How to Personalize Your Blackboard Course to Advance Online Teaching

Gulbin Ozcan-Deniz, Ph.D, LEED AP BD+C
Assistant Prof. of Construction Management
Agenda

- Factors Affecting Online Teaching
- Online Course Development
- How to Personalize Your Blackboard (BB) Course
- Lesson Learned: How to improve?

By the end of the presentation participants will better understand:

- The immediate realities of teaching online for first timers
- The issues to consider in organizing BB for online courses
- The extent of BB in grading, feedback, and assessment
Factors Affecting Online Teaching

Source: MAGNA ONLINE SEMINARS, Online Teaching Toolkit: Evaluate & Improve Your Teaching
Online Course Development

- Goals, Objectives, & Strategies
- Assessment Plan for Student Learning
  - Readings
  - Course Content
    - Existing media (e.g., YouTube lectures)
    - Original media (faculty-created)
  - Schedule
  - Syllabus
  - Online Course Layout
    - Navigation
      - Structure
      - Visual look and feel
    - Feedback Plan
      - During the Course (Formative)
      - After the Course (Summative)
      - Course Revisions (as needed)
- Grading Scheme
  - Discussion
  - Projects
  - Group Work
  - Problem Sets
  - Media creation

Blackboard
How to Personalize Your Blackboard (BB) Course

- Keep it clear, simple, and organized!

Tell them what to expect

Less is more in terms of sections and folders on BB

Group items in a way to ease their navigation on BB
How to Personalize Your Blackboard (BB) Course

- Give students the same look and feel in all courses (preferably in the same program)
- Use a common banner
How to Personalize Your Blackboard (BB) Course

- Give students the same look and feel in all courses (preferably in the same program)
- Use the same template for all courses
How to Personalize Your BB Course Template

- Decide on ‘how’ to organize your course content

  - Based on Timeline (i.e. Weekly Schedule)
    - E.g. Weekly Modules: Week 1, Week 2, etc.

  - Based on Type of Item Posted
    - E.g. Lectures, Assignments, Exams, etc.
How to Personalize Your BB Course Template

Weekly Modules - 12 Weeks

- Week 1: [Introduction]
- Week 2: [Ch.2]
- Week 3: [Ch.5]
- Week 4: [Ch.6]
How to Personalize Your BB Course

**Template**

**Week 1: [Introduction]**

**Introduction**
Enabled: Statistics Tracking
This week's lecture will introduce you to this course and discuss basics and policies.

**Learning Objectives & Activities**
Enabled: Statistics Tracking
Students will be able to understand the course schedule, topics that will be covered throughout the semester, and how they can communicate with the Professor.

**Lectures: Video(s) and Notes**
Enabled: Statistics Tracking
Attached Files:
- Course Introduction.pdf (175.398 KB)
- Introduction to BIM.pdf (1.211 MB)
- Introduction to Revit.pdf (787.016 KB)

**Discussion Board [Example: Introductions]**
A great first step for building an online course community is to include a place where students can introduce themselves. An “Introductions” discussion gives you an opportunity to use your favorite “Icebreaker.”

**Sample Assignment Format**
Attached Files:
- CH2-Small Office.pdf (14.65 KB)
How to Personalize Your BB Course

Assessment and Grading

Grade Center: Full Grade Center

When screen reader mode is on, the Grade Center data appears in a simplified grid. You cannot freeze columns or edit inline, making it easier to navigate using the keyboard. To enter a grade, access a cell's contextual menu and click View Grade Details. When screen reader mode is off, you can type a grade directly in a cell on the Grade Center page. To enter a grade: click the cell, type the grade value, and press the Enter key to submit. Use the arrow keys or the tab key to navigate through the Grade Center. More Help
How to Personalize Your BB Course
Assessment and Grading

- Assignments
- How to create?
- How to submit?
- How to grade?
How to Personalize Your BB Course

Assessment and Grading

- Quizzes and Exams
  - How to prepare?
  - How to submit?
  - How to grade?

Test results and feedback are available to students after they complete a test. Set up to two rules to show results and feedback. Rules occur based on the events selected. Each rule specifies when and what to show students; such as scores, answers, and feedback for each question.
How to Personalize Your BB Course
Assessment and Grading

Discussion Boards

Discussion Participation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantity and Timeliness</td>
<td>Does not submit at least one initial response early in the session and/or does not submit at least one peer response closer to the end of the session.</td>
<td>Submits at least one initial response early in the session, and at least one peer response closer to the end of the session.</td>
<td>Submits one initial response early in the session, and one or more thoughtful peer responses early in the session, and more than one peer response closer to the end of the session.</td>
</tr>
<tr>
<td></td>
<td>3 points</td>
<td>3.75 points</td>
<td>5 points</td>
</tr>
<tr>
<td>Spelling and Mechanics</td>
<td>Does not submit posts that are in complete sentences. Or two or more of the complete sentences are grammatically incorrect and have greater than 2 spelling errors.</td>
<td>Submits posts that have one or more grammatically incorrect sentences and two spelling errors.</td>
<td>Submits posts that contain grammatically correct sentences without any spelling errors.</td>
</tr>
<tr>
<td></td>
<td>3 points</td>
<td>3.75 points</td>
<td>5 points</td>
</tr>
<tr>
<td>Demonstrates knowledge and understanding of content and applicability to professional practice</td>
<td>Post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice. No or improper citations from resources.</td>
<td>3 points</td>
<td>Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice. One or more somewhat related citations.</td>
</tr>
<tr>
<td></td>
<td>3 points</td>
<td>3.75 points</td>
<td>5 points</td>
</tr>
<tr>
<td>Generates learning within the community</td>
<td>Posts do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper.</td>
<td>Posts attempt to elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper.</td>
<td>Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper.</td>
</tr>
<tr>
<td></td>
<td>3 points</td>
<td>3.75 points</td>
<td>5 points</td>
</tr>
</tbody>
</table>

Total Possible Points: 20 points (i.e. possible to earn 12, 14, or 20 out of 20 points)
Challenges of Online Teaching: How to be prepared?

- Significant upfront planning and development
- How to achieve effective teaching/learning
- Communication
- Technology
- Student Body

If technology becomes a problem, learning cannot take place!
Lesson Learned: How to improve?

Summary

- Be organized and prepared from the beginning of the semester
- Set clear expectations
- Give clear directions (no room for interpretations!)
- Be prepared for technical problems and troubleshooting
- Know BB better
- Get feedback from students for improvement
Lesson Learned: How to improve?

- Tell them what to do in case of technical emergencies
QUESTIONS?