Blackboard for
HIT & LIS Faculty

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# Table of Contents

## Unit 1 Getting Started in Blackboard
- Topic 1 – Using Blackboard for Your Course ................................................................. 3
- Topic 2 – Logging On ........................................................................................................ 3
- Topic 3 – Using the Control Panel to Customize your Navigation Bar ........................... 4
- Topic 4 – Course Availability ........................................................................................ 6
- Topic 5 – Tool Availability ............................................................................................ 7
- Topic 6 – Enrolling Students ......................................................................................... 8
- Topic 7 – Changing Students’ Profiles ......................................................................... 9

## Unit 2 Creating Course Content and Assignments
- Topic 1 – Adding Course Materials .............................................................................. 10
- Topic 2 – Adding Assignments ..................................................................................... 12
- Topic 3 – Grade Center .................................................................................................. 14
- Topic 4 – Performance Dashboard .............................................................................. 15
- Topic 5 – Students Submitting Assignments ................................................................. 16
- Topic 6 – Wikis ............................................................................................................... 18

## Unit 3 Communication
- Topic 1 – Sending Email .............................................................................................. 20
- Topic 2 – Discussion Board/Forum ............................................................................... 21

## Unit 4 Organization of your Course for Blended Sessions
- Topic 1 Blended Classes – What are they? ................................................................. 24
- Topic 2 Expectations of Students in Blended Courses ............................................... 25
- Topic 3 Faculty Role ..................................................................................................... 25
- Topic 4 Typical Online Sessions ................................................................................ 25
- Topic 5 Organizing Blackboard for Blended Sessions by Dr. Bill Kules ................. 26
Unit 1 Getting Started in Blackboard

Topic 1 – Using Blackboard for Your Course

Catholic University currently supports the Learning Management System Blackboard Service Pack 13, known as BB13. This system provides a learning community that all your students can access 24/7 from a standard web browser. You can post a syllabus, lesson material, course documents, and related assignments in an environment that is secure and restricted to the users you permit. Optional threaded discussion forums and the virtual lecture hall can be launched at any time.

Technology Services, Instructional Learning staff can assist you in setting up a course area, and provides training and advice on how to best use BB13 to enhance and complement your classroom work. For assistance and problem resolution you may submit a help ticket at http://techsupport.cua.edu or send an email to: techsupport@cua.edu.

Topic 2 – Logging On

After you have received confirmation that your course has been established in Blackboard, enter URL http://blackboard.cua.edu/ in your browser.

Use your CUA network ID and PW to log on. This is not your Cardinal Station User ID and PW. Your CUA network ID and PW are available from Technology Services as soon as your contract is finalized.

After you log into Blackboard, you should see a link to your course.
Topic 3 – Using the Control Panel to Customize your Navigation Bar

When you select the link, your opening screen should show navigation options on the left side. Blackboard has a default navigation menu structure that you should plan to change to suit your course requirements. Here is a comparison of a default menu with one suited to a blended course.

You may change the labels on the bars as well as the colors.
Blackboard for LIS & HIT Faculty

Steps:

1. Select **Control Panel under the Course Management>>Customization>>Teaching Style** Leave the default Existing Menu for now.

2. Select what the main entry point will be for students, usually **Announcements**.

3. Select the **Text or Buttons, Background Color and text color**
4. Select either the **Icon Only, Text Only, Icon and Text List.**

4. **Default Content View**

   - Content View
   - [ ] Icon Only
   - [ ] Text Only
   - [ ] Icon and Text
   - [ ] Apply this view to all existing content.

5. You can create a banner graphic and insert it in the opening page. (This is optional)

6. Click the **Submit** button to save your changes.

**Topic 4 – Course Availability**

While you are preparing the course, you may want to make sure the course is unavailable to your students.

In the Control Panel, select **Customization>> Properties.**
Click the radio button next to No. Alternatively, when you are ready, click the button next to Yes.

**Topic 5 – Tool Availability**

In **Customization>>Tool Availability**, select which tools you will make available to your students. Most will be available in the **Content Area**. Click the **Submit** button to save the changes.
Topic 6– Enrolling Students

1. Students will be automatically enrolled in your class if your class is activated and they have registered for it in Cardinal Station. They will log into BB13 using their network ID and password.

2. You may have student add your course later than Cardinal Station can populate BB13, and then you can manually enroll students from the control panel.

In the Control Panel, select Users and Groups>>Users.

Select the user name and click Go.

You may also remove users who have dropped your course by putting a check mark next to their name and clicking the Remove Users from Course button.

(You can display your entire class by Search Username>>Not blank and leave the box empty and click Go.)
Topic 7 – Changing Students’ Profiles

From the Control Panel >> Users you can Change User’s Role in Course. Use the arrows next to the name to open the dropdown menu and change the role for example from student to teaching assistant.

You can then search for the user and change their privileges for example to a Teaching Assistant.
Unit 2 Creating Course Content and Assignments

Topic 1 – Adding Course Materials

The Navigation Bar can provide students with a clear indication of where to find the syllabus, lectures, assignments, course readings etc. Each works in a very similar way. You can navigate back to the Control Panel with the top breadcrumbs.

You may want to place your lectures in a specific folder available from the main menu.

Click on the Lectures link and roll your mouse over **Build Content**.
A screen will appear with options to create all types of multimedia content in this area.

You can upload files from your computer and specify if and when the content is available to students.

If you have a number of files you may want to organize them into a folder. In the content area, such as Lectures, click on **Content Folder**
You will have a window in which you can add text and all sorts of functionality such as linking to other resources.

**Topic 2 – Adding Assignments**

Click on the Assignments link in the menu bar and open the Assignments window.
Roll your mouse over Create Assessment and click **Assignment**.

You will open a window where you can add instructions and extra features such as files from your computer. In the grading area, you can also assign points and a rubric.
You can make the assignment available and assign the number of attempts, track views, give a due date and notify all students individually or select groups of students.

**Topic 3 – Grade Center**

Once you create assignments you can link them to the Grade Center. When students submit the assignment, you will receive an email notification and be able to find the submission in the **Needs Grading** area on the Control Panel.
You can create extra columns in the full grade center for each assignment and manage your grade center.

**Topic 4 – Performance Dashboard**

There is an at-a-glance method to see all your students’ performance using the Performance Dashboard. Just click the link in the Evaluation area to open the Performance Dashboard.
New in version 13 of Blackboard the instructor can see the view that the students are seeing which can be a great help in assisting students who are having problems.

Click the assignment link in the navigation bar and then switch to the student view.

Students should follow these instructions:

When you finish your assignment, you must click **Submit**. If you do not, your instructor will not receive your completed assignment.

1. On the Course Menu, click the **Content Area** that holds the assignment, for example, the **Assignments** Content Area.
2. Click the name of the assignment.
3. On the **Upload Assignment** page, download any files provided by your instructor and complete the assignment using one or both of the following:
   - In the **Submission** box, type your response. You can use Text Editor functions to format the text and include files, images, external links, multimedia, and **Mashups**.
• If your response to the assignment is in a separate file, click **Browse My Computer** and select a file to attach. If you attach a file, type a **Link Title**. If the box is left blank, the file name becomes the link. Follow any instructions that your instructor provided for naming your file.

**Note:** The **Do not attach** option appears next to an uploaded file. If you have selected an incorrect file, you can remove it with this option. If the same file is attached to your assignment more than once, the new file is saved with a number appended to the name. For example, history assignment (1).doc.

4. Optionally, in the **Comments** box, type comments to your instructor.

**WARNING!** If your instructor has **not** allowed multiple attempts, assignments can be submitted only once. Ensure that you have attached any required files to your assignment before you click **Submit**.

5. Click **Submit**.
Topic 6 – Wikis

Wikis provide students with collaborative work areas and a great resource for group projects.

Steps:

1. To create a Wiki, open the Course Tools area on the Control Panel and select Wikis.

2. In the Wikis window select the Create Wiki icon.
3. A window will open where you can set up your class wiki. You can select the availability.

4. You may also decide if the wiki will be graded.
Unit 3 Communication

Topic 1 – Sending Email

You can send an email to one student or the entire class by selecting the **Send Email** link.

The email addresses will be added through Cardinal Station but students can change the email addresses in their profile. They are supposed to use Cardinal mail for CUA communications.
Topic 2 – Discussion Board/Forum

The Discussion Board/Forum is a very valuable tool for blended classes that are not meeting face-to-face on a weekly basis. Students can stay engaged in the forum as they express their ideas on topics of interest to the class. Some faculty members assign students to monitor the forum on certain days.

You may add a discussion forum for your students by selecting Tools>>Discussion Board if it is not already on your navigation bar.
Select **Create Forum**

You can determine what privileges you want to give your students.
You can allow new threads and decide if you want to grade the posts in the forum.
Unit 4 Organization of your Course for Blended Sessions

Topic 1 Blended Classes – What are they?

- A course in which 5-8 of the weekly face-to-face meetings are replaced with online sessions
- Extensive online work & communication between faculty and students - in blogs, wikis or discussion forums.
- Some class sessions may be synchronous online (e-LIS) via Adobe Connect Pro
Topic 2 Expectations of Students in Blended Courses

- Covers the same material as face-to-face course
- Work more independently; more responsible for own learning
- Feedback is not as immediate as in class
- Activities often have online and face-to-face aspects
  - Online work may introduce the topic and cover the basics. The face-to-face classwork may go deeper, with discussions, presentations, group work

Topic 3 Faculty Role

- Facilitates online synchronous and asynchronous sessions
- Monitors discussions/provides feedback
- Provides both online and offline assistance
- Keeps everyone on track
- Cannot “see” student online and may not be aware of student confusion or lack of understanding
- Available, but not 24/7

Topic 4 Typical Online Sessions

- Students will find a weekly rhythm, e.g.
  - Check announcements & schedule
  - Read or print weekly activities, lectures and/or articles
  - Read and contribute to mandatory or optional class discussions
  - Respond to classmates' questions
- Some sessions will be short – e.g. just checking for announcements and reading new messages in discussions (at least 3-4 / week)
- Some sessions will be longer – working on activities, and exercises, posting to discussion forums, etc.
Topic 5 Organizing Blackboard for Blended Sessions by Dr. Bill Kules

Announcements are very important.

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**Sun, May 08, 2011 -- Final grades post**
I have posted final course grades to Cardinal Station. I have also posted your project and final assignment grades with my detailed comments (in MS-Word documents) on BlackBoard.

Thanks for making the class so interesting this semester, and enjoy your summer.

--Bill

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**Mon, Apr 25, 2011 -- Notes for last class - tomorrow!**
Dear students,

I'm looking forward to our class tomorrow. In addition to your presentations, I've arranged for a guest, Sarah Scruggs ('10), to join us. She is an administrative librarian at the Government Printing Office, and can share real-world experiences with information systems - the good, the bad and the ugly.

Please arrive a few minutes early, if possible, so we can pre-load all the presentations. After each talk, there will be a few minutes for Q&A, during which the next team will open their slides.

Note that I've moved the due date for the final assignment back a couple days. It is now due on Thursday, May 5. I hope this helps you balance your end-of-semester workload by avoiding two deadlines on the same day.

If you have any questions, I'm available via email and phone (301-755-7982) today for last-minute consultations.

--Bill

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**Wed, Apr 20, 2011 -- Blended course evaluation**
Dear SLIS Students,

Please take a few minutes to complete the special evaluation for our blended course. This provides valuable information that we depend on to help us continue to improve.


You should have also received this link in an email directly from Matt Banta.

Thanks!

--Bill

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# Weekly Activities are critical in keeping everyone on track.

<table>
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<th>Major Assignments</th>
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## Weekly Activities

### Apr 18-May 3 (week 14 and finishing up)

This section covers everything from week 14 through the end of the course.

Checklist for finishing up:

1. Face-to-face session April 26 - Last class!
   - To do: Present oral report in class Apr 26
2. Team project-written report
   - To do: Submit link to written report in BB by May 3
3. Final assignment
   - To do: Submit final assignment in BB by May 3

Note there are no new readings for week 14.

### Apr 11-17 (week 13)

This week we look at social issues and technology trends.

Checklist for this week:

1. Do the readings
2. Respond to readings or to previous postings in discussion forum
   - To do: Post comment to the Social Web, Social Issues, and Technology Trends discussion forum by Mon, Apr 17
3. Continue team projects
   - To do: Meet or talk with Bill this week if you didn’t do this last week

### Apr 4-10 (week 12)

This week we look at the social web - there are a number of examples of the evolving nature of information systems.

Checklist for this week:

1. Do the readings and watch the videos
2. Respond to readings in discussion forum - note revised procedure
   - To do: Post comment to the Social Web discussion forum by Mon, Apr 10
3. Continue team projects
   - To do: Meet or talk with Bill this week or next

### Mar 28-Apr 3 (week 11)

This week we continue our investigation of “building blocks” by looking at databases.

Checklist for this week:

1. Do the readings
   - To do: read first 2 database articles before class; read SQL article after class
2. Face-to-face session - Tuesday, Mar 29
3. Complete the MS-Access database exercise, which we will start in class
   - To do: post responses to exercise questions on discussion forum by Mon, Apr 3
Readings for week 11

To do: Read first 2 database articles before class; read SQL article after class.

Representation & management of information: Files, databases, SQL.

- **Database Tutorial dot@mac**
  This is an interactive tutorial that explains important basic concepts like "field", "record". It also discusses searching in a database, which you should recognize from our earlier study of IR systems.

- **P. Tero (2004), "Introduction to Databases" Digital Web Magazine**
  This short article describes what a database is and answers a number of questions about databases.

- **SQL Tutorial W/Schools.com**
  This is a detailed tutorial on the Structured Query Language (SQL), which is the programming language used to access most databases. Read these 3 pages: SQL Intro, SQL Syntax, and SQL Syntax. You should read this to gain an understanding of the concepts, but you don't need to master every detail.

  This optional reading provides another description of the basics of a database, and discusses some considerations for designing databases.

Face-to-face session

I look forward to seeing you at Tuesday's class.

Materials:

- Slides
- Northwind sample database - to start
  - Save to desktop
  - Double-click to open file in Access
  - In Security Warning banner, click Options
  - Select "Enable this content", click OK
- Audio - part 1, part 2, part 3

Exploring MS Access

To do: Post responses to exercise questions on discussion forum by Mon, Apr 3

In this exercise, you will explore the relational database management system, Microsoft Access. We will start this exercise in class and you will finish it over the rest of the week. There are two versions of the exercise, depending on which version of Access you have:

- **Access 2007** - Most computers on the CUA campus have this
- **Access 2003** - A previous version of this exercise; may be useful if you have Access 2003

The exercise uses a sample database, the Northwind sample database, which is available at [http://faculty.cua.edu/kules/SC555/Northwind.mdb](http://faculty.cua.edu/kules/SC555/Northwind.mdb).

You will post your responses to the MS-Access database exercise forum on BlackBoard. You are welcome to work together, in person or online.

Team projects

To do: Post project update by Mon, Apr 3

Continue to work on your team projects. At the end of this week, your team will post your second project update. This update should describe one thing (related to your project objectives) that your team has learned so far. Your update should be 1-2 paragraphs. Please post it to the Team Projects forum.
Team projects

To do: Post project update by Mon., Apr 3

Continue to work on your team projects. At the end of this week, your team will post your second project update. This update should describe one thing (related to your project objectives) that your team has learned so far. Your update should be 1-2 paragraphs. Please post it to the Team Projects forum.

You have collected (and posted) a lot of information about your team projects. At this point you should be starting to move into the “critical analysis” phase, referred to as part 3 in the project description. This will differ for each project, but in general you should be critically reflecting on the information system you are analyzing or working with.

For example, if you are analyzing a digitization system, you should be looking to understand and explain what parts of the the system are inefficient, awkward for people to use, unreliable, etc. You should also be articulating what parts work well. If you are proposing or prototyping a new system, you should be critically assessing your own proposal. What challenges might the client face if they really try to implement your idea?

At this point in the project, students often have questions about how to focus the remainder of the work to produce the written and oral reports. I encourage you to schedule a time with me to discuss these questions. I am available via email, phone, or in person. I’m happy to arrange multi-way conference calls, too, using our toll-free conference service.

Planning ahead: YouTube.com

To do: Contact me with any problems by Monday, Apr 3.

Please check that you can view videos on YouTube.com. We will be using it for upcoming activities. If you have problems, please contact me by Monday.

Readings for week 12

During week 12 we’ll be exploring how digital media are changing the way we interact with information and with each other. In addition to the readings, you’ll watch several videos and we’ll discuss them in class. Be sure to test the videos early in the week in case you encounter any technical issues that need to be worked out.

Web 2.0

- **What is Web 2.0.** T. O’Reilly (2005)
  Read through sections 1 (The Web as Platform) & 2 (Harnessing Collective Intelligence) and skim the rest. Focus on how the web is changing – what technologies and behaviors are associated with Web 2.0. Don’t get bogged down in trying to pinpoint a definition for Web 2.0.
- **Web 2.0, by Jeff Utecht** (5 min.)
- **Web 2.0, The machine is us/using us**, by Michael Wesch (5 min.)
  As you watch these two videos, don’t be distracted by the synth-pop sound track or the hyperbole you may already have heard about web 2.0. These video are making important claims not only about the web as an information system but also about how people interact with it, and through it with each other. These are very interesting information behaviors.
- **Web Squared, Web 2.0 Five Years On, O’Reilly, T. and Battelle, J.** (2009)
  There is a bit of hyperbole here, but these two are leading thinkers on where the web is going. Defining what Web 2.0 means is a bit like nailing jello to a wall, but they have identified key aspects of the evolving web. Don’t focus too much on trying to pin down a definition of web 2.0. Instead focus on the services and technologies that fall under the broad concept. See what you recognize from our class work so far and see what’s new. What connections can you make back to the info systems we have already studied: IR systems, digital libraries, digital
The Discussion Board is the means of Communication for asynchronous weekly sessions.

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Post your personal introduction and meet your classmates here.