Checklist for Semester Start in Blackboard

Faculty Resource Spring 2015
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This workshop is to explore how to:

- Review how to make course requests or course copies
- Analyze how to use course structures
- Define best practices for writing course objectives
- Set up assessments and assignments - are they optimally set up for grading, could they use a rubric?
- Examine instructional materials; do they align with objectives and assessments?
- Examine strategies for Tool availability
- Analyze learning interaction and engagement
- Define learning support, and disability accommodations for students

How Courses are managed in CEM – Course Enrollment Manager

Courses are not automatically created in Blackboard each semester. Courses are created and students are enrolled in the Course Enrollment Manager.

1. Students enroll in their desired course sections via Class Search, which is managed by PeopleSoft.
2. Instructors request creation of a Blackboard shell, which includes the associated section line number.
3. CEM automatically creates the course shell, matches the new course to the section line number, and enrolls the students in the Blackboard course.
4. Students are enrolled in courses three days prior to the semester start date.
5. Instructors request to copy an existing course, a new basic Blackboard shell or an organization.
6. Instructors can request several Blackboard courses at once.
7. See course request instructions for detailed instructions about how to request your course in CEM.

Knowledge Base Article
Course Enrollment Manager
Course Requests or Course Copies

Make sure you submit your request to copy or create a course as far in advance as you need to make changes, review or build the content. To request your course go to My ASU and click on the Blackboard Course Request link. For further instructions read the article titled “Request a Blackboard Course” listed below.

Knowledge Base Articles
- Request a Blackboard Course
- Blackboard Start of Semester Check List

Try It!
Go to My ASU and create a course request for a training/development course. Find the answer to these questions:
1. Can you copy an existing course?
2. Can you create a course from scratch?
3. Can you add TAs to your course from here?
4. Can you edit your request before you submit it?

Facts about course requests:
- After you request a course, you will be able to see it in My ASU but the course will not be synced until three days before class starts. In other words students won’t be able to access the course until three days before class starts.
- When you request additional sections for a course they will be in the same shell,
and offer a way for you to manage larger courses more easily.

- When you add a syllabus to your course from the My Classes view of the course in My ASU, students will be able to view the syllabus during their search for classes in the course catalog, a great help to them in deciding if they should take the course.
- You might consider making a master course copy with a development shell, then use it to “copy existing course” as you submit your course requests each semester.

Course Overview & Introduction –

Syllabus builder, or embedded - It can be easy to assume students know how to navigate through your course. However, never underestimate the importance of being clear. The course introduction sets the tone for the course, let’s students know what they should expect, and ensure they have the guidance they need to start the course off right. A course tour or overview will ensure that students know how to access content, submit work, and interact with the online course components.

Does your course have…

<table>
<thead>
<tr>
<th>Syllabus</th>
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</thead>
<tbody>
<tr>
<td>Welcome &amp; Start Here section</td>
</tr>
<tr>
<td>Meet Your Instructor video</td>
</tr>
<tr>
<td>Course Tour &amp; Introduction video</td>
</tr>
<tr>
<td>Technical Support section</td>
</tr>
<tr>
<td>University Policies &amp; Code on Academic Conduct section</td>
</tr>
<tr>
<td>Student Resources &amp; Accessibility section</td>
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</tbody>
</table>

Some things to keep in mind when getting to know the students:

**Involve students quickly** — This can be done by having them introduce themselves, allowing them to think and write, or having a whole-class or small-group discussion. Let them know that "online" does not mean that they will be passive students, but rather they will be active participants in the class.

**Identify the value and importance of the subject** — Students may not know why this subject is important, other than it fills a requirement. Help them understand the significance of the course, so that they will want to invest time and effort into it.

**Set expectations** — Let the students know what you expect regarding appropriate study time, turning assignments in on time, how much interaction there will be between you and your students, etc.

**Establish rapport** - Encourage students to reach out to you. It can reduce cheating in online courses tremendously. An informal and friendly encounter with each student individually via Skype or similar at the beginning of the semester is very helpful.

**Reveal something about yourself** — You don’t have to tell the students your life story,
but let them know a little about you.

**Establish your own credibility** — Let them know about your prior work experience, travel experience, or research and publications in an area. Give them confidence that the teacher(s) know what he or she is talking about.

**Establish the “climate” for the class** — Whether you want it to be intense, relaxed, formal, personable, humorous, serious, etc.

**Provide administrative information** - ways for students to contact you.

**Introduce the subject matter** - what excites you about the material and course.

Syllabus Checklist -
https://docs.google.com/document/d/1wKK_G8LQoO0i0U0layySqcBmiEFCZ4oiRBE5lTTPxmU/pub

<table>
<thead>
<tr>
<th>Try It!</th>
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<tbody>
<tr>
<td>Go to the Course Syllabus Checklist using the link above or in the online course. Find the answer to these questions in the Syllabus Checklist Link then take the quiz.</td>
</tr>
<tr>
<td>1. Which syllabus item describes specific brands recommended for materials?</td>
</tr>
<tr>
<td>2. Which syllabus item explains the skills that students are expected to learn by the end of the course?</td>
</tr>
<tr>
<td>3. Which syllabus item describes how late assignment submissions is handled?</td>
</tr>
<tr>
<td>4. Which syllabus item addresses extra credit?</td>
</tr>
<tr>
<td>5. Which syllabus item explains the instructor’s preferred method of communication?</td>
</tr>
</tbody>
</table>

**Course Structure Options**

The way you build your course can be pivotal to students’ understanding of how to navigate and access course content. If content is arranged in a way that makes it difficult to stay organized student performance could be affected. For instance, it may seem logical to group all assignments into one location. But if that separates them from the related content, things can get confusing. A good practice would be to build a course in modular form grouping all content for a given week or topic into one module that includes content, and assessments.

In the Control Panel under Customization > Teaching Style, you have the option to create various course structures based on type of course. When you choose to use a specific
course structure such as Experiential, Constructivism, or Social Learning you can click on a link to learn more about that structure before clicking the Use this Structure button. (Learn More) Once you click the Use This Structure button, you have the option to “Include content examples”.

Clicking this option will add content examples to the new folders created in the course structure you choose. The examples provide more suggestions about how to build your course.

Or, you may choose not to include the samples by leaving the option unclicked.

Keep in mind that when you click Use this Structure, additional folders will appear above the original folders you added in the course menu.

Try It!

<table>
<thead>
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<tbody>
<tr>
<td>In the Control Panel go to Customization &gt; Teaching Styles.</td>
</tr>
<tr>
<td>1. In the list of course structures, which structure might you choose for your course and why? Enter your choice at Poll Everywhere: PollEv.com/marthasteina786 If you don’t have an account create one using the link at the bottom of the page:</td>
</tr>
</tbody>
</table>

Quick Questions:
2. What information do you find when you click on the Learn More link?
3. Can you undo getting a structure?

Course Objectives

Objectives are formal statements regarding the skills and abilities that students will gain from the course, and they are directly tied to assessments. For best results, one should avoid using immeasurable terms such as “understand” or “appreciate” when writing objective statements.

Example Objectives:
Upon completion of this course you will be able to demonstrate the following skills:

- Discuss the negative and destructive spirals that surface in conflict situations.
- Analyze a conflict, identifying assumptions about power.
- Describe techniques for managing conflict.
- Examine the lasting effects of conflict.

Bloom’s Taxonomy

Please review the resources below, which offer a review of learning objective construction and Bloom's Taxonomy:

This is the Instructional Objectives Builder from ASUOnline. It's is a free application for developing instructional objectives for courses and instructional programs. Please watch the tutorial in box 1 (shown below). Please note that the first couple of slides define learning objectives, which will be a good review, and the remainder of tutorial introduces you to Bloom’s Taxonomy.
Try It!
Use the Instructional Objectives Builder from ASU Online then post your learning objective at pollEv.com/marthasteina786, to share with the group.

Other Learning Objective Resources:
Writing Measurable Learning Objectives from TeachOnline: Resources for Teaching Online, written by Tracy Smith in July 2012. (5 min)

Writing Objectives Using Bloom's Taxonomy from Center for Teaching & Learning at UNC Charlotte. They provide a PDF of the information, which is located at the bottom of the page.

Assessments and Assignments –
Once you know your objectives, it’s time to create the assignments and assessments that will measure how well your students have learned the objectives. You need to be able to answer these questions:

- Do I have enough assessments, and am I taking advantage of all the different types?
- Do my assessments match my objectives?
- Is my grading policy easy to find and is it clear?
- Do all of my assignments and assessments clearly describe how to earn all of the available points?
- Am I taking advantage of all of the tools that discourage cheating?

You life will be easier if you can create assignments within the Blackboard system, which will automatically create a column in grade center. You can then view the submitted assignments from Grade Center, make online annotations on the assignment without downloading it, and then enter a grade as you view each assignment. This can be invaluable if you have a larger class.

Rubrics
Depending on the nature of an assignment you may choose to create a rubric in Blackboard. The Rubric can be accessed from the Grade Center and used as a tool to grade the assignment.

Knowledge Base article about Rubrics: Rubrics in Blackboard

Try It!
1. Go to the Assignments area in the left menu.
2. In the Assignments content area, hover on the Assessment tab and choose Assignment.
3. Fill out the form with the assignment details and options.
4. When you get to the Rubric area, add a rubric and choose an existing rubric.
5. Edit the rubric you choose.
6. Click Submit.
Instructional Materials

The instructional materials in a course should contribute to the achievement of the stated course and module/unit learning objectives at the course, module and/or unit level. The connection between the learning material and the objectives is important. Instructional materials need to be current and present a variety of perspectives on the course content.

1. Blackboard Workshops - Learn about Blackboard and its tools.
2. Media Studio - Record a video lecture in a professional studio
3. Camtasia Relay - Capture your screen as a video for demonstrations
4. Microsoft Workshops - Improve your Office skills
5. Tools on Parade Workshop - Learn about new technology and online tools
6. Video Workshops - Learn how to record and edit a video
7. Slideshow - Create and share online presentations
8. YouTube - Share your videos and find quality video content
9. Zamzar - Convert files into various formats like PowerPoint slides to images
10. Google Docs - Create online documents, spreadsheets, presentations, and surveys
11. My Brainshark - Narrate your PowerPoint presentations with your computer or phone
12. Clickers - Use response technology in the classroom
13. Prezi - Create dynamic presentations
14. Box.com enables you to embed scrolling files in Blackboard.
15. Poll Everywhere - Create a poll and make your student's classroom experience more engaging.

Try It!

Activity - Swap Instructional Materials

Identify an alternative instructional material option for this or other example assignments:

The concept of course design is currently presented as a PowerPoint presentation. What is an alternate means of presenting this material?

About the TEACH Act

The Technology, Education, and Copyright Harmonization (TEACH) Act is a provision of US Copyright law that regulates the use of copyrighted materials in distance education courses. It should not be confused with Fair Use which is another and separate provision of US Copyright law. Although the TEACH Act provides greater latitude regarding usage of media materials in distance education courses, it also is accompanied by enhanced stipulations in its implementation.

American Library Association - http://www.ala.org/advocacy/copyright/teachact

Tool Availability

Depending on the needs for your course, you may wish to make certain tools more easily available in the course menu, or hide them in the Tools area if students don’t need them. The purpose of hiding them might be to make the list simpler, or just keep students from using that tool.

Review whether the tools needed to utilize online materials, knowledge management,
emailing, etc. are the best for your purposes. E.g Course calendar.

### Try It!

**Access Tools via the Control Panel:**

1. Each individual tool opens its own form which offers an availability setting.
2. If opening via the course menu, a list of all the tools opens with individual availability settings.

   1. Create a tool link in the course menu:
   2. Hover over the + sign in the top of the course menu.
   3. Choose Tool Link
   4. Choose which tool you want to make available.
   5. Click Submit

You should now have a Tool Link in your course menu.

### Learning Interaction and Engagement

Active learning is a strategy to have students participate in the task of learning – students learn by doing. The skills they acquire through doing can be transferred to real life uses more easily because they were actively acquired and internalized by activities like exchanging opinions, or using problem-solving strategies.

Instruction is designed to have students interact with information using critical thinking or higher order information processing to acquire the knowledge.

This benefits both students and instructors. Students become more engaged and self-directed as learners. Instructors have more opportunity to interact with students and work with them at individual levels.

Some examples of learning scenarios:

**Traditional:**
Student-instructor – Students complete and submit assignments or projects for instructor feedback. An example might be synchronous or asynchronous discussion boards

**Active:**
Student-content interaction – Students can be given assigned reading from a text, URL, or library. They could be given an online research project to report back on, or any number of variations of these.

Student-student – Student interactions could be in group discussions, group projects, peer-to-peer grading, etc.

This brief video was created by Dr. Gabriel E. Guzman and illustrates active learning in the context of Edgar Dale's *Pyramid of Learning* and *Bloom's Taxonomy* created by Benjamin Bloom.
Active Learning (V1)
Duration: (3:36)
User: AlbwI8NEeNqntpmt00_Nkg - Added: 1/14/13
YouTube URL:
http://www.youtube.com/watch?v=dwxmPrBdIcQ

URLs about Active Learning
These URLs can also be useful as you think about creating active learning opportunities.

ASU Online Article - by Irma Sandercock
http://teachonline.asu.edu/2013/03/how-does-active-learning-support-student-success/#axzz2kT3MyYsb

ASU News Story: Student-centered, project-based education continues to thrive at ASU
https://asunews.asu.edu/20131112asu-student-faculty-collaboration

University of Minnesota - Examples of how to facilitate active learning
http://www1.umn.edu/ohr/teachlearn/tutorials/active/strategies/index.html

Student Centered Learning Toolkit - From European Student's Union

Dr. Bong's Video Primers for e-Teaching & Learning
http://www.indiana.edu/~icy/media/de_series.html

Merlot
http://www.merlot.org/merlot/index.htm

Active learning in Higher Education
Strategies for more effective student-centered, authentic engagement in the higher education context - Curated by Faculty Learning Engagement Teams
http://www.scoop.it/t/flipping-learning-in-higher-education

Quality Matters Rubric
Find out about the Quality Matters Higher Education program. Get certified as an peer-to-peer reviewer and more. One of their eight standards is about Learner Interaction and Engagement.
https://www.qualitymatters.org/higher-education-program

Learning Support –

You are teaching using technology . . .
You and your students are going to run into problems. Your students are accessing your course using computers, tablets, phones, and a myriad number of browsers. Things are going to happen. If you don’t want to be buried in students
as asking you for help, you will benefit from clearly laying out how to get technical help.

Your department may have created a technical help section for your course. Contact your department to see if there are stated policies to add to your course. An example is the great site maintained by CLAS [http://clastech.clas.asu.edu/studentresources.html](http://clastech.clas.asu.edu/studentresources.html)

There is a help article that links to many helpful items for using blackboard. There is an excellent website, encouraging students to succeed online at [https://tutoring.asu.edu/](https://tutoring.asu.edu/)

If you have teaching assistants, stating a communication policy for them is important. If students’ efforts above fail through, offer a way to get in touch with you.

It is also helpful to preview your content in as wide a variety of devices and browsers as possible. If you find that certain items play better in certain browsers, stating that for each content will help smooth out the use of your course. A student test account is invaluable here! This is a second ID that you enroll in your course as a student. Then you logout as you and in as the student ID - and you can navigate through your site as a student.

Additionally, here is a wealth of resources collected by ASU Online that work for all students. Feel free to copy these into your courses.

**ASU Libraries** - provides access to electronic journals, electronic books, and research databases online. Library support is available 24/7 through Ask A Librarian. Check out the Library Guide developed for online students: [http://libguides.asu.edu/onlineprograms](http://libguides.asu.edu/onlineprograms)

**Writing Center** – ASU Writing Centers provide a dynamic, supportive learning environment employing tutors from many majors who help students hone their skills and gain confidence at any stage of the writing process. Writing tutors help you: explore, plan, and develop ideas; organize and structure your paper; integrate and cite sources; and write, revise, edit and proofread. Schedule an online writing tutoring appointment at: [http://studentsuccess.asu.edu/home/writingcenters](http://studentsuccess.asu.edu/home/writingcenters) and click on the “find a tutor” button on the top left. If you have questions or need assistance scheduling an appointment please call 480.965.9072.

**Student Success** – The Student Success Centers offers free academic support resources for all students including tutoring, Supplemental Instruction (SI-structured study groups), peer mentoring through the Success Team Leaders. Online students can take advantage of FREE online tutoring Sunday-Thursday for selected topics. For information on the courses offered or to log into a tutoring session visit: [https://studentsuccess.asu.edu/online](https://studentsuccess.asu.edu/online)

If you have any questions please feel free to call 480.965.9072.

**Another site** with great tips is [http://succeedonline.asu.edu](http://succeedonline.asu.edu)

**Career Services** – offers assistance to students in choosing a major, setting career goals, interviewing and job hunting strategies. [http://students.asu.edu/career](http://students.asu.edu/career)

**Student Financial Aid Office** – offers information and applications for student funding such as grants, loans, scholarships and student employment. [http://students.asu.edu/financialaid](http://students.asu.edu/financialaid)

**Counseling and Consultation** – provides confidential mental health and career counseling services for all ASU students. [http://students.asu.edu/counseling](http://students.asu.edu/counseling)
ASU Counseling Crisis Services - ASU counseling centers provide crisis intervention for students who are experiencing a mental health crisis. During normal working hours, students may contact any ASU counseling center to request a same day appointment to discuss urgent situations. [https://students.asu.edu/counselingcrisis](https://students.asu.edu/counselingcrisis)

After office hours, EMPACT Suicide Prevention Center, Inc. is available for crisis consultation by calling 480.921.1006 or 1-800-SUICIDE (National) (480) 784-1500 (Maricopa County) 1-866-205-5229 (Arizona–toll free)

All services are free and confidential. [http://www.empact-spc.com/](http://www.empact-spc.com/)

Religious Accommodations for Students
Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Military Personnel Statement
A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see [http://www.asu.edu/aad/manuals/usi/us218.html](http://www.asu.edu/aad/manuals/usi/us218.html).

Academic Integrity/Plagiarism
The ASU Student Handbook contains the following information: “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the deans of the individual academic units.”

The rest of the code, which consists of several pages, is available at the following URL. [http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm](http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm).

Harassment Prohibited
ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (Downtown campus 522 N. Central Ave., Post Office Room 247, 480-496-4111; Polytechnic campus Administration building suite 102, 480-727-1060; Tempe campus Student Services Building room 263, 480-965-6547; or the West campus UCB 301, 602-543-8152) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

My ASU: Is a personal start page that combines ASU Interactive and resources to
create an enhanced personalized experience. Members of the ASU community to be able to find all of the resources they need at https://webapp4.asu.edu/My ASU/

**Technology Fee:** The technology fee provides course software licenses as well as hardware provided for student use in the technology labs. In addition, the fee covers student course support via the help desk and virtual office costs.

**Disability Accommodations for Students**

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center (Downtown campus UCB 160, Polytechnic campus Sutton Hall 240, Tempe campus Matthews Center, or West campus UCB 130) to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who wish accommodations for a disability should contact DRC as early as possible (i.e. before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DR