

Using Blackboard to Support Teaching and Learning in College Courses

(A) Presenting Basic Course Information

Instructors can use the online environment to present basic course information.

- a. Set up a course shell on Blackboard
To get a course set up, complete the On-line Course request form
You can access the course request form from the Staff Information page
(<http://info.georgianc.on.ca>)
- b. Place a link to the Official College course outline in the Course Information section
- c. Create an individualized "look" for the course.
Select course colours; button colours/shapes; fonts - bold, italics, colour;
- d. Insert staff picture, a short bio, and contact information in Staff Information section

(B) Distributing Course Resources (Handouts, Notes, Assignment Info)

Instructors can use the Web environment to provide links to course resources, which can be used as a preparation or follow-up to the class.

- a. Place course syllabus on Blackboard
- b. Organize files in Blackboard to improve structure, navigation, and usability
- c. Upload PowerPoint presentations before or after class as appropriate (publisher created or self created)
- d. Upload Word or Excel Documents (assignments, handouts, worksheets reading) before or after class as appropriate
- e. Scan and upload documents created in other formats
- f. Scan and upload articles for assigned reading (check on copyright)
- g. Upload practice tests, quizzes, etc.
- h. Provide links to assignment information

(C) Communicating with Students

Instructors can use the Web to enhance communication with their students.

- a. Post announcements to remind students of Assignment Due dates (or other key information)
- b. Post all important dates in course calendar (in Student Tools)
- c. Use E-mail to send out a message to an individual student or all students
- d. Use surveys to solicit anonymous feedback on a course topic
- e. Set up a discussion to supplement in-class presentation
- f. Set up an online grade book, and post student marks on an ongoing basis
- g. Use the digital drop box to have students submit assignments
- h. Invite students to post a personal web page within Blackboard with particular, relevant information

(D) Providing Additional Resources

Instructors can provide students with resources they could use for course assignments or encourage them to extend learning by communicating with peers, practitioners, and/or experts.

- a. Post web resources to supplement a topic.
- b. Provide opportunities for students to share information and ideas with the class online (Post in Discussion Board; E-mail to all users)
- c. Add course related links to External Links section
- d. Post examples of excellence on Blackboard for student reference
- e. Set up group discussion areas for students to communicate on projects
- f. Provide information or links to information on learning skills (i.e. reading the textbook, studying for tests, writing a report)
- g. Provide electronic access to various textbook resources
- h. Set up practice tests, quizzes, etc
- i. Post links to career related sites

(E) Supplementing Class Experience

Instructors can use the online learning environment to supplement classroom delivery.

- a. Have students find and describe a web resource that supplements a topic. (This can help build up your web resources for the course.)
- b. Have students review a web site or specific web resource.
- c. Post a weekly problem, or case study
- d. Set up a discussion area where students explore complex problems or case studies
- e. Have students share information and ideas (i.e. resource descriptions, reviews) with the class online in Discussion Board
- f. Have students research a specific topic online, and write an assignment based on that information.
- g. Have students create a PowerPoint on a topic and post it online for peer review
- h. Have students create a web page or web site, using it as a presentation or communication medium
- i. Debate a topic in the Discussion area
- j. Explore an issue in the Discussion area
- k. Set up group projects that incorporate the group discussion areas, and encourage students to contact each other via email
- l. Have students research and evaluate a subject specific listserv, newsgroup, or chat room
- m. Have students research and report on trends and career opportunities in their field
- n. Post a weekly test that is graded using the assessment pool

(F) Enhancing Digital Materials

Instructors can use computer applications to enhance digital materials.

- a. Design templates for documents to enhance presentation
- b. Select a banner to add to your course
- c. Insert a banner into your course
- d. Create your own banner in a graphics program
- e. Create html pages for your course
- f. Add images and graphics to digital materials
- g. Add audio clips or video clips to digital materials
- h. Insert interactive elements into digital materials

(G) Replacing aspects of Face-to-Face Instruction with Web-Based Instruction

Instructors can use the web to deliver aspects of the course.

- a. Online quizzes or tests (as part of grading or just as review)
- b. Discussions that are graded and replace portions of the face to face class
- c. Learning materials presented in a digital format (i.e. readings, content, demonstrations, pictures, graphs, spreadsheets)
- d. Have students submit assignments electronically
- e. Use a discussion area or e-mail to answer course questions (like you would during office hours)
- f. Provide weekly learning outline that students can complete independently
- g. Create different types of "learning opportunities" (i.e. learner to content; learner to learner; learner to instructor)