BLACKBOARD COURSE SHELL DESIGN PLAN

November 26, 2015

PREPARED UNDER:

IDT 550 Learning Design II

Dr. Michael Fimian

PREPARED FOR:

Windham Community College

Table of Content

I. OVERVIEW

a. Version Control

Version #	Implemented By	Revision Date	Approved By	Approval Date	Reason
1.0	Melissa Miraglia	6/18/2015			
2.0	Melissa Miraglia	11/26/2015			

b. **Course Name:**
Setting up a Course Shell in the Blackboard Learning Management System.

c. **Course Description**
This course plan will train college employees with special needs to set up a course shell in Blackboard Learning Management System in 5 steps.

d. Course Objective
At the end of this course, students should be able to demonstrate and apply knowledge about how to effectively set up a Windham College Blackboard course shell at an accuracy of 100% proficiency**.**

e. Delivery Method
The delivery method for this course is a blended solution using web facilitated coursework within a computer equipped classroom setting and web-based meeting technology for all students including those who are attending from their own homes.

f. Target Audience
Untenured faculty, clerical support, and IT support staff.

II. PROJECT INFORMATION

a. Project team
The project team is composed of two instructional designers, a subject matter expert from Blackboard Learning Management systems, a Graphic artist and one IT personnel who has experience with using Blackboard Learning Management System.

b. Development Timeframe and Completion Due Date

Table 1 Project Plan

Task			Resources	Milestone
PLANNING			Job title	One
Design Kickoff Meeting (including customer)	9/14/2015	9/14/2015	Design Lead	
Present Design Plan to	9/21/2015	9/21/2015	Design	

Task			Resources	Milestone
stakeholders			Lead	
Review Schedule	9/21/2015	9/21/2015	Design Team	
Discuss roles and responsibilities	9/22/2015	9/22/2015	Design Team	
Discuss the pilot program and dates	9/22/2015	9/22/2015	Design Team	
Signoff of design plan from team	9/24/2015	9/24/2015	Design Team	
Customer Sign OFF	9/26/2015	9/26/2015	Design Lead	
Milestone 1 Complete	9/28/2015	9/28/2015		
DEVELOPMENT				Two
Develop Testing Plan	9/30/2015	9/30/2015	Design Team	
Develop end of course evaluations	10/01/2015	10/06/2015	Design Team	
Develop Test Questions (Assessment)	10/06/2015	10/09/2015	Design Team	
Module 1	10/09/2015	10/12/2015	Design Team	
Module 2	10/15/2015	10/16/2015	Design Team	
QA Test Questions (Internal)	10/17/2015	10/17/2015	Design Team	
Make change to any errors	10/18/2015	10/20/2015	Design Team	
Customer Review	10/21/2015	10/24/2015	Design Lead	
Make change to any errors	10/25/2015	10/26/2015	Design Team	
Customer Sign OFF	10/27/2015	10/27/2015	Design Lead	
Milestone 2 Complete		10/27/2015		
Develop Content	10/27/2015	11/12/2015	Design Team	Three
Module 1	10/27/2015	11/10/2015	Design Team	
Activity 1	10/27/2015	10/29/2015	Design Team	
Visuals and Graphs	10/27/2015	11/4/2015	Graphic Designer	
Module 2	10/27/2015	11/10/2015	Design Team	

Task			Resources	Milestone
FINAL REVIEW OF COURSE	11/12/2015	11/21/2015	Design Team	
INTERNAL: Final QA	11/12/2015	11/12/2015	Design Team	
Make changes to any ERRORS	11/13/2015	11/15/2015	Design Team	
EXTERNAL (Customer)	11/15/2015	11/18/2015	Design Lead	
Make changes to any ERRORS	11/18/2015	11/20/2015	Design Team	
Milestone 3 Complete		11/21/2015		
IMPLEMENTATION				Four
Pilot Course	11/23/2015	12/10/2015	Design Team	
Ensure target population has been scheduled and identified	11/23/2015	11/24/2015	Design Team	
All logistics requirements are complete	11/25/2015	11/25/2015	Design Team	
Instructor has been identified and briefed	12/1/2015	12/1/2015	Design Team	
Observers have been identified	12/1/2015	12/1/2015	Design Team	
Run Pilot Course	12/3/2015	12/3/2015	Design Team	
Make changes to any errors	12/8/2015	12/8/2015	Design Team	
Customer comments are incorporated	12/7/2015	12/7/2015	Design Team	
Student course evaluation comments have been analyzed	12/10/2015	12/10/2015	Design Team	
Pilot Course approved	12/22/2015	12/22/2015	Design Team	
Customer Sign off	12/23/2015	12/23/2015	Design Lead	
Milestone 4 Complete	12/23/2015	12/23/2015		
Project End	12/23/2015	12/23/2015	Design Lead	

c. Pilot Date

The date for the course pilot test is December 3, 2015.

d. Business Drivers

The goals of Windham Community College are to offer an extensive range of quality, relevant teaching and learning programs that, in addition to their current traditional brick-and-mortar classroom courses, include online learning

programs. This initiative will strengthen the mission of the college, support students' academic success, and implement a clearer, more accountable assessment system.

e. Timeline Drivers

The course needs to be in place before January 4, 2016 so that training can be finished in time for remote workers to begin preparing materials within the Blackboard portal for the spring term which begins March 22, 2016.

III. COURSE INFORMATION

a. Source Material

The instructional resources for this course were obtained from Blackboard.com, Academic Technology Services at Arcadia University, the University of Arkansas at Little Rock, the Professional and Organizational Center at Northern Kentucky University, and the Academic Technology Training Library at the University of Kentucky.

b. Prerequisites

The prerequisite knowledge needed to take this course is basic computer proficiency and an intermediate proficiency with MS Office.

c. Technical Requirements

Technical requirements for the Course are a computer lab or home office with a camera equipped PC with keyboard and mouse for each student and the instructor. Each PC needs to have access to MS Office Suite, web-based conferencing application, the Blackboard LMS application, and internet access. The computer lab needs a projection system connected to the instructor's PC and screen.

d. Required student materials and resources

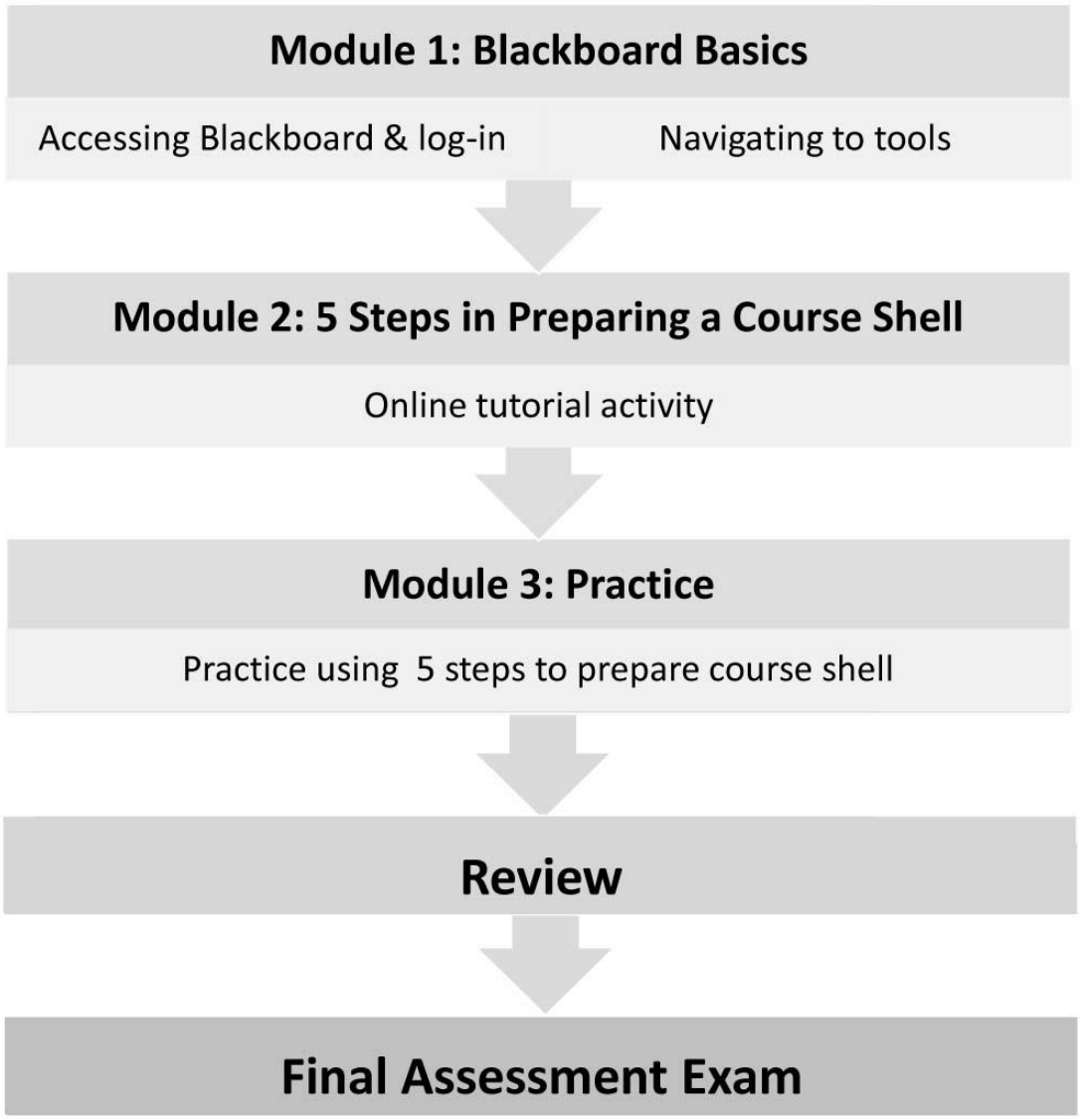
Students complete their learning exercises on a camera equipped computer in a camera and computer equipped learning lab or home office with internet connectivity. A digital lesson sheet with links to online lesson activities and resources will be emailed to students before the first class, along with instructions for logging into video web based meetings. Remote based students will be instructed to save this lesson sheet on their computer to have ready for all class meetings.

e. Required instructor materials and resources

Class must be held in a computer lab or in the student's home office. The computer lab classroom must be configured so that students seated at all stations can see the projection screen. The instructor station must be equipped with a camera equipped PC, a printer, a keyboard and mouse, internet access and cloud storage, a projection

system, access to MS Office Suite, video conferencing technology. and the Blackboard LMS application.
The student's home office must be equipped with a camera equipped PC, keyboard and mouse, a monitor, internet access, access to MS Office Suite, video conferencing technology, and the Blackboard LMS training portal. It must also be configured so the student can comfortably view the computer monitor.

f. Course Overview



g. Interface Design (eLearning)

The web portal includes links to academic, financial and social resources including links to the web-based conferencing application and instructions, and access to web mail and the Blackboard course content for students and instructors.

IV. DETAILED COURSE OUTLINE

a. Module 0: Introduction

i. **Overview:** This introduction will describe the purpose of the Blackboard LMS and explain the course goal to prepare a Blackboard course shell for course content.

ii. **Length: 5 minutes**

iii. **Terminal Learning Objective:** At the end of this module, students will be able demonstrate understanding of the purpose of the Backboard Learning Management System at 95% accuracy.

iv. **Detailed Module Activities**

Topic	**Enabling Learning Objective**	**Instructional Strategy**	**Assessment Strategy**
Introduction to Blackboard LMS	Using the screen shot as a reference, students will be able to identify the college's Blackboard LMS portal.	Instructor will engage the web conferencing application. Remotely participating students log-in/sign in to the web conference. Both verbally and using the text function of the conferencing application, the instructor introduces him/herself, welcome students, and ask that in class students sign in order to ensure their credit for participating in the training course. **Attention gaining:** The instructor will explain that they will watch a brief video that demonstrates the function of the Blackboard LMS **Direction:** Using the text function of the web conferencing application and displaying a PowerPoint slide with a screenshot of the college's Blackboard portal on the web conferencing application, the	No formal assessment

Topic	Enabling Learning Objective	Instructional Strategy	Assessment Strategy
		instructor will briefly explain that the course will cover the basics of accessing and managing Blackboard LMS course content and that there will be a formative learning assessments, and a final performance assessment performed outside the classroom when the course is finished, followed by another, three months after the course is finished and final one at the six month point. The instructor will direct the students' attention to the previously emailed digital syllabus with course information and links to online lesson activities.	

b. Module 1: Accessing, logging in and navigating to tools within Blackboard.

i. **Module Overview:** This module covers how to access the college's Blackboard LMS portal, log in, and identify the tools located within the portal.

ii. Length: 5 minutes

iii. Terminal Learning Objective: At the end of this module, students will be able to access the college's Blackboard portal, log-in, and navigate to the tools within the portal at 95% accuracy.

iv. Enabling Learning Objectives: Using a PC, students will be able to access the college's Blackboard portal, log-in and navigate to the portal tools.

v. Detailed Module Activities

Topic	Enabling Learning Objective	Instructional Strategy	Assessment Strategy
1.1 Blackboard Basics:	Using a PC, students will be able to access the	For recall, the instructor will verbally ask students, and using the text function	Learning and formative assessment will

Topic	Enabling Learning Objective	Instructional Strategy	Assessment Strategy
Accessing, logging in and navigating to tools	college's Blackboard portal, log-in and navigate to the portal tools.	in the web conferencing application, whether any of them have used Blackboard or another online LMS. Using a computer, projection system and web conferencing, the instructor will demonstrate how to access the college web portal, accessing the Blackboard portal and logging in. Instructor will navigate to the portal tools, clicking on each one to describe and demonstrate the purpose and capabilities of each. Instructor will direct students to access the Blackboard portal, log in, and navigate to each of the portal tools. Ending with the email syllabus with links, instructor will demonstrate how to access the links.	occur as the students practice accessing the portal, logging in, and navigating to each tool.

c. Module 2: Preparing a course shell

i. **Module Overview:** This module covers 5 steps in preparing a course shell in the college Blackboard portal

ii. **Module Length:** 15 minutes

iii. **Terminal Learning Objective:** At the end of this module, students will be able to prepare a course shell within the college Blackboard portal at 90% accuracy.

iv. **Enabling Learning Objectives:** Using a PC and links to tutorials provided in the digital syllabus, students will be able to prepare a course shell within the college Blackboard portal.

v. **Detailed Module Activities**

Topic	**Enabling Learning Objective**	**Instructional Strategy**	**Assessment Strategy**
2.1 Preparing a course shell in Blackboard LMS online lesson activity	Using a PC and Blackboard tools, the student will learn to prepare a course shell.	**Application feedback 1:** Instructors will review what was covered in the previous module and explain that students will use links in the syllabus to access an online tutorial that teaches how to perform and practice accessing email, adding course content, placing instructor information into the course, making the course available to students, and emailing students. Students are encouraged to assist one another in the exercise by discussion either in person, or via the web conferencing application using the text function. Instructor will circulate around the computer lab to observe each student's activities, providing guidance, encouragement and answering student's questions.	Informal Formative Learning

d. **Module 3:** Review and Practice

i. **Module Overview:** This module covers 5 steps in preparing a course shell in the college Blackboard portal

ii. **Module Length:** 15 minutes

iii. Terminal Learning Objective: At the end of this module, students will demonstrate the steps in preparing a course shell within the college Blackboard portal at 95% accuracy.

iv. Enabling Learning Objectives: Using a PC, students will be able to use tools within the college Blackboard portal to prepare a course shell.

v. Detailed Module Activities

Topic	Enabling Learning Objective	Instructional Strategy	Assessment Strategy
3.1 Blackboard course shell preparation practice.	Using a PC and basic Blackboard LMS tools, the student will demonstrate how to prepare a course shell.	**Application feedback 2:** Using a PC, projection system, and web conferencing with a text function, the instructor will direct students to access the college Blackboard LMS portal. Instructor will explain that using steps and directions in the previously downloaded digital syllabus, the student will perform and practice 5 steps of preparing a course shell. **Application feedback 3:** Using a PC, projection system, and web conferencing with a text function, the instructor will review the 5 steps in setting up a course shell and how to ensure that the content is saved. Students will demonstrate their learning by setting up a course shell in the Blackboard LMS and ensuring that it is saved for assessment. Closure: Using a PC, with web conferencing text function, the instructor will explain that students will receive an email with content information to use after logging in to their Blackboard course page to complete a final performance exam. Instructor explains that the exam must be completed within 1 week. The instructor explains that students will receive links to two more assessments	Informal Formative

Topic	Enabling Learning Objective	Instructional Strategy	Assessment Strategy
		within the next six months and that they must also be completed within one week. Instructor thanks students for their participation and ends the web conference and class.	

V. **OVERALL COURSE ASSESSMENT STRATEGY:** At the end of the course, students will receive an email instructing them to log into their Blackboard course page to complete a final performance exam that must be completed within 1 week. The exam is a summative performance exam that requires the student to complete the task of preparing a Blackboard course shell. The exam calls upon personal authentic learning experience to successfully complete the assessment activity. Using the directions and content information provided in an email, the student will complete the exam within one week. Two weeks after the course end, a web-based course evaluation based on the Kirkpatrick 4-level Model will be emailed to all participants.

a. Grading scale: In order to pass the course, the summative test results must score at a minimum of 90%.

Reflection

Instructional Choices and Strategies

My choice in learning objectives was driven by the needs assessment findings that a need for Blackboard Learning Management System skills existed, that the target learners are all computer proficient, and that one employee had a degree of hearing impairment. The needs assessment also revealed that some learners had physical disabilities but that they did not impact the learner's ability to use a computer keyboard and mouse.

The Blackboard LMS is web based, so it is necessary for learners to learn to use that system using a PC. The needs assessment was a central resource in developing this course because it revealed crucial information about the learners and their needs for training.

The choice of a blended solution using web facilitated coursework within a computer-equipped classroom using a web based conference technology, provides both social interactivity and authentic lesson practice. This mode of instruction is supported by both adult and problem-based constructivist learning theories. It will allow adult learners to build upon their knowledge of computer applications in an environment of both classroom and web-based conferencing where learning questions and solutions can be shared between students and the instructor. The instructor will use live web conferencing, classroom, email, assignment feedback and telephone to deliver coaching, scaffolding, and other perspectives on the learning.

Social Learning

Some students may not be able to attend the traditional classroom training. In an effort to accommodate their needs, a web-based meeting technology will be utilized to engage those learners into a "virtual" social learning environment. In order to accommodate the students who are hearing impaired, the text function of the web conference technology will be employed in order to provide a running commentary of the instruction, and questions and comments from students to one another. Social learning will take place when students ask and receive guidance and feedback from the instructor and share questions, insights, discoveries, and successful strategies with other students. Students will be expected to post questions and share answers to one another using the text function of the web conferencing application. This activity will encourage metacognition around the student's concepts about the learning. This will provide classmates with personalized feedback and will create skills that can be built upon for a real-world social collaboration.

Authentic Learning-Centered Plan

In an effort to provide authentic learner centered training that learners can apply to a real-world situation, it must be conducted using a computer and the application that will be used while performing a job-related task. This authentic learning-centered course plan will provide a real and applicable learning that will empower students to competently apply their learning to their particular job tasks.

The course module activities engage the learners by involving them in an active learning process from the start to the finish of the course. Web-based lesson activities

within the Blackboard application provide real-time authentic learning reinforcement. As defined by Lombardi (2007), "Authentic learning typically focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice."
In this course, links to course tools, media, and job aids deliver a problem-based approach to the learning. Online practice of the steps of using the Blackboard learning management system to set up a course shell will authentically match real-world tasks. Because the information is crucial to job performance, students will be more motivated to learn, and more interested in what they are learning. The knowledge gained from this course will effectively provide the learner with information that will not only apply to their job tasks in the real world, but is crucial in the performance of their assigned tasks.

This course will employ "absorb and do" activities that will engage learners. A presentation will navigate, explain, and demonstrate the tools and function of Blackboard. Guided tours and live and prerecorded online software demonstrations will allow learners to observe a sequence of steps that include both spoken narration and text captions for hearing impaired students. Students will follow along with the software demonstration and perform the same activities. At the end of a learning module, learners will show what they have learned by performing an activity assisted by a job aid.

Assessments

As the student completes activities, information for summative assessment will be collected. According to Suskie and Banta (2009), "…formative assessments: those undertaken while student learning is taking place rather than at the end of a course or

program. Because formative assessments are done midstream, faculty and staff can use them to improve the learning of current students by making immediate changes to classroom activities and assignments and by giving students prompt feedback on their strengths and weaknesses."

At the end of the course, students will be tested on their cumulative knowledge and will demonstrate the authentic learning they gained from the course. They will be given the content needed to set up a course shell without using a job aid. Post-Lesson Assessment activities will provide for authentic assessment of learning within the tasks. Further assessments to measure the quality of the learning will be deployed through an emailed link at the three and six month points after the pilot course is completed.

Standards

The impact of standards based design models on designing authentic learning experiences while meeting learner needs can be like walking a trapeze artist's high wire. Working with standards can provide both restrictions and guidelines. Krajcik, McNeill, and Reiser (2008) took a closer look at the implications and mechanics of standards, "Using standards as guides for instruction requires designers to go further to consider four important facets of design: (1) How to make these ideas compelling and understandable to learners, (2) what a psychological or learning-based account of these ideas would entail, (3) what kinds of experiences would help learners develop these ideas, and (4) what kinds of reasoning tasks would represent the use of this knowledge."

It would seem logical to first determine the learner's needs, then examine how those needs can be satisfied within a standard based design model. When viewing the

problem in this way, standards can provide a useful framework which will give a needed foundation to the architecture of a learning plan.

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