited to have you reviewing the content for structure, clarity of instruction, and pedagogical effectiveness. Your feedback will be invaluable in ensuring we deliver quality instruction.

Because your time is valuable, I have created a questionnaire in order for you to rank aspects of the lesson on a Likert scale. There is also room for comments/suggestions. I believe it will take between 60-90 minutes to work through the lesson and fill out the questionnaire.

After everyone in the group has completed this process, we will also have a short group interview period where I will ask some additional open-ended questions and allow the group of Subject Matter and Instructional Design experts to discuss their various thoughts. With everyone’s permission, I would like to record the interview portion so that I do not miss anything that is said.

Please bring a pen or pencil (for completing the questionnaire) and headphones/earbuds (for reviewing the content) to our expert review session. Everything else that you need will be provided to you that day.

Thank you again for your assistance with this project,

Carie

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Instruments for Expert Review

Questionnaires and Interview Questions for the two sets of Expert Reviewers are shown on the following pages.

Expert Review: Subject Matter Experts

“Your Role in Blackboard Management” Questionnaire

Name of Reviewer: _____

Date: _____

Years of Experience with Blackboard: _____

How would you rate your level of expertise with Blackboard (check one)?

Beginner

Intermediate

Expert

<p>Instructions</p> <p>The statements below correspond with sections of the course in Blackboard. You will be reviewing the course as a whole and then specifically reviewing the content in Unit 3 as an example of the course content. Please mark the box that best represents your opinion of the statement. You may add any comments you may have on each section. You do not need to write comments for every section.</p>

Overall Course

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The course colors and theme fit the instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The course menu was easy to navigate and content was where I expected it to be.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fonts and colors used throughout the course were easy to read.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	It was clear to me what the course was about and what I would be learning.

Comments:

Announcements

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The welcome announcement was inviting.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The welcome announcement was informative.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The video welcome was helpful.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The video announcement was a distraction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The amount of information in the welcome announcement was just right.
Comments:				

Syllabus & Course Info

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The course schedule was helpful and informative.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Course Navigation information was clear and helpful.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Supported Web Browsers link was helpful.
Comments:				

Instructor

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The instructor content area contained all of the contact information I anticipate needing.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The images on the contact cards were helpful.
Do you have any suggestions related to the descriptions of eLearning or ITS Help Desk?				
Comments:				

Resources

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The folders categorizing the resources were helpful in organizing the content.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Support and Technology resources covered all topics I anticipate participants needing.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Links for Students instructions were clear and concise.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Links for Students resources were appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Why did you do that? Is a helpful concept and should be developed.
What topics would you like to see in the "Why did you do that?" area?				
Comments:				

Coursework

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The eight unit topics are an appropriate structure for this course.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The unit descriptions are clear and accurate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The images on the unit folders fit the units.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The images on the unit folders add to the course.
Comments:				

Unit 3: Creating Structure & Delivering Instruction

Introductory Activities:

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The first two activities: “Navigating the Maze” and “Organization and Structure in the Traditional Classroom” are relevant to the topic.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The first two activities: “Navigating the Maze” and “Organization and Structure in the Traditional Classroom” had a clear purpose.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The activity: “Organization and Structure in the Traditional Classroom” was easy to understand.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The use of Padlet for the activity: “Organization and Structure in the Traditional Classroom” enhanced the course.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The item, “Working through the Unit” was helpful in understanding what needed to be accomplished.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The item, “Working through the Unit” was located at the correct point in the instruction.
Comments:				

Structure:

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The use of Learning Modules (as opposed to folders) to deliver the lessons was appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Learning Modules used to deliver the lessons were well organized and easy to navigate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The graded activities being located outside of the Learning Modules made them easy to find.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The graded activities being located outside of the Learning Modules made it clear what needed to be done to complete the course.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I would have preferred to see the graded activities built into the Learning Modules.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learning Objectives for each Learning Module were clear.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learning Objectives for each Learning Module were helpful in determining what was to be accomplished.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learning Objectives for each Learning Module were accurately assessed.

Comments:

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Content:

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructions in the “Build Structure” learning module were accurate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructions in the “Build Structure” learning module were complete.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructions in the “Build Structure” learning module contained the appropriate level of detail.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Practice activities in the “Build Structure” learning module was appropriate and useful.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructions in the “Work with Items” learning module were accurate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructions in the “Work with Items” learning module were complete.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructions in the “Work with Items” learning module contained the appropriate level of detail.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Practice activities in the “Work with Items” learning module was appropriate and useful.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructions in the “Organize and Enhance” learning module were accurate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructions in the “Organize and Enhance” learning module were complete.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructions in the “Organize and Enhance” learning module contained the appropriate level of detail.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Practice activities in the “Organize and Enhance” learning module was appropriate and useful.

Comments:

Assessments:

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Folders v. Learning Modules” discussion board instructions were clear and concise.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Folders v. Learning Modules” discussion board is a useful assessment of the learning that took place in the “Build Structure” lesson.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Items and Files” journal assignment instructions were clear and concise.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Items and Files” journal assignment is a useful assessment of the learning that took place in the “Work with Items” lesson.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Project: Creating Structure & Delivering Instruction” instructions were clear and concise.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Project: Creating Structure & Delivering Instruction” is a useful assessment of the learning that took place in the “Organize and Enhance” lesson and throughout Unit 3.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Unit 3 Show What You Know” instructions were clear and concise.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Unit 3 Show What You Know” is a useful assessment of the learning that took place throughout Unit 3.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Unit 3 Show What You Know” is a good opportunity for participants to practice/experience taking tests as a student.
<p>Comments:</p>				

General Thoughts:

What did you like <u>best</u> about the course and why?
What did you like <u>least</u> about the course and why?
Are there any elements that should be added or removed completely? Why?
Do you have any additional comments that did not fit into a category above?

Thank you for your time! Please let Carie know when you are done so that we can continue with the group discussion.

Expert Review: Instructional Designers

“Your Role in Blackboard Management” Questionnaire

Name of Reviewer: _____

Date: _____

Years of Experience with Blackboard: _____

How would you rate your level of expertise with Blackboard (check one)?

Beginner

Intermediate

Expert

Instructions

The statements below correspond with sections of the course in Blackboard. You will be reviewing the course as a whole and then specifically reviewing the content in Unit 3 as an example of the course content. Please mark the box that best represents your opinion of the statement. You may add any comments you may have on each section. You do not need to write comments for every section.

Overall Course

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The course colors and theme fit the instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The course menu was easy to navigate and content was where I expected it to be.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fonts and colors used throughout the course were easy to read.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	It was clear to me what the course was about and what I would be learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The course meets accessibility guidelines.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The look and feel of the course is conducive to learning and does not violate any of Mayer's Principles for Multimedia Learning.

Comments:

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Announcements

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The welcome announcement was inviting.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The welcome announcement was informative.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The video welcome was helpful.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The video announcement was a distraction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The amount of information in the welcome announcement was just right.
Comments:				

Syllabus & Course Info

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The syllabus was clear and informative.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The course schedule was helpful and informative.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Course Navigation information was clear and helpful.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Supported Web Browsers link was helpful.
Comments:				

Instructor

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The instructor content area contained all of the contact information I anticipate needing.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The images on the contact cards were helpful.
Do you have any suggestions related to the descriptions of eLearning or ITS Help Desk?				
Comments:				

Resources

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The folders categorizing the resources were helpful in organizing the content.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Support and Technology resources covered all topics I anticipate participants needing.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Links for Students instructions were clear and concise.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Links for Students resources were appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Why did you do that? Is a helpful concept and should be developed.
What topics would you like to see in the "Why did you do that?" area?				
Comments:				

Coursework

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The eight unit topics are an appropriate structure for this course.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The unit descriptions are clear and accurate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The images on the unit folders fit the units.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The images on the unit folders add to the course.
Comments:				

Unit 3: Creating Structure & Delivering Instruction

Introductory Activities:

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The first two activities: “Navigating the Maze” and “Organization and Structure in the Traditional Classroom” are relevant to the topic.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The first two activities: “Navigating the Maze” and “Organization and Structure in the Traditional Classroom” had a clear purpose.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The activity: “Organization and Structure in the Traditional Classroom” was easy to understand.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The use of Padlet for the activity: “Organization and Structure in the Traditional Classroom” enhanced the course.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The item, “Working through the Unit” was helpful in understanding what needed to be accomplished.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The item, “Working through the Unit” was located at the correct point in the instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	These activities were appropriate for the first few steps in Gagné’s 9 events of instruction: Gain Attention and Stimulate Recall of Prior Learning
Comments:				

Structure:

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The use of Learning Modules (as opposed to folders) to deliver the lessons was appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Learning Modules used to deliver the lessons were well organized and easy to navigate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The graded activities being located outside of the Learning Modules made them easy to find.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The graded activities being located outside of the Learning Modules made it clear what needed to be done to complete the course.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I would have preferred to see the graded activities built into the Learning Modules.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learning Objectives for each Learning Module were clear.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learning Objectives for each Learning Module were helpful in determining what was to be accomplished.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learning Objectives for each Learning Module were accurately assessed.

Comments:

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Content:

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructions in the “Build Structure” learning module were accurate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructions in the “Build Structure” learning module were complete.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructions in the “Build Structure” learning module contained the appropriate level of detail.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Practice activities in the “Build Structure” learning module was appropriate and useful.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructions in the “Work with Items” learning module were accurate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructions in the “Work with Items” learning module were complete.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructions in the “Work with Items” learning module contained the appropriate level of detail.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Practice activities in the “Work with Items” learning module was appropriate and useful.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructions in the “Organize and Enhance” learning module were accurate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructions in the “Organize and Enhance” learning module were complete.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructions in the “Organize and Enhance” learning module contained the appropriate level of detail.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Practice activities in the “Organize and Enhance” learning module was appropriate and useful.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This structure successfully covers the middle steps in Gagné’s 9 events of instruction: Present Stimulus, Provide Learner Guidance, Elicit Performance, and Provide Feedback
Comments:				

Assessments:

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Folders v. Learning Modules” discussion board instructions were clear and concise.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Folders v. Learning Modules” discussion board is a useful assessment of the learning that took place in the “Build Structure” lesson.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Items and Files” journal assignment instructions were clear and concise.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Items and Files” journal assignment is a useful assessment of the learning that took place in the “Work with Items” lesson.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Project: Creating Structure & Delivering Instruction” instructions were clear and concise.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Project: Creating Structure & Delivering Instruction” is a useful assessment of the learning that took place in the “Organize and Enhance” lesson and throughout Unit 3.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Unit 3 Show What You Know” instructions were clear and concise.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Unit 3 Show What You Know” is a useful assessment of the learning that took place throughout Unit 3.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Unit 3 Show What You Know” is a good opportunity for participants to practice/experience taking tests as a student.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The assessments accurately test the learning objectives.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The assessments will require an appropriate level of effort from the learners.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	One or more of the assessments is unnecessary. Please comment below if you agree.
Comments:				

General Thoughts:

What did you like <u>best</u> about the course and why?
What did you like <u>least</u> about the course and why?
Do you have any comments on the pedagogical approach used in this course/lesson?
Do you have any additional comments that did not fit into a category above?

Thank you for your time! Please let Carie know when you are done so that we can continue with the group discussion.

Expert Review: Group Interview

“Your Role in Blackboard Management”

Instruction for Reviewer:

These questions are to be asked of the combined group of Subject Matter and Instructional Design Experts. Group responses will be recorded by the interviewer. If possible, this portion should be recorded. If follow-up questions are asked or prompts are given to solicit responses, please note them on the form.

Question	Group Responses
What was your overall impression of the course?	
What was your overall impression of Unit 3 specifically?	
What did you think about using a “Lab” course for practice? Why? If it was not well received, what suggestions do you have for meeting this need?	

Question	Group Responses
Do you feel that the amount of content is appropriate for this course/topic?	
What about the course do you feel was interesting or engaging? What elements will grasp a learner's attention and keep them progressing through the course?	
What elements "slowed down" learning? Did you see anything that may discourage a learner from continuing in the course?	

Question	Group Responses
Was the use of multimedia helpful, distracting, etc?	
If you could change one thing about this instruction, what would it be?	
Do you have any other comments or questions?	

Raw Data from Expert Review

The Expert Review results are reported below. Boxes black-out indicate that this particular question was not asked of that expert.

NA = Not Applicable
 No = No response given
 A = Agree
 N = Neutral
 D = Disagree

Question	SME 1	SME 2	ID 1	ID 2
Overall Course				
The course colors and theme fit the instruction.	N	A	A	A
The course menu was easy to navigate and content was where I expected it to be.	No	A	A	A
Fonts and colors used throughout the course were easy to read.	No	A	A	A
It was clear to me what the course was about and what I would be learning.	A	A	A	A
The course meets accessibility guidelines.			A	A
The look and feel of the course is conducive to learning and does not violate any of Mayer's Principles for Multimedia Learning.			A	A
Announcements				
The welcome announcement was inviting.	A	A	A	A
The welcome announcement was informative.	A	A	A	A
The video welcome was helpful.	A	N	A	A
The video announcement was a distraction.	D	D	D	D
The amount of information in the welcome announcement was just right.	A	A	A	A
Syllabus & Course Info				
The course schedule was helpful and informative.	A	A	A	A
The Course Navigation information was clear and helpful.	A	A	A	A

Question	SME 1	SME 2	ID 1	ID 2
The Supported Web Browsers link was helpful.	A	A	A	A
Instructor				
The instructor content area contained all of the contact information I anticipate needing.	A	D	A-N	A
The images on the contact cards were helpful.	A	D	A	A
Resources				
The folders categorizing the resources were helpful in organizing the content.	No	A	A	A
The Support and Technology resources covered all topics I anticipate participants needing.	No	No	A	A
The Links for Students instructions were clear and concise.	No	No	A	A
The Links for Students resources were appropriate.	No	No	A	A
Why did you do that? Is a helpful concept and should be developed.	No	No	A	No
The folders categorizing the resources were helpful in organizing the content.	No	No		
Coursework				
The eight unit topics are an appropriate structure for this course.	No	No	A	A
The unit descriptions are clear and accurate.	No	No	A	A
The images on the unit folders fit the units.	No	No	A	A
The images on the unit folders add to the course.	No	No	A	A
Unit 3: Introductory Activities				
The first two activities: "Navigating the Maze" and "Organization and Structure in the Traditional Classroom" are relevant to the topic.	A	A	A	A
The first two activities: "Navigating the Maze" and "Organization and Structure in the Traditional Classroom" had a clear purpose.	A	A	A	A
The activity: "Organization and Structure in the Traditional Classroom" was easy to understand.	A	No	N	A
The use of Padlet for the activity: "Organization and Structure in the Traditional Classroom" enhanced the course.	N	A	N	A

Question	SME 1	SME 2	ID 1	ID 2
The item, "Working through the Unit" was helpful in understanding what needed to be accomplished.	D	N/A	N	A
The item, "Working through the Unit" was located at the correct point in the instruction.	D	D	D	A
These activities were appropriate for the first few steps in Gagné's 9 events of instruction: Gain Attention and Stimulate Recall of Prior Learning			A	A
Unit 3: Structure				
The use of Learning Modules (as opposed to folders) to deliver the lessons was appropriate.	A	N	A	A
The Learning Modules used to deliver the lessons were well organized and easy to navigate.	A	A	A	A
The graded activities being located outside of the Learning Modules made them easy to find.	A	A	N	N
The graded activities being located outside of the Learning Modules made it clear what needed to be done to complete the course.	D	D	D	N
I would have preferred to see the graded activities built into the Learning Modules.	D	N	A	A
Learning Objectives for each Learning Module were clear.	A	A	A	A
Learning Objectives for each Learning Module were helpful in determining what was to be accomplished.	A	A	N	A
Learning Objectives for each Learning Module were accurately assessed.	No	A	A	A
Unit 3: Content				
Instructions in the "Build Structure" learning module were accurate.	A	A	A	N
Instructions in the "Build Structure" learning module were complete.	A	A	A	N
Instructions in the "Build Structure" learning module contained the appropriate level of detail.	A	A	A	N
The Practice activities in the "Build Structure" learning module was appropriate and useful.	N	A	A	A
Instructions in the "Work with Items" learning module were accurate.	A	A	A	N
Instructions in the "Work with Items" learning module were complete.	A	N	A	N
Instructions in the "Work with Items" learning module contained the appropriate level of detail.	A	No	A	N
The Practice activities in the "Work with Items" learning module was appropriate and useful.	A-N	No	A	A

Question	SME 1	SME 2	ID 1	ID 2
Instructions in the “Organize and Enhance” learning module were accurate.	A	No	A	N
Instructions in the “Organize and Enhance” learning module were complete.	A	No	N	N
Instructions in the “Organize and Enhance” learning module contained the appropriate level of detail.	A	No	A	N
The Practice activities in the “Organize and Enhance” learning module was appropriate and useful.	A	No	A	A
This structure successfully covers the middle steps in Gagné’s 9 events of instruction: Present Stimulus, Provide Learner Guidance, Elicit Performance, and Provide Feedback			A	A
Unit 3: Assessments				
The “Folders v. Learning Modules” discussion board instructions were clear and concise.	N	A	A	A
The “Folders v. Learning Modules” discussion board is a useful assessment of the learning that took place in the “Build Structure” lesson.	D	A	A	A
The “Items and Files” journal assignment instructions were clear and concise.	A	No	N	A
The “Items and Files” journal assignment is a useful assessment of the learning that took place in the “Work with Items” lesson.	N	No	N	A
The “Project: Creating Structure & Delivering Instruction” instructions were clear and concise.	No	No	A	A
The “Project: Creating Structure & Delivering Instruction” is a useful assessment of the learning that took place in the “Organize and Enhance” lesson and throughout Unit 3.	No	No	A	A
The “Unit 3 Show What You Know” instructions were clear and concise.	No	No	A	A
The “Unit 3 Show What You Know” is a useful assessment of the learning that took place throughout Unit 3.	No	No	A	A
The “Unit 3 Show What You Know” is a good opportunity for participants to practice/experience taking tests as a student.	No	No	A	A
The assessments accurately test the learning objectives.			A	A
The assessments will require an appropriate level of effort from the learners.			A-N	A
One or more of the assessments is unnecessary. Please comment below if you agree.			D	D

Expert Comments

Reviewer	Comments
Overall Course	
SME1	I am personally tired of the blackboard theme. I think it's old-fashioned and K-12 oriented, stale. And I don't care for black/dark gray backgrounds with white/light text.
SME2	Look and feel of the lab course is too close to main course.
ID1	Lab Banner - maybe put LAB under the other title to make it stand out more.
ID2	Typos: <ul style="list-style-type: none"> Unit 3: Creating Structure & Delivering Instruction. 2nd sentence under the video - there is <u>an</u> excerpt Make "Ideas & suggestions that they can put into practice immediately" it's own bullet
Announcements	
SME1	NONE
SME2	I like the use of an avatar, however, in this case, in the welcome announcement, I would like to get to know my instructor.
ID1	4 th ¶ - "info" should be bold I like the courselink at the end of the announcement!
ID2	The video was a nice alternative to having just a block paragraph of information that most learners do not even look at. It kicks things off with a mindset of the course being interactive, engaging, & multipurpose for a variety of learners. Just the right amount of details, informative & inviting.
Syllabus & Course Info	
SME1	I really like the browser check
SME2	Course Schedule - specify dates under generic weeks. Due date column, very explicit and helpful.
ID1	Put dates under weeks to clarify the weekly duration. Optionally, add "schedule is subject to change" Consider using "mark reviewed" in this area, especially if you are going to list rubrics.
ID2	I like how you've added the "tips" for the breadcrumb trail & the browser check info.
Instructor	
SME1	I don't like the blackboard monitor for the helpdesk. Might be something better.
SME2	Yes! I get to see a real person behind the scenes.
ID1	Although you have office hours "by appointment only", I would suggest you include "Mon - Fri, generally 8:00-5:00, by apt only" to avoid getting weekend or evening requests.
ID2	Held ample amount of contact detail. Not sure if we want to go deeper into detail about "specific" issues for <u>when</u> to contact the lts helpdesk. (Add into a notes section... for issues related to...)
Resources	
SME1	NONE

Reviewer	Comments
SME2	Topic Ideas: "How was this course designed?" Comments: Maybe checking your grades needs to be at the top of the resources. I like the browser check.
ID1	Topic Ideas: <ul style="list-style-type: none"> • Why did you use Tellingami and text for announcements (with link to Tellingami site) • Why did you use Padlet for group collaboration (with link to Padlet site) Comments: Very clear set of resources
ID2	Topic Ideas: This is a great area for instructors to peak into the minds of ID (scary I know) but at least they can see the reasoning behind certain tool choices vs. others and become more tech savvy in the end (perhaps)
Coursework	
SME1	<ul style="list-style-type: none"> • If there's a way, it would look better/display if all of the images were the same width. • Use "and" instead of ampersand in the unit titles. • I really like your analogy of a maze for course navigation, but I think there might be a better image. It looked kind of "space", "star wars empire" to me. (But not a big deal, I am just being picky!) • Remove "above" from click on the folder title above to begin this unit
SME2	NONE
ID1	<ul style="list-style-type: none"> • Topics are appropriate, but careful not to go deeply into pedagogy • I agree about consistency in instruction on unit descriptions. "click on the folder title above..." is sufficient... unit titles are repeated in Units 4, 5, and 8, but nowhere else in descriptors... again consistency • Unit 2 descriptor uses the term "pre-existing"... I'm thinking that it would be best mentioned inside the folder where appropriate so as not to scare off anyone who is "unfamiliar" with the concept or does want to work from scratch.
ID2	The pictures enhance the description & gives the learner a mental map of what they can expect & relate it to tangible things as well. So it, "puts your mind on track" so to speak.
Unit 3: Introductory Activities	
SME1	<ul style="list-style-type: none"> • Navigating the maze: excellent points! Video was low resolution and hard to read. • Showhow I couldn't figure out why the Padlet was there (even with the clever instructions). I think this should be optional. You may ask them to draft in pencil/paper OR use Padlet.
SME2	<ul style="list-style-type: none"> • Recommend redoing the student video so that the menu etc. is large and easy to read. • I don't see a strong/direct connection between the need for organization and structure and content creation. They seem very different to me. I think another source/resources could be found that better supports the need for good structure etc. • I think the unit should begin with the working through the unit it, learning outcome, modules. Somehow the Nav. the Maze and Padlet seem ungrounded. Maybe weave them into the modules/lessons.

Reviewer	Comments
ID1	<ul style="list-style-type: none"> • opening video: min 2:30, assignments in cc spelled incorrectly • Nav Maze - clearer video needed • Edit sentence in Nav Maze - "subject experts have this knowledge and the development team has the skill to organize that knowledge and reveal the core information". (rationale - sounds more diplomatic and less offensive to instructors) • Edit Caryl's bullet points to 6 key things (3 in each) category) to further stress your point about keeping students' attention • Activity: Organization and Structure in the Traditional Classroom - be specific to what the "different set of tools & skills" are or change out "different" for "specific" or "a unique set of tools and strategy" • I like using Padlet for just about any activity - it definitely enhances the course. However, in lieu of the topic in unit 3, it might be better to set up the Padlet structure in blocks, i.e. structure as opposed to random • Working in the Unit: "following each module... to practice what you learned"
ID2	<ul style="list-style-type: none"> • I particularly liked the Padlet - it gives a perception of a classroom blackboard which plays on the psyche of resistant instructors who have moved from a traditional course to online. so the look and feel of a traditional classroom blackboard with interaction in a great addition. Love it! :-) • Gagne was developed appropriately, so the warm up activities one again gets the learner in the right mindset for moving on to the "meat" of the course.
Unit 3: Structure	
SME1	<ul style="list-style-type: none"> • Where are the unit level outcomes? suggest placing at beginning of unit. • I like the idea of organizing content using modules, however, content here are step-by-step, thus, it will be easy for the learner to print out his instructions. • concern with using a Learning Module for step-by-step instructions. • Lots of long lists and scrolling (<i>note from evaluator, she had admin rights in bb and forgot to turn off edit mode when she was supposed to be viewing content from a student perspective</i>)
SME2	<ul style="list-style-type: none"> • When I looked at the activity "Folder v. Learning Module" " <ul style="list-style-type: none"> ○ I thought I would find content here. Suggestion: edit the title to something like "Discuss Course content organization folders v. Learning Modules tools ○ Save cognitive overload here. I'm just given "how-tos" to use something and it is more prominent than the real juicy content. I would create a link instead of embedding the video. "following each module is an assign..." is redundant to the next paragraph. • I think the Learning Objectives for all modules are too detailed and maybe too many. They read more like activities used to achieve objectives.

Reviewer	Comments
ID1	<ul style="list-style-type: none"> • I think learning objectives in learning modules would be better placed as #1 as soon as unit opens • I prefer the activity <u>inside</u> the learning module • the location of the activity had nothing to do with the clarity of what needed to be done to complete the course. The clarity would be best noted in "working through the unit" • there's a lot of "doing" in the objectives and not a lot of recall or relate type activities. For first time Bb users, it may help to reassure the instructors that they are building on their skill set. • "PRACTICE" should be capitalized to stand out in module ToC
ID2	<p>While I knew where to find the graded activities and it seemed second nature to me, I do feel that having the activities (graded) put into the same area as the actual learning module is a lot easier for students to find or not miss as they work from one item to the next.</p>
Unit 3: Content	
SME1	<ul style="list-style-type: none"> • In "Build Structure" you refer to two "containers" but it's not clear what this references. • I see no need to mention Lesson Plans. Just focus on folders & Learning modules. • In planning course areas... suggest truncating the images after two weeks or so, etc. just enough to make the point • In Edit a Folder, the Icon & image can be narrower and the white space in the icon only image can be removed. • I don't care for the Practice, Practice, Practice image. Seems preachy, awkward size and K12. Also practice is confusing because it's the required activity. • Include an image of a learning module icon in this area. • I think most faculty will use folders so I don't think the discussion should ask them to choose • I think discussion could be more engaging with more personal opinions to share instead of "describe the sim and diff..." • I suggest adding a visual version of how to create a file that uses screenshots • I don't think the sample created file & zipfile serve a good purpose. I think they're confusing. eg the zip file tries to open. Maybe more explain is needed, or just eliminate. • Explain what a mashup is • Include more screenshots eg of web link tool, courselink tool, etc.
SME2	<ul style="list-style-type: none"> • Use consistent names for the companion shell / lab • Print versions of the modules would be nice to provide • Can we provide instructors choices for activities? i.e. discussion or provide evidence of activity • Support for UD - "you may watch the video -or- read the following tutorial"

Reviewer	Comments
ID1	<ul style="list-style-type: none"> • Build Structure <ul style="list-style-type: none"> ○ Planning Course Areas - 2nd paragraph, just like file folders in a drawer ○ Have you described what an "action bar" is in either unit 1 or 2? ○ 3 views of icons & text images should be separated by more white space or by visible lines. ○ I LOVE the reminder icons! • Working with Items - embedding videos - contact eLearning support @ _____? • Org & enhance - click to launch content tools takes student out of module, confusing?! • Mashup comment about ITS should be dated
ID2	<p>I checked neutral on the instructions for... because I was unable to see any clear instructions unless I overlooked them. I saw learning objectives and all other learning modules, but nothing that shouted instructions. Are you referring to the paragraph(s) at the very top of each module?</p> <p>for instance the area: folder v. Learning Modules had a nice instructions paragraph present, perhaps add the same paragraph/instructions style to:</p> <ul style="list-style-type: none"> • Build Structure • Work with Icons • Organize and Enhance
Unit 3: Assessments	
SME1	NONE
SME2	I like the image map in the test questions about typing 4 steps to create a folder, I was confused
ID1	Project - work in your master?
ID2	Assessments were aligned appropriately both in the section and project
What did you like <u>best</u> about the course and why?	
SME1	use of videos
SME2	I like the activities in unit 3. However, I would calculate that a learner will spend at least 4-hours or more going over all of the content/activities.
ID1	the variety of images, text, videos - embedded and linked
ID2	<p>Great use of accessibility tools and methods</p> <p>It was easy to navigate</p> <p>Engaging</p> <p>Great choice in mediums used for delivering. Very effective use of technology tools that can give an instructors an idea of the variety that is out there that can make their courses engaging</p>
What did you like <u>least</u> about the course and why?	
SME1	all the long lists and scrolling
SME2	I would like to know ahead of time what I was supposed to be doing in unit 3. Move working through the Unit to beginning.
ID1	<p>The objectives in the learning module. I would prefer to have the unit objectives presented before I begin.</p> <p>the activities outside the Learning Module.</p>

Reviewer	Comments
ID2	I truly can't think of anything at the moment. From what I see in unit 3, everything looks great and if other units are mirror image, then I'd say awesome work!
Are there any elements that should be added or removed completely and why?	
SME1	Add CPCC Navigational template (<i>evaluator comment, this is in unit 2</i>)
SME2	
Do you have any comments on the pedagogical approach used in this course/lesson?	
ID1	A good build-up of one tool into the next makes learning Bb "sequentially" easier. Unit 3 did that - yay!
ID2	With an online approach it is especially important to align the teaching style with learns who: <ul style="list-style-type: none"> • Learn by listening • Learn by doing • Learn through discussion / debating • Learn by discovering You've successfully hit each of these area to make it a quality course. Great job!
Do you have any additional comments that did not fit into a category above?	
SME1	Maybe include more Best Practices and examples from a variety of courses. This is commonly used for...
SME2	
ID1	Practice vs graded items - do we need all of the practice? Should it stay but be more clearly marked as optional?
ID2	Over all, very thorough, well thought out and adheres to our Quality Standards. The embedded material was effective without overdoing it / overloading the learner.

Group Interview

What was your overall impression of the course?

Well organized and a good variety of learning styles

What was your overall impression of Unit 3 specifically?

- Concerns about placement of learning objectives
- Mix comments about the Table of Contents in the Learning Modules. It takes up space and names are cut off.
- Suggestion: Give Learning Module info from the student's perspective before the first learning module lesson is presented
- Like the activities but there are too many of them
- Give choices, for example mark practice as optional

What did you think about using a "Lab" course for practice? Why?

- Instructions to it are good
- Assignment in week 1 has them create a master, should we use it instead?
- Mix thoughts, it was useful but cumbersome

Do you feel that the amount of content is appropriate for this course/topic?

- Too much detail
- Idea: split up basics from higher end detail
- Define when video and text are redundant so learner knows they can choose
- Do we need to teach the file tool at all? – Consensus was no.
- Simplify pedagogy in structure

What about the course do you feel was interesting or engaging?

- Embedded audio like welcome message Tellagami

What elements "slowed down" learning?

- Discussion Forum: Folders v. Learning Modules. Not personal enough to be engaging.

Was the use of multimedia helpful, distracting, etc.?

- Overall helpful and they liked it
- Suggested not embedding videos when they are optional or not the focus, i.e. video instruction on using a journal before submitting a journal assignment

If you could change one thing about this instruction, what would it be?

- In the Learning Modules:
 - Put description on outside
 - Put assessments inside
 - Label graded work consistently, i.e. GRADED ACTIVITY
 - Label practice as OPTIONAL: Practice...
- Make sure any pedagogy tips are labeled "best practice" or "commonly used for..."

Do you have any other comments or questions?

- Unit 3 project is too big. Simplify and focus more, like the practice exercises.
OR
- Remove some practice and replace with Unit 3 project

- Specify where to do the activity (personal master, lab, etc.)
- Should we add a course link at the end of a learning module for easy progression to next module or back to unit?
- Add a job aid about the Content Editor. It needs a written explanation.
- Define the word “mash-up” before giving how tos
- Add more examples and best practices
- Label stuff “what you need” v. “advanced” where appropriate

Letter to Learners

Thank you again for agreeing to review Unit 3 of *Your Role in Blackboard Management*. This course is designed to replace out current Blackboard 101 and 102 courses as required training for faculty who will be teaching on-line and optional training for all other faculty and staff who use Blackboard. It is developed in Blackboard as two courses. Learners will be enrolled as students in the main course (*Your Role in Blackboard Management*) and as an instructor in the lab course (*Your Role in Blackboard Management Lab*).

During the small-group evaluation meeting, I will be soliciting your feedback as a “learner”. Whether you are brand new to Blackboard or have been using it for a while, your perspective will help make this course better for all faculty/staff who take it in the future. Please feel empowered to respond to questions from your own frame-of-reference and to be honest about anything that is difficult. If you struggle, so will other learners in the future.

Because your time is valuable, I have created a questionnaire in order for you to rank aspects of the lesson on a Likert scale. There is also room for comments/suggestions. I believe it will take between 1.5-2 hours to work through the lesson and fill out the questionnaire.

After everyone in the group has completed this process, we will also have a short group interview period where I will ask some additional open-ended questions and allow the group as a whole to discuss their various thoughts. With everyone’s permission, I would like to record the interview portion so that I do not miss anything that is said.

Please bring a pen or pencil (for completing the questionnaire) and headphones/earbuds (for reviewing the content) to our review session. Everything else that you need will be provided to you when you arrive.

I look forward to seeing you on October 13 at 1:00 in Hall 319.

Thank you again for your assistance with this project,

Carie

Carie Whitehead
Instructional Developer II, eLearning
Central Campus, Hall Building
PO Box 35009 Charlotte, NC 28235
704.330.6469

Instrument for Learner Review

Questionnaires and Interview Questions for the two sets of Expert Reviewers are shown on the following pages

Learner Review

“Your Role in Blackboard Management” Questionnaire

Name of Reviewer: _____ **Date:** _____

How would you rate your level of computer competency/experience?

- Expert:* Comfortable with most operating systems and applications. Learn new applications quickly. Have experience with HTML or another programming language.
- High:* Comfortable with most operating systems and applications. Learn new applications quickly.
- Good:* Comfortable with at least one operating system (Windows or Mac) and some software (such as Microsoft Office). Can handle file attachments, send e-mail, and manage files.
- Beginner:* Just starting out. Have used computers, but am not completely comfortable navigating the system or software.

Have you ever taken an on-line course as a student? Yes No

If you have taken a course on-line, what systems or programs were used to deliver instruction to you?

Have you ever taught an on-line course? Yes No

If you have taught on-line, what systems or programs did you use to deliver instruction?

Years of Experience with Blackboard: _____

How would you rate your level of expertise with Blackboard (check one)?

Beginner Intermediate Expert

Which of the following would you identify as your learning preference?

(you may choose more than one)

- Visual Learner
- Auditory Learner
- Physical/Kinesthetic Learner
- Logical or Mathematical Learner
- Social/Interpersonal Learner
- Solitary/Intrapersonal Learner

Instructions

The statements below correspond with sections of the course in Blackboard. You will be reviewing the course as a whole and then specifically reviewing the content in Unit 3 as an example of the course content. Please mark the box that best represents your opinion of the statement. You may add any comments you may have on each section. You do not need to write comments for every section.

Overall Course (you may need to return to some of these after completing the lesson)

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The course colors and theme were appealing and drew my interest.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The course menu was easy to navigate and content was where I expected it to be.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fonts and colors used throughout the course were easy to read.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	It was clear to me what the course was about and what I would be learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I enjoyed learning through these activities and lessons.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The course flowed logically and smoothly.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This course helped me learn the subject matter.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Content was presented in an interesting manner that kept me motivated to learn more.

How much time did you spend going through the course structure and unit 3?

Less than 30 minutes

30-60 minutes

60-90 minutes

90-120 minutes

more than 2 hours

Comments:

Announcements

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The welcome announcement was inviting.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The welcome announcement was informative.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The video welcome was helpful.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The video announcement was a distraction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The welcome announcement motivated me to continue in the course.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The amount of information in the welcome announcement was just right.

Comments:

Syllabus & Course Info

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The course schedule was helpful and informative.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Course Navigation information was clear and helpful.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Supported Web Browsers link was helpful.

Comments:

Instructor

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The instructor content area contained all of the contact information I anticipate needing.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The images on the contact cards were helpful.
Do you have any suggestions related to the descriptions of eLearning or ITS Help Desk?				
Comments:				

Resources

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The folders categorizing the resources were helpful in organizing the content.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Support and Technology resources covered all topics I anticipate needing as I take this course.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Links for Students instructions were clear and concise.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Links for Students resources were appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	“Why did you do that?” Is a helpful concept and should be developed.
What topics would you like to see in the “Why did you do that?” area?				
Comments:				

Coursework

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The eight unit topics give me the idea that I will be learning all I need to know to use Blackboard in my courses.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The unit descriptions are clear and accurate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The images on the unit folders fit the units.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The images on the unit folders add to the course.
Comments:				

Unit 3: Creating Structure & Delivering Instruction

Introductory Activities:

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The first two activities: “Navigating the Maze” and “Organization and Structure in the Traditional Classroom” grabbed my attention and motivated me to continue.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The first two activities: “Navigating the Maze” and “Organization and Structure in the Traditional Classroom” had a clear purpose in relation to the rest of the unit.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The activity: “Organization and Structure in the Traditional Classroom” was easy to understand. I was able to follow the directions and complete this activity.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The use of Padlet for the activity: “Organization and Structure in the Traditional Classroom” was interesting and engaging.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The item, “Working through the Unit” was helpful in understanding what needed to be accomplished.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The item, “Working through the Unit” was located at the correct point in the instruction.

Comments:

Structure:

N/A	Agree	Neutral	Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The use of Learning Modules (as opposed to folders) to deliver the lessons made sense to me as a learner.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Learning Modules used to deliver the lessons were well organized and easy to navigate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The graded activities being located outside of the Learning Modules made them easy to find.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The graded activities being located outside of the Learning Modules made it clear what needed to be done to complete the course.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I would have preferred to see the graded activities built into the Learning Modules.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learning Objectives for each Learning Module were clear.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learning Objectives for each Learning Module were helpful in determining what was to be accomplished.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learning Objectives for each Learning Module were accurately assessed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The use of a second Lab course was helpful in providing opportunities to practice.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The use of a second Lab course was difficult to understand and/or navigate to.
Comments:				

Content:

N/A	Agree	Neutral	Disagree	
Lesson: Build Structure				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The topics covered in this lesson would be helpful to an employee taking this course.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The step-by-step instructions for using Blackboard were easy to follow.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The step-by-step instructions for using Blackboard contained the appropriate level of detail.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Practice activities in this learning module were appropriate and useful.
Lesson: Work with Items				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The topics covered in this lesson would be helpful to an employee taking this course.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The step-by-step instructions for using Blackboard were easy to follow.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The step-by-step instructions for using Blackboard contained the appropriate level of detail.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Practice activities in this learning module were appropriate and useful.
Lesson: Organize and Enhance				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The topics covered in this lesson would be helpful to an employee taking this course.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The step-by-step instructions for using Blackboard were easy to follow.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The step-by-step instructions for using Blackboard contained the appropriate level of detail.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Practice activities in this learning module were appropriate and useful.
Comments:				

Assessments:

N/A	Agree	Neutral	Disagree	
Discussion Board: Folders v. Learning Modules				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Folders v. Learning Modules” discussion board instructions were clear and concise.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Folders v. Learning Modules” discussion board provided an interesting prompt that made me think about my own course development.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Folders v. Learning Modules” discussion board was a relevant assessment of what I learned in the “Building Structure” lesson.
Journal: Items and Files				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Items and Files” journal assignment instructions were clear and concise.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Items and Files” journal assignment caused me to reflect on how my own course development.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Items and Files” journal assignment was a relevant assessment of what I learned in the “Work with Items” lesson.
Assignment: Project - Creating Structure & Delivering Instruction				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Project: Creating Structure & Delivering Instruction” instructions were clear and concise.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Project: Creating Structure & Delivering Instruction” was helpful in making sure that I will retain the content learned in this unit.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Project: Creating Structure & Delivering Instruction” was a relevant assessment of what I learned in the “Organize and Enhance” lesson and throughout Unit 3.
Test: Unit 3 Show What You Know				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Unit 3 Show What You Know” instructions were clear and concise.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Unit 3 Show What You Know” is a useful assessment of the learning that took place throughout Unit 3.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The “Unit 3 Show What You Know” was a good opportunity to practice/experience taking tests as a student.
Comments:				

General Thoughts:

What did you like <u>best</u> about the course and why?
What did you like <u>least</u> about the course and why?
Was the course interesting, engaging, and something you would recommend to your peers? Why or why not?
Do you have any additional comments that did not fit into a category above?

Thank you for your time! Please let Carie know when you are done so that we can continue with the group discussion.

Learner Review: Group Interview

“Your Role in Blackboard Management”

Instruction for Reviewer:

These questions are to be asked of the combined group of Learners. Group responses will be recorded by the interviewer. If possible, this portion should be recorded. If follow-up questions are asked or prompts are given to solicit responses, please note them on the form.

Question	Group Responses
What was your overall impression of the course?	
What was your overall impression of Unit 3 specifically?	
What did you think about using a “Lab” course for practice? Why? If it was not well received, what suggestions do you have for meeting this need?	

Question	Group Responses
Do you feel that the amount of content is appropriate for this course/topic?	
What about the course do you feel was interesting or engaging? What elements will grasp a learner's attention and keep them progressing through the course?	
What elements "slowed down" learning? Did you see anything that may discourage a learner from continuing in the course?	

Question	Group Responses
Was the use of multimedia helpful, distracting, etc?	
If you could change one thing about this instruction, what would it be?	
Do you have any other comments or questions?	

Raw Data from Learner Review

The Learner Review results are reported below.

NA = Not Applicable

No = No response given

A = Agree

N = Neutral

D = Disagree

Question	1	2	3	4	5
Overall Course					
The course colors and theme were appealing and drew my interest.	N	A	D	A	A
The course menu was easy to navigate and content was where I expected it to be.	A	A	A	A	A
Fonts and colors used throughout the course were easy to read.	N	A	N	A	A
It was clear to me what the course was about and what I would be learning.	A	A	A	A	A
I enjoyed learning through these activities and lessons.	A	A	D	A	A
The course flowed logically and smoothly.	No	A	A	A	A
This course helped me learn the subject matter.	A	A	A	A	A
Content was presented in an interesting manner that kept me motivated to learn more.	A	A	D	A	A
How much time did you spend going through the course structure and unit 3?	No	30-60 min	120 min	No	No
Announcements					
The welcome announcement was inviting.	A	A	N	A	A
The welcome announcement was informative.	A	A	N	A	A
The video welcome was helpful.	A	A	N	A	A
The video announcement was a distraction.	D	D	N	D	D
The welcome announcement motivated me to continue in the course.	N	N	D	N	N

Question	1	2	3	4	5
The amount of information in the welcome announcement was just right.	A	A	D	A	A
Syllabus & Course Info					
The course schedule was helpful and informative.	A	A	A	A	A
The Course Navigation information was clear and helpful.	A	A	A	A	A
The Supported Web Browsers link was helpful.	A	A	N	A	A
Instructor					
The instructor content area contained all of the contact information I anticipate needing.	A	A	A	A	A
The images on the contact cards were helpful.	A	N	A	A	A
Resources					
The folders categorizing the resources were helpful in organizing the content.	A	A	A	A	A
The Support and Technology resources covered all topics I anticipate participants needing.	A	A	A	A	N
The Links for Students instructions were clear and concise.	A	A	N/A	A	A
The Links for Students resources were appropriate.	A	A	N/A	A	A
Why did you do that? Is a helpful concept and should be developed.	No	A	N/A	A	A
Coursework					
The eight unit topics are an appropriate structure for this course.	A	A	A	A	A
The unit descriptions are clear and accurate.	A	A	A	A	A
The images on the unit folders fit the units.	A	No	D	A	A
The images on the unit folders add to the course.	A	No	No	A	A
Unit 3: Introductory Activities					
The first two activities: "Navigating the Maze" and "Organization and Structure in the Traditional Classroom" grabbed my attention and motivated me to continue.	A	A	A-N	A	A

Question	1	2	3	4	5
The first two activities: “Navigating the Maze” and “Organization and Structure in the Traditional Classroom” had a clear purpose in relation to the rest of the unit.	A	A	D	No	A
The activity: “Organization and Structure in the Traditional Classroom” was easy to understand. I was able to follow the directions and complete this activity.	A	N	No	No	A
The use of Padlet for the activity: “Organization and Structure in the Traditional Classroom” was interesting and engaging.	A	A	N	No	A
The item, “Working through the Unit” was helpful in understanding what needed to be accomplished.	A	A	D	No	A
The item, “Working through the Unit” was located at the correct point in the instruction.	N	A	N	No	A
Unit 3: Structure					
The use of Learning Modules (as opposed to folders) to deliver the lessons made sense to me as a learner.	A	A	D	A	N
The Learning Modules used to deliver the lessons were well organized and easy to navigate.	A	N	N	A	A
The graded activities being located outside of the Learning Modules made them easy to find.	A	D	D	A	A
The graded activities being located outside of the Learning Modules made it clear what needed to be done to complete the course.	A	No	A	A	A
I would have preferred to see the graded activities built into the Learning Modules.	D	No	A	A	N
Learning Objectives for each Learning Module were clear.	A	A	A	A	A
Learning Objectives for each Learning Module were helpful in determining what was to be accomplished.	A	A	A	A	A
Learning Objectives for each Learning Module were accurately assessed.	N	A	N	A	N
The use of a second Lab course was helpful in providing opportunities to practice.	A	A	N	A	A
The use of a second Lab course was difficult to understand and/or navigate to.	D	N	A	D	D

Question	1	2	3	4	5
Unit 3: Content					
Lesson: Build Structure					
The topics covered in this lesson would be helpful to an employee taking this course.	A	A	A	A	A
The step-by-step instructions for using Blackboard were easy to follow.	A	A	D	A	A
The step-by-step instructions for using Blackboard contained the appropriate level of detail.	A	A	N/A	A	A
The Practice activities in this learning module were appropriate and useful.	A	A	A	A	A
Lesson: Work with Items					
The topics covered in this lesson would be helpful to an employee taking this course.	A	A	A	A	A
The step-by-step instructions for using Blackboard were easy to follow.	A	A	N	A	N
The step-by-step instructions for using Blackboard contained the appropriate level of detail.	A	A	A	A	A
The Practice activities in this learning module were appropriate and useful.	A	A	A	A	A
Lesson: Organize and Enhance					
The topics covered in this lesson would be helpful to an employee taking this course.	A	A	No	A	No
The step-by-step instructions for using Blackboard were easy to follow.	A	A	No	A	No
The step-by-step instructions for using Blackboard contained the appropriate level of detail.	A	A	No	A	No
The Practice activities in this learning module were appropriate and useful.	A	A	No	A	No
Unit 3: Assessments					
Discussion Board: Folders v. Learning Modules					
The "Folders v. Learning Modules" discussion board instructions were clear and concise.	A	A	D	A	A
The "Folders v. Learning Modules" discussion board provided an interesting prompt that made me think about my own course development.	N/A	A-N	A	A	N

Question	1	2	3	4	5
The “Folders v. Learning Modules” discussion board was a relevant assessment of what I learned in the “Building Structure” lesson.	A	A	N	A	N
Journal: Items and Files					
The “Items and Files” journal assignment instructions were clear and concise.	A	A	D	A	N
The “Items and Files” journal assignment caused me to reflect on how my own course development.	N/A	N/A	D	A	N
The “Items and Files” journal assignment was a relevant assessment of what I learned in the “Work with Items” lesson.	N	A	D	A	N
Assignment: Project - Creating Structure & Delivering Instruction					
The “Project: Creating Structure & Delivering Instruction” instructions were clear and concise.	No	A	N	A	A
The “Project: Creating Structure & Delivering Instruction” was helpful in making sure that I will retain the content learned in this unit.	No	A	A	A	A
The “Project: Creating Structure & Delivering Instruction” was a relevant assessment of what I learned in the “Organize and Enhance” lesson and throughout Unit 3.	No	A	N/A	A	A
Test: Unit 3 Show What You Know					
The “Unit 3 Show What You Know” instructions were clear and concise.	No	A	N	A	No
The “Unit 3 Show What You Know” is a useful assessment of the learning that took place throughout Unit 3.	No	A	D	A	N
The “Unit 3 Show What You Know” was a good opportunity to practice/experience taking tests as a student.	No	A	A	A	No

Learner Comments

Learner	Comments
Overall Course	
1	It was easy to relate to a particular subject/tool
2	Unit 3, Page 8 typo on first sub-heading The should be This
3	Colors were drab. Needed more time to learn from the course.
4	Let students know how long they'll have access to course in case they want to save documents or refer back.
5	Colors calming, subtle
Announcements	
1	NONE
2	<ul style="list-style-type: none"> Announcement video in IE9 very small and will not enlarge (<i>note from Reviewer - IE is not supported by Blackboard</i>) Announcement video not showing in Firefox 33.0
3	NONE
4	Not necessarily a bad thing but should you have included entire announcement in your video rather than just the first paragraph. Love the "2 nd life"-esq character. Will this character be recurring?
5	Lab course welcome message typo " <u>T</u> his is your course."
Syllabus & Course Info	
1	Using the "back arrow" to go back can sometimes be a habit for me. I admit breadcrumbs is easier because there are times the "back arrow" makes the content reload. What I know about Bb has been based on one training session and "playing" in the system.
2	NONE
3	Emphasize MUST read / review supported web browsers. I skipped that section.
4	I thought the web browser check was a great idea
5	The Web Browser check is essential On Course Schedule - are the unit titles going to be live links?
Instructor	
1	NONE
2	NONE
3	Very good modeling what faculty should do. ITS add hours of operation 7:30-9:00
4	I think avatars make a lot of sense. This needs to be a requirement - it may help students & faculty better identify areas of the college if they were widely used inside Bb and across the CPCC website.
5	Like the description of what eLearning does - add a similar line or two about when/why to contact ITS so hopefully faculty will see difference.
Resources	
1	?Add frequently asked questions?
2	NONE
3	All images should be same size

Learner	Comments
4	May be good to make your images roughly the same size in the resources area as you did in the "Links for Students" folder. Love the idea of having a common set of icons. Would make navigation for faculty and students easier.
5	NONE
Coursework	
1	NONE
2	NONE
3	Compass is old. Maze difficult to see. Images all the same size.
4	Again, love the visuals - should they all be the same size? Spelling error: Unit 8 description "...know, saw good-bye..."
5	NONE
Unit 3: Introductory Activities	
1	<ul style="list-style-type: none"> • Loved the Padlet • Not sure of "working through the Unit" was in the right place
2	There was a lot of scrolling. I had a little trouble keeping track.
3	<ul style="list-style-type: none"> • Padlet sample should list "two" ideas as requested in the instructions. • Working through the unit - I would prefer bullets or numbered lists • Are both video and padelt available for faculty? (<i>Reviewer answer - yes</i>)
4	Bump the video volume up if possible.
5	<ul style="list-style-type: none"> • Navigating Maze - in sentence "Subject experts..." I think you want word "channel" instead of "challenge" • I can't view video - player out of date • Love use of Padlet to engage right away. • When you refer to "course schedule for future dates" can that be a link back to the course schedule? • Are you going to give users any more info anywhere about Padlet? I think pointing out some of the tools you use - or telling them you'll provide info about the tools would be motivating.
Unit 3: Structure	
1	Inconvenient to toggle back and forth between the course/lab
2	NONE

Learner	Comments
3	<ul style="list-style-type: none"> • BS - Learning objectives separated bullet list. Current 7 are difficult to read & remember. • Give instructions to read each section of T of contents or click <- page # of 9 -> • Add return to top / bottom for each page • C new folder separate each # item • Explain hierarchy folders, learning modules, units • Explain “containers” • Move directions for learning modules earlier in T of C • Unless I have two screens, how can I access task directions when I’m creating / practicing in lab? • Too much scrolling and going back to unit. I became confused and ticked off. • I wanted to quit • I was frustrated
4	<ul style="list-style-type: none"> • “Reordering Folders” video volume is low • Is it possible to link from the course to the lab? • Did you mean to link Folders v Learning Modules to the forum? • “creating Items” video volume • “Using Content Editor” note about Notepad? • “Creating Accessible Content” any reason not to embed the PDF?
5	<ul style="list-style-type: none"> • Not sure I liked the “Best Practices” bb Page - had too much other info on it. • Create a new folder, have they been introduced to edit on/off earlier in course? What has been said to them about switching back & forth between edit on and edit off? • When were they taught how to mark as reviewed?
Unit 3: Content	
1	I haven’t used this system to teach. I also haven’t set up a course for students... yet.
2	NONE
3	Too many step-by-step instructions
4	<ul style="list-style-type: none"> • When offering step-by-step instructions, I wonder if it’s useful to add screenshots. • Anecdotally, I’ve heard from some learners that they prefer screenshots & instructions in place of videos
5	<ul style="list-style-type: none"> • When you start talking about the “Content Editor” have they already been introduced to it with a graphic? • When it gets to embedding video there is a lot of “IT lingo” there - not sure a real beginner will have any idea how to find an embed code. Same with much of the info from here on. It gets complex but I think it has to for the learners to progress.
Unit 3: Assessments	
1	NONE
2	NONE
3	Too many instructions for discussion board
4	<ul style="list-style-type: none"> • Exam Q1 screenshot hangs out of frame • Surprised that the test wasn’t longer • Liked the assessments, but I wish it were easier to link from course to lab

Learner	Comments
5	I'm not sure they will know "Items and Files" as a Journal I wouldn't call the test a true assessment. It is a quick check-in, but not enough to fully assess all that is in Unit 3. The project activity was a better fit for this.
What did you like <u>best</u> about the course and why?	
1	Learning /using navigation in terms of where things are, but going back was time consuming
2	I thought the content was good - I hadn't built in Blackboard and was interested to see all of the options.
3	Videos - as a visual learner, I became distraught with so many lists, pages, instructions Content was superior
4	Definitely a nice upgrade to the previous course. Like the visuals and consistency.
5	Lots of engagement. I'm assuming that in other units you are going to model more tools like you did Padlet here.
What did you like <u>least</u> about the course and why?	
1	Lots of info in short time
2	NONE
3	<ul style="list-style-type: none"> • Too much scrolling. Add "back to top / bottom" • Difficult to navigate between / back & forth learning modules • Needed more learning modality options
4	It's still a lot of info to digest but is good, faculty will need to be motivated to complete - will they have an option to "place out" of this?
5	I don't know how to avoid this, but some of these topics do require a fair amount of complex knowledge about technology and I am a bit worried about true beginners.
Was the course interesting, engaging, and something you would recommend to your peers? Why or why not?	
1	Yes, it was interesting. I have increased my knowledge in reference to Bb and how courses are set up.
2	NONE
3	Yes - content was precise Low rating for engagement. I became bored and confused.
4	Yes, in fact I plan to ask that all people in my area take it! Gives a solid overview of Bb & its more essential tools / features.
5	If I was new to Bb I would really enjoy this as I like to learn by a lot of direct engagement. I would definitely recommend to faculty new to Bb.
Do you have any additional comments that did not fit into a category above?	
1	NONE
2	NONE
3	NONE
4	N/A
5	NONE

Group Interview

What was your overall impression of the course?

A lot – too much content

What was your overall impression of Unit 3 specifically?

- Too much
- Navigation difficult
- Content good
- Want more interactivity

What did you think about using a “Lab” course for practice? Why?

- Confusing to go back and forth
- Provide links to it when needed
- Useful once there

Do you feel that the amount of content is appropriate for this course/topic?

- No – too much!

What about the course do you feel was interesting or engaging?

- All activities
- Felt very engaged

What elements “slowed down” learning?

- Too much in and out, moving around
- Navigation was complicated
- Too many bullets in a list

Was the use of multimedia helpful, distracting, etc.?

- Both
- Liked the embedded videos
- Good length
- Liked the consistent CPC eLearning title page for videos

If you could change one thing about this instruction, what would it be?

- Give instructions on how to use learning modules before using them
- More examples from real courses

Do you have any other comments or questions?

- Idea: common avatars or icons for CPCC college resources to be used in this and ALL courses and on web site
- Use help area to explain “why”
- Add a glossary to define terms