Welcome to the module that focuses on designing and navigating your course for online instruction. This module will provide insight and best practices from both experienced online faculty and instructional designers.

After completion of the Course Management and Design module, faculty will be able to:

- create a distance education course that is interactive, collaborative and informative for the distance education student
- identify and access the navigation items located within a Blackboard course
- organize files, items and course modules using the tools available within Blackboard
- design course navigation based on the course syllabus
- rename, hide, delete or move a course management menu item/link in Blackboard
- add content within a course management menu item/link in Blackboard

We hope that you find the information included in this module informative and applicable when assessing students.

Course Management and Design
This module will focus on instructional design for a distance education course. Management and design strategies utilizing Blackboard are explored in more detail.

Course Management and Design Quiz
Please click the link above to take the quiz.

Supplemental Resources (Optional)
Find extra information and resources for course management and design.
Teaching a distance education course is different than teaching face to face. This folder contains tips and information on how to effectively design your course for distance teaching.

Faculty teaching a distance education course need to create a learning environment that is interactive and collaborative in order to help students connect.
All courses, whether face to face, hybrid, or distance education, should go through basic steps in development:

1. Analyze
2. Design
3. Develop
4. Evaluate
5. Revise
The Basics

- What is the need for this distance education course? Demographics, geography, availability
- What are the goals and objectives? Help to provide direction of course
- Who is the learner? College-age student, military personnel, returning student
- What is the content to be delivered? Introductory course, advanced course
- What is the best method for delivering this content? The Web, written communication, web-conferencing
- How will you evaluate the learner? Assessments, discussions, blogs
Distance education faculty need to consider the following:

- How will technology be integrated into the distance education class?
- Which mode of interaction should be used for faculty-student interaction and student-to-student interaction?
- What are the minimum technical requirements to include on the course site and syllabus?
- What type of orientation training will be provided to students?
- What type of problems should be anticipated, e.g. technical and/or communication?
- What level of technical support can be provided to students before referring them to the Help Desk?
When developing your course, consider applying 7 Principles of Good Practice*. The 7 principles are as follows:

- encourage contact between students and faculty
- develop reciprocity and cooperation among students
- encourage active learning
- give prompt feedback
- emphasize time on task
- communicate high expectations
- respect diverse talents and ways of learning.

*from [http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm](http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm)
Within this course . . .

- Review the learning module Creating Effective DE Syllabi, specifically Shannan Gibson’s insight on “communicating expectations”
- Review specific steps in creating a good management system of your course within Blackboard in this learning module, Course Management and Design
- Review the different tools in the learning module Student Engagement and Interactivity, used to engage students such as blogs, discussion boards, and wikis
- Review the various technologies available to faculty for course delivery in the learning module Learning Technologies, such as Blackboard, Mediasite, Centra, Second Life, WordPress, and Camtasia
- Review how students can be evaluated effectively in the learning module Evaluating Student Progress.
Course Management and Design using Blackboard

This folder contains specific information on utilizing the Blackboard platform for delivery of your distance education course.
Course Management Video

This video explains how to manage menus and how to use Edit Mode in Blackboard 9.

Watch Video

Click here for a closed caption enabled version of the video above.
Managing Your Blackboard Course
Control Panel

- The Control Panel is on the bottom left side of the screen in your Blackboard course site.
- Use the links in the Control Panel to access the modules and tools for your course.
Files Menu

- Use the Files Menu to upload files to your Blackboard course.
- This is a convenient place to store your files in one place so you know where they are when you need to give your students access to them.
Course Tools

- The Course Tools menu gives you access to the tools that let you add content to your course.
  - For more information on these tools, see the “Available Tools” module in this course.
Evaluation

• In the Evaluation section of the Control Panel, users can collect and interpret data concerning the usage of Blackboard and specific tools.

• The Early Warning System sends emails to students to alert them when certain criteria are not met. Criteria can include test scores, due dates and course access.

• Performance Dashboard provides an up-to-date report on the activity for all students.
Grade Center

- This feature gives you access to the Grade Center which is your Blackboard grade book. You can choose to view:
  - The full grade center
  - Only the assignment grades
  - Only the test grades
Users and Groups

• The Groups feature lets you organize students into Groups of any size. Groups can be created one at a time or in sets and can be created as self-enroll or manual enroll. Self-enroll allows students to enroll themselves in the group they want to be in. Manual enroll allows the instructor to assign students to a group.

• The Users feature offers a roster of users enrolled in the class.
Customization

- **Guest and Observer Access**: Controls course access for guests and observers.
- **Properties**: Controls the functional settings of the course such as Name and Description, availability and default language.
- **Style**: Controls how the course appears to users; settings include identifying the homepage, appearance of the menu, the banner and how items appear in content areas.
- **Tool Availability**: Allows the user to make tools available or unavailable to students and other users.
Packages and Utilities

- **Bulk Delete**: deletes selected course content and data so that the course ID and default settings can be reused.

- **Course Copy**: Makes an exact copy of an existing course as well as some course materials. Also allows you to create a new course or copy into an existing course.

- **Export/Archive Course**: Export Course creates a package of course content to be used later in the same course or a new one; Archive Course creates a permanent record of a course including all the content and user interactions.

- **Import Course Cartridge**: imports pre-made materials produced by professional authors, editors and publishers for use in Bb.

- **Import Package/View Logs**: Import a package file of course content and view the logs created during the import.
Help

Provides links to online resources with information, “How To” videos and documentation concerning Blackboard 9.
Editing the Menu in Bb 9.1

Duration: (3:34)  
User: demodules - Added: 9/16/11

Click here for a closed caption enabled version of the video above.
Course Management and Design

Designing your course – customizing your course menu
Course(s) in Blackboard

- Navigation of your course is controlled by the Course Menu Panel on the left.
- Content specific to the Course Menu is added to the right of the link selected.
Review Your Syllabus

- Ask yourself some of the following questions.
  - What information do students need to access?
  - How frequently will they need to access these items?
  - How do you want the content delivered?
  - Should content be delivered all at once or in increments?
  - What methods of interaction would you like to use?
  - Will students be put into groups?
  - What will students need to deliver? Homework, Term Papers, Journal Entries, Quizzes, Tests?
  - Rank the priority of information you will be delivering.
Review Your Answers

• Now set up your “Course Menu”
  – Blackboard allows you to customize this panel by adding descriptive labels.
  – Via the Menu Options Arrows you may add, delete, rename your labels.
• Labels with no additional content will not be visible to students
Customizing your Course Menu Panel

- Turn Edit Mode ON by clicking on the button.

- Next to each item in the Course Menu Panel is a contextual drop down arrows (chevron) with a menu list letting you Rename, Hide or Delete the item.

- At the top of the panel are additional tools to select when customizing this panel, clicking the plus sign will offer these items that can be added, including adding a content area, a course link, a divider or subheader.

- Any label that does not have content within it will have a “not available “symbol next to it and will not be visible to student users.
Customizing the Course Menu

• The order in which the items appear in the Course Menu can be organized and reorganized.
• Point and click on the arrows to the left of the item and drag/drop the item to the correct location.
Examples of Course Menus
Adding Content to your Course

Adding Content in Bb 9.1
Duration: (2:20)
User: demodules - Added: 9/16/11

Click here for a closed caption enabled version of the video above.
Course Management and Design

Planning your course – Content Organization
Course(s) in Blackboard

- Navigation of your course is controlled by the Course Menu on the left.
- Content specific to the Course Menu is added to the right of the link selected.
Review Your Course Menu

• Ask yourself some of the following questions:
  – What content needs to be provided for each link?
  – How will students access the material?
  – Should content be delivered all at once or in increments?
  – What methods of interaction would I like to use?
  – Will students be put into groups?
  – What will students need to deliver? Will they be submitting homework, term papers, journal entries, quizzes, tests?
  – Which link will contain the content needed above?
Review Your Answers

- After selecting a menu item you can select the type of content to be contained in that item.
- Select “Add Items” or “Add Files” from the Build Content contextual menu for information students will look at occasionally but will need quick access to, i.e. Syllabus, Calendar, Contact Information.
- Select “Add Folders” to organize information by Subject Matter, Weeks, Topics, etc.
- A Learning Module is another way to have information presented in sequential order.
Creating Announcements

- Announcements are the Gateway to your course
- Announcements appear both on the My Blackboard page after logging in and as the first screen in your Blackboard Course.
- Announcements can remain permanently on your page or you can set date restrictions.
- Announcements can also be emailed to the students.
Build Content

• The chevron arrows next to the heading gives access to the type of content you can add. Once selected you upload your content.
Create Assessment

- The chevron arrows gives access to the type of survey, assignment or test. See Assessment Methods Module for more information on creating these types of content.
Add Interactive Tool

• The chevron arrows give access to various interactive tools. See Engaging Students Module for more information on using these types of tools.
Adding Content

- Give the content a name
- Enter additional information if necessary
- Attach file if needed
- Make content available
- Track students views
- Set time restrictions if applicable
Examples of Content Organization

Welcome
Enabled: Statistics Tracking

Introduction
Enabled: Statistics Tracking

Student Engagement Tools and Examples
Enabled: Statistics Tracking

Review
Enabled: Statistics Tracking

Assessment
Enabled: Statistics Tracking

Additional Resources
Enabled: Statistics Tracking

Video Chapter Links
Username - tigerlily
Password - peterpan

Aug 26

Sept 2
Enabled: Statistics Tracking

Sept 9
Enabled: Statistics Tracking

Sept 16
Enabled: Statistics Tracking

Sept 23
Enabled: Statistics Tracking

Oct 7
Enabled: Statistics Tracking

Welcome
Enabled: Statistics Tracking

Welcome to the module that focus experienced online instructors ar It is suggested that you start with successfully will indicate your co All folders labeled in orange con contain a wealth of additional info

Navigating Within Blackboard
Enabled: Statistics Tracking

Planning & Designing a Course
Enabled: Statistics Tracking

Reflection
Enabled: Statistics Tracking

Assessment
Enabled: Statistics Tracking
Examples of Content Organization

Module 1

1. Module 1 Objectives
   This is a compilation of objectives for this module.
   THIS DOCUMENT MAY BE PRINTED FOR...

2. Module Web Presentation

3. Lectures

4. Labs
   Headphones will improve the quality of the lab experiences.

5. Anatomy @ TV

   GA Online Rarey

COURSE MANAGEMENT

- Control Panel
  - Files
  - Course Tools
  - Evaluation
  - Grade Center
  - Users and Groups
  - Customization

Headphones

It is recommended that... headphone... Windc...

Spine

Thorax

Thoracic Organs

Abdominal Organs
Examples of Content Organization

Topic: Philosophical and Historical Basis of Occupational Therapy
Step 1. Review the course and requirements - Go to Course Information to view the following documents:
Step 2. Review Learning Objectives in folder.
Step 3. Read Chapter 2 in Hussey Text - Looking Back: A History of Occupational Therapy
Step 4. View Power Point and read Reilly's Document
Step 5. Complete Assignments

Session 2

Topic A: The Art & Science of OT Practice
Step 1. Read Willard & Spackman (11th ed) Ch 1: The Making and Molding of Occupational Science - see
Step 2. Review power point presentation on The Art & Science of OT Practice
Step 3. Review the Unit Objectives
Step 4. Watch Video on Christien and Florence
Step 5. Complete Assignments

Topic B: Occupation and its Relationship to Health & Identity
Step 6. Read Ch 1 in Hussey Text: The Profession
Step 7. Review power point presentation on Occupation and Its Relationship to Self, Family, Health and Id
Step 8. Review the Unit Objectives
Step 9. Complete the Assignments

Session 3

Topic A: Occupational Therapy and Human Diversity
Step 1. Read Chapters 6 & 7 in Willard & Spackman's (11ed) - see External Links.
Step 2. Review Learning Objectives
Step 3. View Power Point

Topic B: Occupation, Roles, and Activity Preferences
Step 4. Read Role Checklist Chapter - see course materials
Examples of Content Organization

Assignments

- Homework
- Wikis
- Centra Sessions

- Learning BB 9
- Weekly Reflections
Examples of Content Organization
After designing your course you MUST make the course available when using the Blackboard learning platform. Students will not be able to view the content until the course is made available. To make your course available in Blackboard: under the "Control Panel", click "Customization" then "Properties" then "Set Availability".

In the Blackboard Learning Platform Instructors can find out course statistics by clicking the Evaluation then Course Reports in the control panel.