

Web-Based Instruction Design Document: Your Role in Blackboard Management

Carie M. Whitehead

University of North Dakota, IDT 580

Web-Based Instruction Design Document: Your Role in Blackboard Management

Introduction

I have been tasked with developing a new course for the faculty at our community college to give them basic Blackboard Literacy. This course will replace two previous courses that we called Blackboard 101 and 102, but needs to be a complete reimagining.

Make sure the problem can be solved appropriately with WBI

Yes. Teaching Blackboard through Blackboard makes a lot of sense to me as it gives the learner a chance to experience the environment as a student while he/she learns to manipulate it as an instructor. There are many multimedia tools already available to support this instruction (such as Blackboard's YouTube channel and Lynda.com videos) and all learners will have access to a Blackboard course as an instructor in which to try things out hands-on. In the past the biggest problem with delivering this course through WBI was low computer literacy, but this time around we are adding a computer literacy prerequisite that will be met either through a test-out or by taking a computer literacy course.

Identify the purpose of your WBI

We do not want the learners to just know how to use Blackboard as a tool, but also to match the tools that Blackboard provides to appropriate instructional/learning opportunities. This brings instruction to higher levels on Bloom's Taxonomy. Much of this will be further addressed in the next course in the sequence which will be on the pedagogy of online instruction, but even in this Blackboard Literacy course no Blackboard tool will be taught without its pedagogical purpose. In many cases, the learners will developed these ideas together through social constructivism as they explore their own current teaching methods and learn to apply them to the tools provided by Blackboard.

Choose a content area in which you have expertise and that is of interest to you

I, along with the other ID's at my college, provide all of the Blackboard support to our faculty. We are the SMEs on this topic. In addition, the better we train the faculty through this course, the easier we make our own jobs on the support line! This course is a win-win for me.

Select a topic for which participants will be available

We run the current courses monthly and are never lacking in participants. We have approximately 300 full-time and over 1000 part time faculty at our institution with new part-timers coming on board every semester and old faculty adding on-line teaching to their loads regularly. We plan to launch Your Role in Blackboard Management in September or early October, so I have a captive audience.

Select a topic for which you have technology available to develop and implement

I have Admin rights on our Blackboard server so can fully develop this course in that environment. I have Adobe Captivate and Articulate if I want/need to do software simulation activities. There are a wealth of videos already existing on the topic as well. I anticipate no problems in developing quality multimodal instruction on this topic.

Problem Analysis**What problems are you trying to address?**

Faculty who are teaching using Blackboard do not know how to use the LMS properly, if it all. They do not always have the knowledge or comfort in the LMS to deliver instruction, manage a grade center, make decisions on tool settings, or to support students when things do not go smoothly.

What are the symptoms of the problem?

A large volume of calls from faculty to the eLearning Support line with basic how-to questions. Grade appeals from students because the final grade in Blackboard does not match the final grade entered into the official system. Instructor calls to eLearning Support because they do not know what to do when students have issues during Blackboard tests or submitting Blackboard assignments. Grade Centers full of duplicate assignments and tests due to improperly done course copies.

What is the root cause of the problem?

Faculty are either given a Core Course or Division Master to copy with not instruction on how to manage it once it is done or they have moved from traditional to online teaching without learning the pedagogical differences let alone the procedures or tools. Without training on the technology, they are trying to deliver traditional instruction on-line and using Blackboard poorly to do so.

Is instruction an appropriate solution for the problem?

Yes! Some basic instruction is needed! Instructional aids, videos, and tutorials exist already. They need an organized and structured class that makes sense of the abundance of information on the subject and delivers just what is needed in a concise and timely manner.

Is WBI an appropriate instructional solution?

Yes. Teaching Blackboard through Blackboard makes sense as faculty will see the student perspective while learning to manage a course as an instructor. In addition it meets their needs for flexibility in time and location.

Gap Analysis

A team of Instructional Designers and Directors from Professional development have been working on a list of desired competencies for Faculty who teach on-line courses. I used that as a starting point for determining my optimals. I eliminated all competencies that are already being covered in our On-Line Pedagogy Course that will be taken after this Blackboard Literacy Course and all of those that will be covered in the prerequisite Computer Literacy Course.

I then looked at the skills that are being taught in our current Blackboard courses and consolidated them into optimals. I also used the performance of faculty in the current Blackboard courses and anecdotal evidence of support calls to the eLearning Support Line (I do not have access to a reporting tool for these calls) to analyze the actuals.

Actuals	Problem (Gap)	Optimals
Some faculty cannot find Blackboard login or their own courses	Basic computer literacy needs to be assessed and taught when needed	Login to Blackboard, successfully access and navigate the course space
Some faculty only use e-mail and announcements to communicate with students	Misunderstanding of all available communication tools as they relate to Bb including e-mail via Bb, posting announcements, & linking to WebEx from Bb	Use course communications systems effectively and efficiently
Vocabulary and usage is misused Faculty do not know about personal course masters and get frustrated when semester shells are not available on their time frame	Information on this is years old and confusing, need updated instruction	Understanding of Course Administration at CPCC, especially Masters v. Shell v Core Course
Bb Grade Centers often do not match course syllabi	Lack of understanding of how Bb Tools generate grade center columns, how to manage a grade center, how to create calculated or manual columns, how publisher content linked to course effects the grade center	Have a well-structured Blackboard Grade Center that is easy to understand from a student perspective and clearly mirrors the grading expectations defined in the course syllabus

Actuals	Problem (Gap)	Optimals
Faculty who are not trained do not know how to perform these tasks or where to get the starting content	Due to the many variables in starting points, faculty often call for help with course copies, date management, and availability settings. The additional common starting states need to be addressed in addition to the most desirable one.	Prepare a premade course for semester deployment by doing a proper course copy, changing dates, setting course availability, and more
<p>Course menus were previously pre-populated so faculty do not know how to make them.</p> <p>The standard menu is new, so faculty are not knowledgeable about its requirements.</p> <p>The standard menu provides options for the Collaboration menu item, so education is needed on how to build this button.</p>	This are is new to ALL CPCC faculty so need thorough attention.	Develop a course menu and structure from scratch, following CPCC guidelines
Most faculty can do this in whole or in part, but some will need instruction	Instruction and practice is needed for those who are new to Blackboard	Be able to create, modify, and edit folders, learning modules and content
<p>Discussion Boards are the primary collaboration tool used, if any is used at all.</p> <p>Very few faculty know about or use groups.</p>	Education is lacking on the various tools available, their differences, and how to set-up, consistently use, and effectively manage them.	Establish student engagement involving communications and collaboration
<p>Test are used heavily, although certain question types are used much more than others.</p> <p>Pools are used most often when provided by a publisher in the form of a test bank. They are less understood.</p> <p>Surveys are rarely used.</p>	With yearly upgrades and minimal training, faculty who do use tests do not always know or understand all of the settings. New faculty, do not understand all of the elements of test development, importing, and deployment.	Understand the differences between Tests, Surveys, and Pools in Blackboard and be able to use each effectively for instruction

Actuals	Problem (Gap)	Optimals
<p>Assignments are used a lot, but the detailed options and not always well thought out or managed effectively.</p> <p>Instructions on assignments are not always friendly to the student who is new to the LMS.</p>	<p>Assignments and SafeAssign are currently separate tools, but will be combined in the upgrade this summer. This makes this tool new to everyone in its details.</p> <p>Faculty who do not know the tool well, have trouble grading within the tool and supporting the tool when students do not use it properly.</p>	<p>Be able to create, modify, and grade Assignments and SafeAssignments in Blackboard utilizing advanced features such as InLine Grading, Annotated grading, and grading rubrics</p>
<p>Most faculty are not even aware that there are policies regarding use of 3rd party software</p>	<p>Policies need to be clearly defined and communicated</p>	<p>Understand CPCC policies and procedures for using external / 3rd party applications and tools in a Blackboard course</p>

Problem Statement

CPCC Faculty who teach using Blackboard need to have an understanding of LMS administration, structure and tools used in most on-line courses in order to manage existing course content, begin developing new content, and support students through an on-line course experience. This knowledge is weak or lacking in many faculty, even though who have used Blackboard or another LMS to support Web-Enhanced courses prior to teaching Web-Based (fully on-line) courses.

The determination that faculty knowledge of the Blackboard LMS is weak or non-existent is based on the number of calls that come through the eLearning Support Line with basic “how-to” questions concerning the Blackboard system combined with the performance of some faculty in previous versions of Blackboard courses (Blackboard 101 and 102).

Based on these observations, it is determined that faculty should show competency in the Blackboard LMS before endeavoring to teach a Web-Based course. In order to respect the time and previous efforts of faculty who do have these skills, it is recommended that a set of thorough assessments be developed that can be used throughout instruction and also serve as a way to prove competency in place of instruction for those who desire a “test-out” option and meet predetermined criteria to do so.

For those who need instruction, Web-Based Instruction is the most appropriate solution. First of all, since the subject matter is a Learning Management system, it will help for the faculty to experience the LMS as a student by taking the course on-line. This will give them the perspective needed to then assist their students through the struggles that inevitably happen when taking a Web-Based course.

Secondly, taking the learners needs into consideration, flexibility is a must. Faculty teach day and night and even on weekends. Some have full-time day jobs at other locations. CPOC is spread over 6 campuses. There is no one time or location that would meet the needs of all of our learners. Web-Based asynchronous instruction can accommodate their needs while wisely using the human resources we have available to teach/facilitate the course.

Finally, the subject matter lends itself to Web-Based learning. It is not psychomotor skills. While parts of it are procedural, those procedures must be applied in a broader context of decision making and options. It goes beyond what can be taught in static job-aids or reference guides, although those should be a part of this course and available as reference afterwards. Discussion and collaboration with peers will bring fresh ideas on how to use the tools and enhance learning, but can easily be done on-line.

Instructional Goal

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.

Learning Outcome

Learners will need to apply a number of policies and procedures to their unique situation in order to manage their specific course. This falls into Gagne's Rule-using or Application category or the Application level on Bloom's Taxonomy.

Organizational Infrastructure**The Infrastructure of Central Piedmont Community College**

eLearning provides support on course design and development as well as training on Blackboard and other teaching technology. They can also provide support in creating multimedia assets such as video and interactive learning modules. They have been short one Instructional Developer for a few months, with this position just being filled in July and the new Developer still in training mode. Additionally, the eLearning Director position has been vacant for about three months and will not be filled until a suitable candidate is found.

The overarching culture surrounding on-line teaching at CPCC has been evolving slowly over the past few years. Recent initiatives towards a standard course navigation menu, common course objectives and assessments, and required training for on-line instructors are seen by many as a loss of control and creativity. More effort is being put toward developing Core Courses to be used by all sections of the same course, but faculty are not given release time or stipends for development. Part-time faculty who are required to attend trainings must do so on their own time, un-paid. All of these factors can affect the learners who are CPCC employees.

Support Staff

CPCC has two support units for faculty and staff teaching using Blackboard. eLearning provides a support line for faculty to assist with Blackboard issues. The ITS Help Desk provides broader technical support to both faculty and students on the entire computing environment.

Additionally, there is a Web Services team in ITS that does the actual Blackboard administration. Both the ITS Help Desk and the eLearning team can escalate issues to this team when needed. This team is responsible for the physical Blackboard servers that will host the Web-Based training.

Allocated Personnel for the Blackboard Literacy Course Project

Only one Instructional Developer has been allocated for this project. Carie Whitehead is serving as Designer, Developer, and Subject Matter Expert. She has twenty years of experience training adult learners and designing curriculum, many years working with on-line courses and course development, and three years with Blackboard including just under two as a Blackboard Administrator. She is currently working on a M.Ed. in Instructional Design and Technology.

She has consultation support from the other three Instructional Developers in the eLearning team. They each have Blackboard subject matter expertise and one has an Instructional Design related Master's Degree. They will also be available to assist with the development stage.

Learner Location and Technology

Learners will be CPCC Faculty who are located in the Charlotte, NC area but spread out with up-to a 1.5 or even 2 hour commute to the Central Campus where the Instructor is located. They are in an urban/suburban region and have access to CPCC Computer Labs at the 6 campuses as well as technology at home. They are required to have computers (PC or Mac)

capable of accessing and manipulating Blackboard in order to teach on-line, so are responsible for obtaining appropriate hardware/software or getting to campus to use CPCC equipment. The only required software for the course is a web browser and Microsoft Office. A list of supported browsers can be found on Blackboard's Help Website.

Learner Characteristics

Learners

Main Elements in Learner Analysis	Aspects
General Characteristics	Adults age 21-65, typically Bachelor's degree or higher with most having some graduate work or a graduate degree, multi-cultural, multi-ethnic, mixed-gender, wide range of computer literacy but all have passes the prerequisite test or course, new employees and veterans
Motivations	<ul style="list-style-type: none"> • Some will be required to take the course in order to teach on-line and will have no intrinsic motivation. • Some take every course offered and will have no business need for the content. • Others will fall in-between having a combination of internal and external motivations. • All will receive Professional Development credit for the course. 20 hours/year are required for full-time employees.
Prior Knowledge	Mixed. Learners may or may not have taken on-line courses as students in Blackboard or other LMS. Learners may or may not have used Blackboard in a Web-Enhanced setting prior to taking the course. For some this will be the first exposure to the software and for others they will have been using it for years but are now required to take the course or prove competency.
Communication Skills	<ul style="list-style-type: none"> • E-Mail: Should be competent by the time they finish the Computer Literacy prerequisite Course • Threaded Discussions, Chats, etc.: This may be a first exposure for many learners, especially participating as a student • Written Communication: We can expect competency and professionalism based on the level of education of the learners
Technical Skills	These will be mixed, but will be addressed with the Computer Literacy prerequisite. All learners will have at least minimal exposure and competency will all required base technology.

Main Elements in Learner Analysis	Aspects
Abilities and Disabilities	The course will be designed with ADA compliance and Universal Design philosophies to meet the needs of all learners. Any learner with a specific need can go through human resources to request specific accommodations and if they are not already addressed in the course design they will be taken care on an individual basis. The majority of learners are fully abled, but there are some with hearing and visual impairments as well as mobility issues that could be taking this course.
Other Learner Characteristics	All learners are college faculty or support staff so are acclimated to the academic environment. However, taking into account learning preferences and designing for multiple personalities is always preferred. The more options that can be given, the better.

Learner Analysis

Comfort level and experience with technology has been a big issue with prior incarnations of this course. There are large inconsistencies and a variety of levels in this area. We have multiple learners who could not navigate the Web-Based learning because of their low-level of computer literacy. College Culture of the past allowed some faculty to have Instructional Office Assistants print their e-mails and do all computer based work for them. This is changing and the faculty are changing with the times. In addition to this course, one of my colleagues is designing and developing a Computer Literacy course to address the needs of this population. All learners will be required to prove computer literacy either through assessment or by taking that course prior to enrolling in the Blackboard Literacy course.

This will not necessarily eliminate all anxiety over learning in a Web-Based environment. However, this course is for faculty who will be teaching Web-Based courses. If they cannot overcome their own anxiety as learners they are not going to be ready to support their own students through the same challenges.

Other skills that are lacking for many learners are in the pedagogy of on-line teaching. While this is primarily being addressed in the follow-up course, it needs to also be an underlying theme throughout this course. One primary area this effects is the grade Center. Because many community college faculty are not educated as teachers, they do not always understand the connection between a syllabus and the LMS grade center.

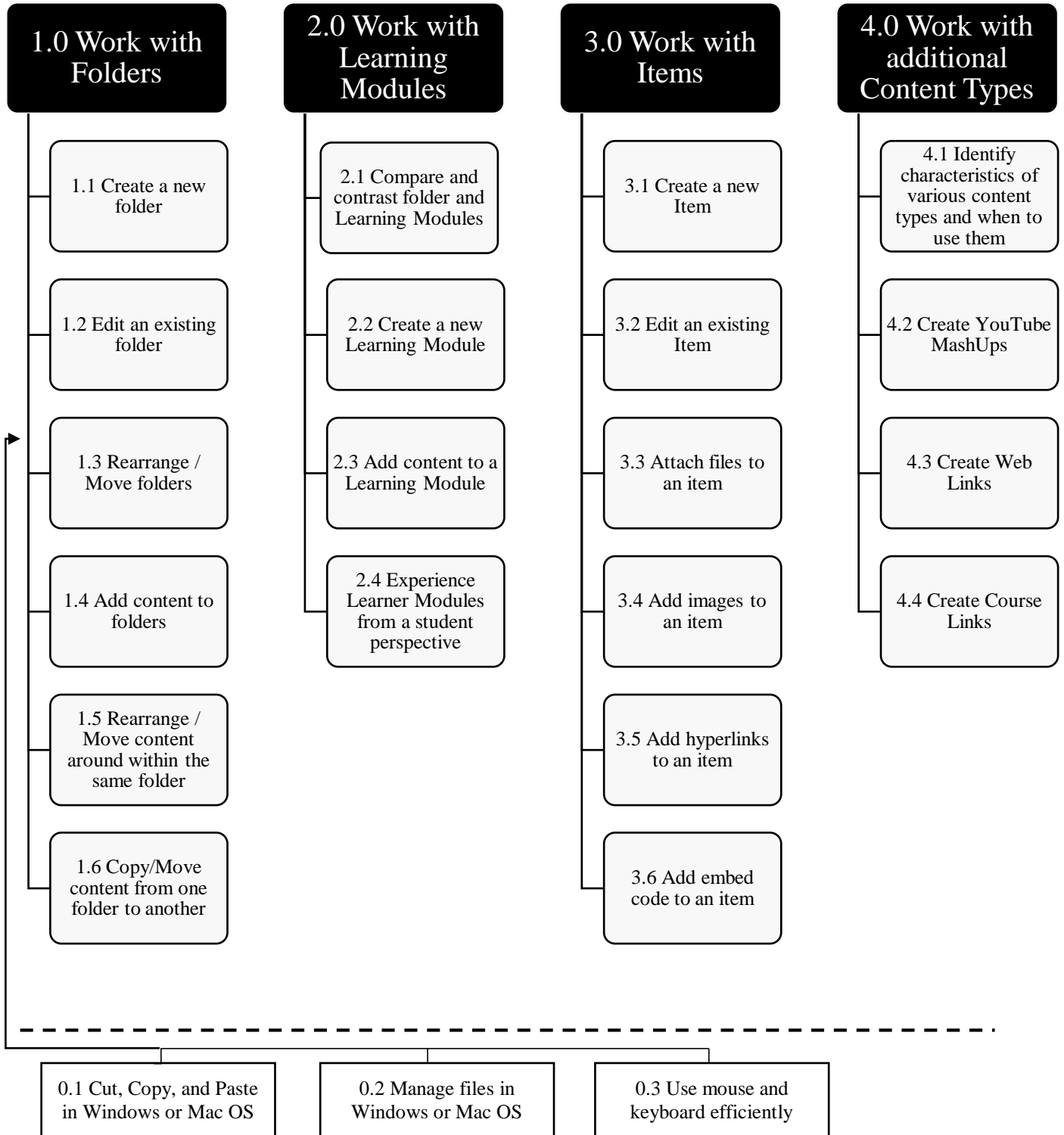
Motivation is another consideration. Most learners will take this course as a requirement for being certified to teach Web-Based (fully online) courses as part of their job. Therefore, for these learners motivation is often to pass and receive credit as opposed to learn and gain knowledge. However, they will not be successful on-line instructors if they do not have the skills needed to manage the Blackboard course. This means that the WBI must be designed to be engaging, keep a clear path towards the end goal, and always have a clear purpose in everything that is presented or asked as a learning activity or assessment.

I can assess motivation level in multiple ways:

- Entry and exit surveys to determine who is taking the course as a requirement v. by choice and compare that to who completes the course and all components
- Course evaluations and feedback forms
- Student engagement activities that involve active dialog with the instructor where the instructor can then get to know the learners and therefore, subjectively assess motivation on a constant basis.

Learning Task Map

Create and edit folders, learning modules, and basic content in Blackboard



Entry Skills for Blackboard Management Course

Task Objective and Assessment Blueprint

Learning Task Item and Number	Objective	Outcome Level (Gagné / Bloom)	Assessment Item
Create and edit folders, learning modules and basic content in a Blackboard course shell <i>(Derived from goal statement)</i>	Given a lesson scenario applicable to web-based instruction, the learner will be able to create a structure and build appropriate content to deliver instruction in the Blackboard LMS.	Rule-using or application / Application	Summative Assessment: Final Project Learners will submit either a document containing screenshots of a complete lesson or a video walk through of a complete lesson which will be evaluated based on a rubric.
1.0 Work with Folders	Given a sample of a Blackboard “Create Content Folder” screen, the learner will be able to describe the Standard Options provided and identify best practices for using the various settings.	Defined Concepts / Comprehension	Summative Assessment: Test Questions (multiple choice) Screen is shown with items labeled A, B, C... Each question will focus on one labeled item and give multiple-choice scenarios, one of which is a best practice for using that option.
1.1 Create a new folder	Given a unit topic, the learner will be able to create a new folder with a descriptive name and additional information.	Rule-using or application / Application	Summative Assessment: Test Question (short answer) List the steps for creating a new folder in Blackboard. <i>Hint you must list at least 4 distinct steps to get full credit. You may have more steps if you include more detail.</i>

Learning Task Item and Number	Objective	Outcome Level (Gagné / Bloom)	Assessment Item
1.2 Edit an existing folder	Given an existing folder in Blackboard, learners will be able to edit the name and text by changing both text elements and adding graphics using the Insert/Edit Image button.	Rule-using or application / Application	Formative Assessment: Software Simulation Learner will need to recreate the correct steps in a software simulation
1.3 Rearrange / Move folders	Given a series of at least four folders in Blackboard, the learner will be able to change their order using the click and drag method and be able to move a folder to a new location within the course using the contextual menu.	Rule-using or application / Application	Formative Assessment: Software Simulation Learner will need to recreate the correct steps in a software simulation
1.4 Add content to folders	Given a folder in Blackboard, learners will be able to use the Build Content menu to create items and add files to the content area.	Rule-using or application / Application	Formative Assessment: Software Simulation Learner will need to recreate the correct steps in a software simulation
1.5 Rearrange / Move content around within the same folder	Given a series of at least four content items within a folder in Blackboard, the learner will be able to change their order using the click and drag method	Rule-using or application / Application	Formative Assessment: Software Simulation Learner will need to recreate the correct steps in a software simulation

Learning Task Item and Number	Objective	Outcome Level (Gagné / Bloom)	Assessment Item
1.6 Copy/Move content from one folder to another	Given a content item in Blackboard, the learner will be able to move the item to a new location within the course using the contextual menu.	Rule-using or application / Application	Formative Assessment: Software Simulation Learner will need to recreate the correct steps in a software simulation
2.0 Work with Learning Modules	Given a sample of a Blackboard “Create Learning Module screen”, the learner will be able to describe the Learning Module Options, Standard Options, and Table of Contents settings provided and identify best practices for using the various settings.	Defined Concepts / Comprehension	Summative Assessment: Test Questions (multiple choice) Screen is shown with items labeled A, B, C... Each question will focus on one labeled item and give multiple-choice scenarios, one of which is a best practice for using that option.
2.1 Compare and contrast folder and Learning Modules	Given a Discussion Board question on folders and learning modules, the learner will be able to describe the similarities and differences between the two containers and explain which they may wish to use in their own course and why.	Discrimination / Comprehension	Formative Assessment: Discussion Board Question 1. Describe at least two similarities and two differences between Folders and Learning Modules in Blackboard. 2. Describe a unit/lesson/week/module in your course, tell us whether you would rather use a folder or a learning module for it. Explain why you made this choice. 3. Respond to at least 2 of your peers’ giving feedback on how you believe students in their class would respond to their choice and why.

Learning Task Item and Number	Objective	Outcome Level (Gagné / Bloom)	Assessment Item
2.2 Create a new Learning Module	Given a unit topic, the learner will be able to create a new learning module with a descriptive name and additional information.	Rule-using or application / Application	Formative Assessment: Software Simulation Learner will need to recreate the correct steps in a software simulation
2.3 Add content to a Learning Module	Given a learning module in Blackboard, learners will be able to use the Build Content menu to create items and add files to the module.	Rule-using or application / Application	Formative Assessment: Software Simulation Learner will need to recreate the correct steps in a software simulation
2.4 Experience Learner Modules from a student perspective	Given a learning module that contains a full lesson, learners will use the Enter Student View button in Blackboard to experience the module from a student perspective and be able to answer three multiple choice questions about what they saw.	Concrete concepts / Comprehension	Formative Assessment: Software Simulation Learner will need to recreate the correct steps in a software simulation Summative Assessment: Test Questions (multiple choice) When viewing the Learning Module from the student perspective, which of the following were true? <ul style="list-style-type: none"> a) Information was presented linearly all at once b) There was a table of contents c) Information was presented sequentially, one item at a time. d) A & B e) B & C

Learning Task Item and Number	Objective	Outcome Level (Gagné / Bloom)	Assessment Item
3.0 Work with Items	Given a sample of a Blackboard “Create Item” screen, the learner will be able to describe Standard Options and identify best practices for using the various settings.	Defined Concepts / Comprehension	Summative Assessment: Test Questions (multiple choice) Screen is shown with items labeled A, B, C... Each question will focus on one labeled item and give multiple-choice scenarios, one of which is a best practice for using that option.
3.1 Create a new Item	Given an instructional topic, the learner will be able to create a new item with a descriptive name and use text to deliver the message.	Rule-using or application / Application	Formative Assessment: Software Simulation Learner will need to recreate the correct steps in a software simulation
3.2 Edit an existing Item	Given an existing Blackboard item, the learner will be able to edit the item to add rich media in order to enhance the message.	Rule-using or application / Application	Formative Assessment: Software Simulation Learner will need to recreate the correct steps in a software simulation
3.3 Attach files to an item	Given an existing Blackboard item, the learner will be able to edit the item and add a Microsoft Word document or PDF file using the Browse My Computer button.	Rule-using or application / Application	Formative Assessment: Software Simulation Learner will need to recreate the correct steps in a software simulation

Learning Task Item and Number	Objective	Outcome Level (Gagné / Bloom)	Assessment Item
3.4 Add images to an item	Given an existing Blackboard item, the learner will be able to edit the item to add images using the Insert/Edit Image button in order to enhance the message.	Rule-using or application / Application	Formative Assessment: Software Simulation Learner will need to recreate the correct steps in a software simulation
3.5 Add hyperlinks to an item	Given an existing Blackboard item, the learner will be able to edit the item to add a hyperlink to an external website in order to enhance the message.	Rule-using or application / Application	Formative Assessment: Software Simulation Learner will need to recreate the correct steps in a software simulation
3.6 Add embed code to an item	Given an existing Blackboard item, the learner will be able to edit the item to add embed code for a Panopto or YouTube video in order to enhance the message.	Rule-using or application / Application	Formative Assessment: Software Simulation Learner will need to recreate the correct steps in a software simulation
4.0 Work with additional Content Types	Given a list of content types in Blackboard, the learner will be able to match them to definitions in a matching test question.	Defined Concepts / Comprehension	Summative Assessment: Test Question (matching) Terms and definitions
4.1 Identify characteristics of various content types and when to use them	Given a list of content types in Blackboard, the learner will be able to match them to use case scenarios in a matching test question.	Concrete concepts / Comprehension	Summative Assessment: Test Question (matching) Terms and use case scenarios

Learning Task Item and Number	Objective	Outcome Level (Gagné / Bloom)	Assessment Item
4.2 Create YouTube MashUps	Given an instructional topic, learners will locate an appropriate Youtube video and add it to a Blackboard course using the YouTube Mashup tool.	Rule-using or application / Application	Summative Assessment: Final Project Learners will submit either a document containing screenshots of a complete lesson or a video walk through of a complete lesson which will be evaluated based on a rubric.
4.3 Create WebLinks	Given an instructional topic, learners will locate an appropriate website for instruction or practice and add it to a Blackboard course using the WebLink tool.	Rule-using or application / Application	Summative Assessment: Final Project Learners will submit either a document containing screenshots of a complete lesson or a video walk through of a complete lesson which will be evaluated based on a rubric.
4.4 Create CourseLinks	Given an existing Content Area in Blackboard, learners will create a link to it inside another folder or learning Module using the CourseLinks tool.	Rule-using or application / Application	Summative Assessment: Final Project Learners will submit either a document containing screenshots of a complete lesson or a video walk through of a complete lesson which will be evaluated based on a rubric.
Entry Skills			
0.1 Cut, Copy, and Paste in Windows or Mac OS		Rule-using or application / Application	
0.2 Manage files in Windows or Mac OS		Rule-using or application / Application	
0.3 Use mouse and keyboard efficiently		Rule-using or application / Application	

Implications of Design

This unit or module seems to be mostly about rule using or application. This means that we will be teaching a lot of rules or “how-to” which can be boring or tedious. It also is not a highly engaging or intellectual concept that easily lends itself to discussion. Care will need to be given to delivery and practice in order to hold interest, create community, and draw the students into the course while teaching these foundation skills.

WBI will be effective since these skills need to be practiced in Blackboard, as web-based application. This a topic that lends itself to the WBO modality. However, the instruction itself needs to be presented with video and written hand out-outs in order to speak to different learning preferences and be accessible to all. There needs to be opportunities to practice the skills, not just observe them. Also, the course is being delivered in the system that is being taught (Blackboard) so it must be modeled as a clearly organized and well thought-out course in design, structure, and visual appeal.

Examples will be provided through video walk-throughs of how to perform each skill along with reference guides that can be saved/printed for later that include simple step-by-step instructions and images.

Many of the questions will be about how to and when to use the different items. A lot of the focus will be on learning how to create and edit, but the discussion and question of the learning can delve into the deeper reflection on why. We have an entire separate course on the pedagogy of on-line learning so we do not want to go too deep into this topic here, but I believe that how-to should not be taught without some discussion of why.

Practice presents a challenge because the ideal may not be feasible on the timeline allowed. If time permits, I would like to create software simulations in Adobe Captive that allow

the learner to try without actually going into a live Blackboard course. Since this may not happen, an alternative is to dually enroll all learners in a second Blackboard shell with an Instructor (editing) role. In this shell we can give them each a folder with their name on it and designate this as their “playground”. Feedback can only be given on end results, not processes, so this is not perfect, but it could be a solution until true software simulations are developed.

In addition, each learner has the ability to create a Blackboard course master that will never have active students enrolled into it. These are intended for course development. This will be one of the first exercises in the full course and will give each learner a place to perform practice exercises and build final projects for assessment. They can then submit screen shots or video walk-throughs for proof of completion.

This analysis leads me to believe that even though some higher-level objectives are not part of this course, adding in discussions at a deeper level will be essential to keeping students’ interest. These are educated learners and having them perform only application-level tasks out of context will not be motivating. I want to find scenarios, examples, anything to tie this back to their actual use of the tool in order to bring meaning into what they are practicing and avoid teaching the skills in isolation.

Design Approach

The timeline for design and development of the full Your Role in Blackboard Management course is two months. This deadline for completion is driving the design approach. Concurrent design and rapid prototyping are going to be essential to on-time completion. While there is only one designer overseeing this project, there are three additional Instructional Developers available to assist with creation in the LMS. Therefore, as individual units and lessons are designed, they will start development while further units are still in the design phase.

WBI Instructional Strategy Units

WBI Strategy Worksheet

Course: Your Role in Blackboard Management

Unit: Folders, Learning Modules, and Content Types

ORIENTATION TO LEARNING SUBCOMPONENTS	INSTRUCTIONAL STRATEGIES
Orientation to Learning	
1. Provide an overview	This is not the first unit in the course, so learners have already been oriented to the course and the LMS. Learners will be introduced to this unit of instruction by: <ul style="list-style-type: none"> • Being shown a video walking through an ideally structured course full of multimodal content • Followed by a short statement telling them that they too will be able to create all of the elements.
2. State the objectives	A simple text item will present the main learning objectives for the unit. Objectives may also presented in audio format.
3. Explain relevance of instruction	Learners will be shown a video of a counterexample, a course that is poorly structured and does not provide simple navigation or a variety of instruction. They will hear a students' frustrations as they try to get through a week's worth of materials in this course. This will be followed by an article showing how research supports the need for structure/organization in WBI.
4. Assist learner recall of prior knowledge, skills and experiences	A collaborative exercise (maybe Padlet or similar tool) will ask learners to share ways in which they provide organization and structure in a traditional (face-to-face) classroom.
5. Provide directions on how to start, navigate, and proceed through the unit of instruction	Since this is not the first unit and all will be structured similarly, only minimal reminders are needed. A text item reminding students to proceed sequentially through the remaining items, completing all activities and letting them know specifically what the required assessments are.
Instruction on the Content	
1. Present instructional content	<ul style="list-style-type: none"> • Direct instruction through: Video/audio screen capture walkthroughs of the skill • Printable how-to guides with picture for future reference • Images with important elements labeled • Scenarios of best practices
2. Provide learning cues	<ul style="list-style-type: none"> • Present a single objective followed immediately by practice • Have ongoing "to think about" items throughout that are not questions to be submitted but are things that

	<p>the learner should be considering for their own course building</p> <ul style="list-style-type: none"> • Have consistent style guide for all how-to text instructions that uses bold, italics, and underline for meaning (i.e. bold for exact names of labels in Bb, italics for actions to perform, etc.) • Include application ideas even when objectives are about how-to create, not how to apply
3. Present opportunities for practice	<ul style="list-style-type: none"> • Software simulation practice exercises created in Captivate • Creation of actual items in a Blackboard Master course shell • Discussions of application
4. Provide feedback on practice performance	<ul style="list-style-type: none"> • Captivate practice will have built in feedback • Practice in a Master will be submitted to instructor as still screenshots or video walk through and then a grade and text or audio feedback can be provided
5. Provide review of and close the unit of instruction	<ul style="list-style-type: none"> • Summarize unit's value to overall course design in a final multimedia presentation • End lesson with preview of next topics and how they build on this topic
Summary and Close	
1. Enhance and enrich learning	Additional resources for the topic will be available
2. Provide remediation for unmet objectives	Learners will be given multiple attempts to complete assessments so that they can master the material. Learners will be directed to appropriate additional resources in assessment feedback if needed.
3. Provide opportunities for retention	If a learner gets so far behind in remediation work that they cannot progress with the rest of the cohort, they will be invited to complete the current lesson at their own pace and then re-enroll in the next cohort (the course will be offered monthly) to continue onto further topics.

Measurement of Learning

WBI Strategy Worksheet

Course: Your Role in Blackboard Management

Unit: Folders, Learning Modules, and Content Types

ORIENTATION TO LEARNING SUBCOMPONENTS	INSTRUCTIONAL STRATEGIES
1. Assess performance	<ul style="list-style-type: none"> • Blackboard test with multiple choice, matching, and essay/short answer questions. May also use hot-spot question type. • Project showing combined skills to build a lesson (instruction only, not practice or assessment) in Blackboard with a structured set of folders or learning modules to contain it and multimodal instructional elements. Grading Rubric will be provided upfront.
2. Advise learner of performance scores	<ul style="list-style-type: none"> • Blackboard test will have some self grading questions and some instructor graded question. Final score and feedback (combo of built-in and instructor added) will be posted in Grade Book. • Project grade and feedback will be posted to Grade Book with rubric scores as well as final score and feedback.

Learner Motivation

Motivational Framework

This unit is more about applying rules and creating things that have a right/wrong, then about higher-level concepts that revolve around debate and constructing meaning. Because of this, I feel that Keller's ARCS model is a better fit than Wlodkowski and Ginsburg's Motivational Framework. That said, I believe in the Community of Inquiry framework (<https://coi.athabascau.ca/>) for online learning which does lend itself better to Wlodkowski and Ginsburg's Motivational Framework. So, in reality, I will probably borrow from both.

Overview of the Motivational Strategies for Your Role in Blackboard Management

Orientation to Learning

- Use an icebreaker at the start of the course that includes a get to know each other activity with images and text (*establish inclusion*)

- Have strong instructor presence with a robust instructor bio and plenty of opportunities for feedback and help (*attention, establish inclusion*)
- Provide easy to navigate structure and clear instructions to build confidence in using the Blackboard LMS as a student while learning to develop it as an instructor (*confidence*)
- Use multimedia from the start to gain attention regardless of learning preference (*develop learner attitudes because of choice*)

Instruction on the Content

- Provide choice in project content and structure so that it can be used in a learner's own courses and not just be exercises for this course (*relevance*)
- Sharing of ideas for applying what we are learning (*relevance, confidence*)
- Opportunities for ungraded practice with feedback before graded assessments (*confidence*)
- Exposure to tools as a student before learning to manipulate them as an instructor (*attention, relevance, confidence*)
- Q&A Discussion Board always available for students to share ideas, ask questions of each other, and build community (*relevance, confidence, satisfaction*)

Measurement of Learning

- Mastery-learning model where expectations for completing assignments are clear (i.e. rubrics) and high, but multiple opportunities are available to get it to mastery-level (*confidence, satisfaction*)
- Instructor will provide constructive feedback on early attempts and guidance towards resources that will lead to success of subsequent attempts when needed (*confidence, satisfaction*)

Summary and Close

- Summary of best-practices developed from shared experiences (collaborative activities) will be posted by instructor to highlight what the class as a whole has discovered (*relevance, satisfaction*)
- Resources for future learning opportunities as individuals and as a group will be presented (*confidence, satisfaction*)
- Learners will be encouraged to take the next course in the series immediately so that they can continue as a cohort and build on the sense of community they have begun to develop (*help establish inclusion within a learning community*)

Conclusion and Implementation Plan

Through pre-planning and design, I found that CPCC is evolving and is not the same environment that existed when the predecessor courses were developed. Streamlining the content into one more concise course will be a benefit to the learners, but quality must be increased, not just maintained, in the process. To do this, it is recommended that the duration of the course be expanded.

The previous courses ran as self-paced WBI with open-enrollment and a maximum completion time of one month. *Your Role in Blackboard Management* has been designed as a guided course for a cohort of learners to progress together over six weeks of instruction. The addition of practice exercises before assessment is designed to increase retention of the subject matter, but also requires more time on the part of the learners. The primary goals and objectives are based around how-to type skills, but discussion and other student-to-student interaction, guided by instructor involvement and feedback, will allow for socially constructed application and a foundation of pedagogy.

Formative and summative assessments are being developed as projects with clear grading rubrics combined with tests of basic knowledge, so an alternate “test-out” option is no longer needed. Instead the authentic assessments built into the course will be a way to show competency in the required skills and can stand alone outside the course if needed as an alternate track for those who have extensive prior experience with Blackboard.

However, all of these improvements also mean changes in implementation. This is no longer a course that requires a mere “facilitator” to monitor discussion boards and grade for completion or basic requirements. It now demands an involved instructor who is an active

participant on a regular basis. It may even warrant co-instruction or an instructor/TA model to ensure that someone is available regularly.

Implementation is slated for mid-late September or early October. A transition plan from the prior set of courses, Blackboard 101/102, to the new course needs to be created with all possible scenarios anticipated. Marketing should begin in early September to enroll the first cohort with messages in the Communicator (CPCCC employee electronic newsletter) and e-mails to Deans. Facilitators need to be assigned and a complete enrollment and facilitator plan will need to be created if the duties are being shared/split. This is ambitious, but possible if implementation planning occurs concurrently with the completion of design and development.