

Organizing Courses Using Learning Modules

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Learning Objectives

Participants will be able to...

- Understand the rationale behind University Blackboard Template
- Understand the value of a well organized course
- Develop Learning Modules
- Review the course from the student view





Course Design and Student Expectations

Familiarity in the classroom



Traditional Instruction/Tools



WHY THE TEMPLATE



o

×

Login Name

Password

Log in

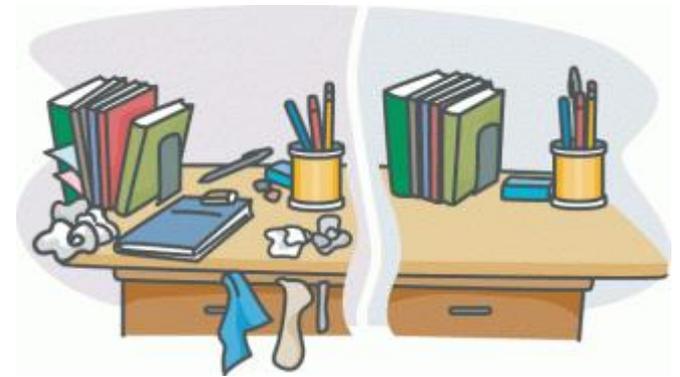
Forgot your password?
If you have forgotten your password, [we can send you a new one.](#)

M
1
8
1:
2:
28 2:



Building an Online Classroom

- Organizational strategy for course materials and activities
- Timing of Access
- Pacing Considerations
- Presentation of Materials
- Announcement Area
- Syllabus and Schedule
- Discussion Forums
- Other Tools



Teaching Online – A Practical Guide
Susan Ko & Steve Rossen
Chapter 6



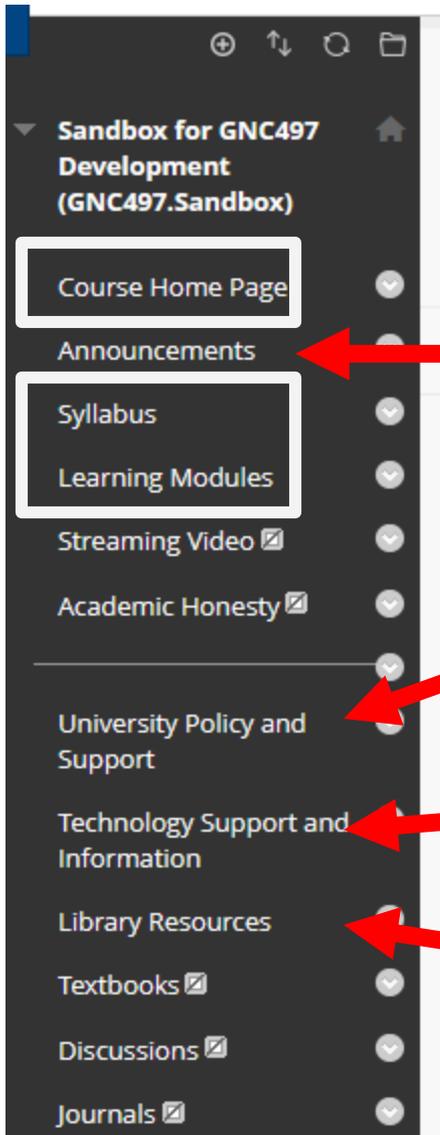
Menu

Course Announcements

Access to academic policies

Access to technology support links

Library Resources Associated with your course



Course Home Page

Course Home Page



Read Me First! A↓



*The course name above is automatically pulled from the course name in Blackboard.
Use this space to provide guidance to students on what to do during different periods of your course.
For example, at the beginning of the course, welcome them and tell them how to get started.*

Hello M Brown

Getting Started

Review the syllabus and course schedule.

Go to Learning Modules and review the Course Overview and Introduction.

Date of Last Entry: DATE



Meet the Faculty A↓

Insert your picture here

Include name, office location, phone, email address and any other contact information.

URL for web link



Syllabus

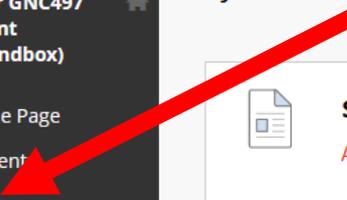
Sandbox for GNC497 Development GNC497.Sandbox (Course is unavailable to students) Syllabus

Edit Mode is: OFF

Syllabus

Syllabus 

Attach your current syllabus file here.



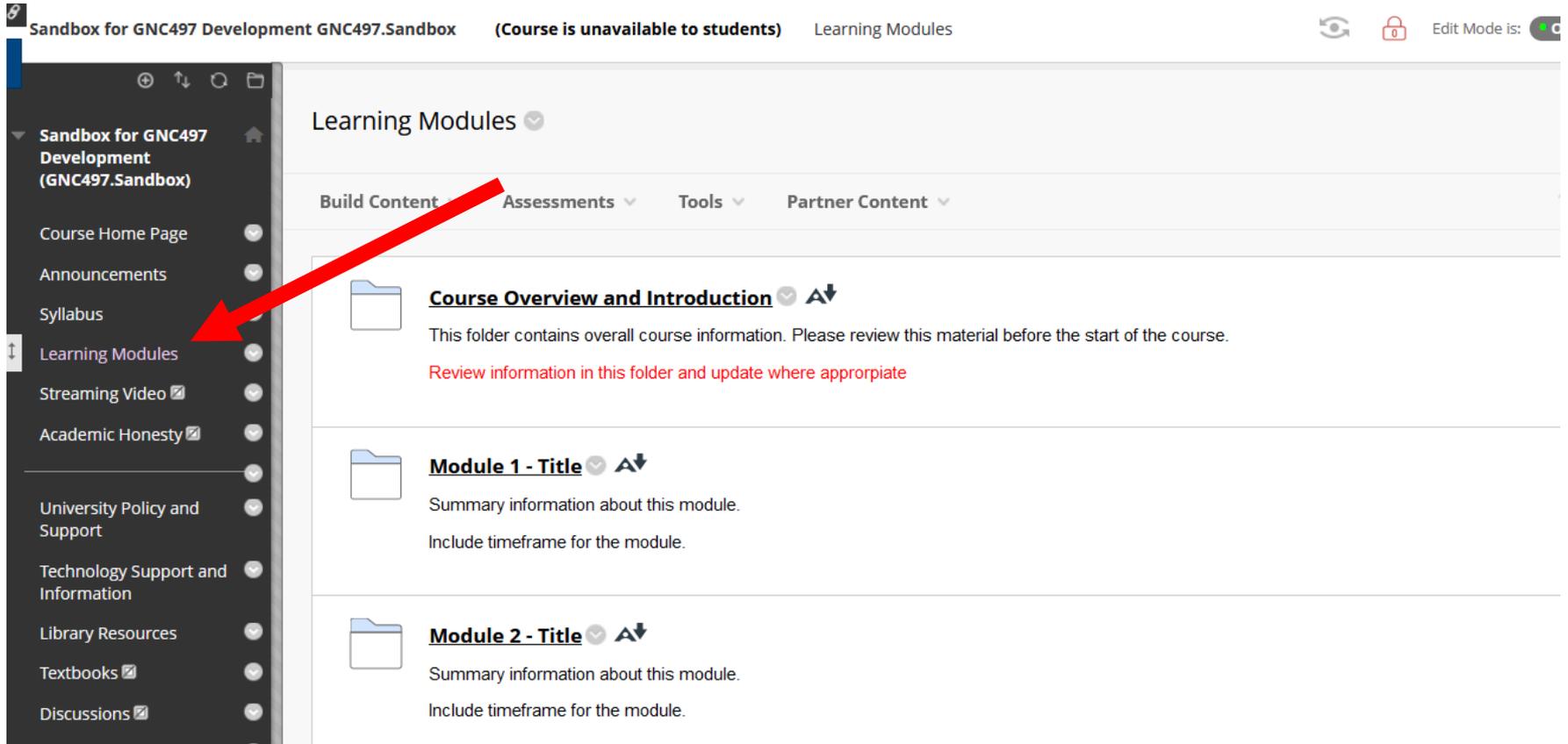
Learning Modules

Sandbox for GNC497 Development GNC497.Sandbox (Course is unavailable to students) Learning Modules

Build Content Assessments Tools Partner Content

Learning Modules

- Course Overview and Introduction**
This folder contains overall course information. Please review this material before the start of the course.
Review information in this folder and update where appropriate
- Module 1 - Title**
Summary information about this module.
Include timeframe for the module.
- Module 2 - Title**
Summary information about this module.
Include timeframe for the module.



Module Folders

Sandbox for GNC497 Development GNC497.Sandbox (Course is unavailable to students) Learning Modules

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

Learning Modules ▾

- Course Overview and Introduction** ▾ A↑
This folder contains overall course information. Please review this material before the start of the course.
Review information in this folder and update where appropriate
- Module 1 - Title** ▾ A↑
Summary information about this module. ←
Include timeframe for the module.
- Module 2 - Title** ▾ A↑
Summary information about this module. ←
Include timeframe for the module.



Module Information



Module Overview

Overview

Provide an overview of the module.

Learning Objectives

At the end of this module, you will be able to:

1. Learning Objectives
2. Learning Objectives

Learning Activities

During this module, you are expected to:

1. Task or Learning Activity
2. Task or Learning Activity



Reading Assignments

Availability: Item is hidden from students.

Put information about reading assignments below, use the appropriate citation method for your discipline.

Attach files or include links.

Provide clear guidance on what is required and what is optional or supplemental.



Module Content

Availability: Item is hidden from students.

Put information about other content (videos, audio, powerpoint) below.

Note that you can also link directly to other materials using the tools provided:

- YouTube videos -> Build Content - YouTube video
- URL -> Build Content - Web Link



- College TEMPLATE (college.template)
- Announcements
- Syllabus
- Course Materials
- Streaming Video
- Library Resources
- Course Academic Honesty
- My Grades
- Access to Tools

Announcements

New Announcements appear directly below the repositionable bar. Reorder by dragging announcements to new positions. Move priority announcements above the repositionable bar to pin them to the top of the list and prevent new announcements from superseding them. The order shown here is the order presented to students. Students do not see the bar and cannot reorder announcements.

Create Announcement

New announcements appear below this line

No Announcements found.

- Structured Template for Courses updated 2021 (Structured.Template.Generic)
- Course Home Page
- Meet the Faculty
- Announcements
- Syllabus
- Learning Modules
- University Policy and Support

Course Home Page



Read Me First!

Welcome to Structured Template for Courses updated 2021

*The course name above is automatically pulled from the course name in Blackboard.
Use this space to provide guidance to students on what to do during different periods of your course.
For example, at the beginning of the course, welcome them and tell them how to get started.*

Hello M Brown



Course Materials

Build Content Assessments Tools Partner Content

It's time to add content...
Use functions above to add it.

College TEMPLATE (college.template)
Collapse College TEMPLATE (college.template)

Announcements
Syllabus
Course Materials
Streaming Video
Library Resources
Course Academic Honesty

LEARNING MODULES

Build Content Assessments Tools Partner Content

 **Course Overview and Introduction**

This folder contains overall course information. Please review this material before the start of the course. You will

 **Module 1 - Core Concepts: Values, Government, News, and Definitions**

This first part of this course covers identification of personal values, the role of individuals, community and govern



Course Materials

Build Content Assessments Tools Partner Content

It's time to add content...
Use functions above to add it.

Collapse College TEMPLATE (college.template)

- College TEMPLATE (college.template)
- Announcements
- Syllabus
- Course Materials
- Streaming Video
- Library Resources
- Course Academic Honesty

Module 1 - Title

Build Content Assessments Tools Partner Content

Module Overview

Overview

Provide an overview of the module.

Learning Objectives

At the end of this module, you will be able to:

- Structured Template for Courses updated 2021 (Structured.Template.Generic)
- Course Home Page
- Meet the Faculty
- Announcements
- Syllabus
- Course Schedule
- Learning Modules
- Streaming Video
- Academic Honesty



Quality Matters



- A national program focused on quality online course design
- www.qualitymatters.org
- A rubric with categories that include:
 1. Course Overview and Introduction
 2. Learning Objectives
 3. Assessment and Measurement
 4. Instructional Materials
 5. Learner Interaction and Engagement
 6. Course Technology
 7. Learner Support
 8. Accessibility

| HE Specific Review Standards from the QM Higher Education Rubric, Sixth Edition | | |
|---|---|--------|
| General Standards | Specific Review Standards | Points |
| Course Overview and Introduction | 1.1 Instructions make clear how to get started and where to find various course components. | 3 |
| | 1.2 Learners are introduced to the purpose and structure of the course. | 3 |
| | 1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated. | 2 |
| | 1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided. | 2 |
| | 1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided. | 2 |
| | 1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated. | 1 |
| | 1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated. | 1 |
| | 1.8 The self-introduction by the instructor is professional and is available online. | 1 |
| | 1.9 Learners are asked to introduce themselves to the class. | 1 |
| Learning Objectives (Competencies) | 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable. | 3 |
| | 2.2 The middle-/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies. | 3 |
| | 2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course. | 3 |
| | 2.4 The relationship between learning objectives or competencies and learning activities is clearly stated. | 3 |
| | 2.5 The learning objectives or competencies are suited to the level of the course. | 3 |
| Assessment and Measurement | 3.1 The assessments measure the achievement of the stated learning objectives or competencies. | 3 |
| | 3.2 The course grading policy is stated clearly at the beginning of the course. | 3 |
| | 3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained. | 3 |
| | 3.4 The assessments used are sequenced, varied, and suited to the level of the course. | 2 |
| | 3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback. | 2 |
| Instructional Materials | 4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies. | 3 |
| | 4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained. | 3 |
| | 4.3 The course models the academic integrity expected of learners by providing both course references and permissions for use of instructional materials. | 2 |
| | 4.4 The instructional materials represent up-to-date theory and practice in the discipline. | 2 |
| | 4.5 A variety of instructional materials is used in the course. | 2 |
| Learning Activities and Learner Interaction | 5.1 The learning activities promote the achievement of the stated learning objectives or competencies. | 3 |
| | 5.2 Learning activities provide opportunities for interaction that support active learning. | 3 |
| | 5.3 The instructor's plan for interacting with learners during the course is clearly stated. | 3 |
| | 5.4 The requirements for learner interaction are clearly stated. | 2 |
| Course Technology | 6.1 The tools used in the course support the learning objectives or competencies. | 3 |
| | 6.2 Course tools promote learner engagement and active learning. | 3 |
| | 6.3 A variety of technology is used in the course. | 3 |
| | 6.4 The course provides learners with information on protecting their data and privacy. | 1 |
| Learner Support | 7.1 The course instructors articulate or link to a clear description of the technical support offered and how to obtain it. | 3 |
| | 7.2 Course instructors articulate or link to the institution's accessibility policies and services. | 3 |
| | 7.3 Course instructors articulate or link to the institution's academic support services and resources that can help learners succeed in the course. | 3 |
| | 7.4 Course instructors articulate or link to the institution's student services and resources that can help learners succeed. | 1 |
| Accessibility and Usability | 8.1 Course navigation facilitates ease of use. | 3 |
| | 8.2 The course design facilitates readability. | 3 |
| | 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners. | 3 |
| | 8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners. | 2 |
| | 8.5 Course multimedia facilitate ease of use. | 2 |
| | 8.6 Vendor accessibility statements are provided for all technologies required in the course. | 2 |

* Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that the specific accessibility regulations of any country are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.

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QM Standards and the Online Template

The screenshot shows a Blackboard course home page for 'ONLINE TEMPLATE (TEST.ONLINE.EXAMPLE)'. The page includes a navigation menu on the left, a top navigation bar, and a main content area with sections for 'Read Me First!', 'Meet the Faculty', 'Meet your Classmates', and 'Learning Modules'. Three blue callout bubbles are overlaid on the page:

- QM Standard 8.1 Navigation – Ease of Use**: Callout bubble pointing to the left-hand navigation menu.
- QM Standard 1.1 How to Get Started**: Callout bubble pointing to the 'Read Me First!' section.
- QM Standard 1.8 and 1.9 Introductions**: Callout bubble pointing to the 'Meet your Classmates' section.

Text visible on the page includes: 'Welcome to ONLINE TEMPLATE', 'Hello ERIC FREDERICKSEN', 'Review the syllabus and course schedule. Then go to Learning Modules and review the Course Overview and Introduction.', 'Meet the Faculty: Insert your picture here. Include name, office location, phone, email address and any other contact information.', 'Meet your Classmates: Provide students with instructions for how they should introduce themselves. Start the first thread with your own introduction as a model!', and 'Learning Modules'.



QM Standards and the Online Template

The screenshot displays the 'Learning Modules' page in an LMS. The top navigation bar includes 'Main', 'Courses', 'Student Access', 'Instructor Access', 'Advisor Access', 'My Accounts', 'Content Collection', 'Libraries', and 'Help'. The left sidebar contains a navigation menu with categories like 'ONLINE TEMPLATE (TEST.ONLINE.EXAMPLE)', 'Course Home Page', 'Meet the Faculty', 'Announcements', 'Syllabus', 'Learning Modules', 'Faculty Resources', 'Private Faculty Reflection', 'Discussions', 'Journals', 'Groups', 'Email', 'Course Schedule', 'Course Evaluations', 'Student Support', 'My Grades', and 'Tools'. The main content area is titled 'Learning Modules' and has sub-sections for 'Build Content', 'Assessments', 'Tools', and 'Partner Content'. It lists several modules, each with a folder icon and a title: 'Course Overview and Introduction', 'Module 1 - Title', 'Module 2 - Title', 'Module 3 - Title', 'Module 4 - Title', 'Module 5 - Title', and 'Module 6 - Title'. Each module entry includes a brief description and a note to 'Include timeframe for the module.' A blue oval is drawn over the text 'QM Standard 1.1 How to Get Started' in the center of the page.



QM Standards and the Online Template

Module 1 - Title

Build Content Assessments Tools Partner Content

Module Overview
Overview
Provide an overview of the module.

Learning Objectives
At the end of this module, you will be able to:

- . Learning Objectives
- . Learning Objectives

Learning Activities
During this module, you are expected to:

- . Task or Learning Activity
- . Task or Learning Activity

Reading Assignments
Put information about reading assignments here, use the appropriate citation method for your discipline.
Attach files or include links.
Provide clear guidance on what is required and what is optional or supplemental.

Module Content
Put information about other content (videos, audio, powerpoint) here.

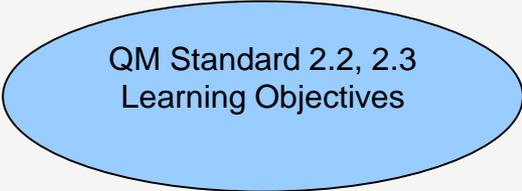
Note that you can also link directly to other materials using the tools provided:
YouTube videos-Build Content - YouTube video
URL -Build Content - Web Link

Discussion - Module 1
This is currently a graded item (1 point).
Put information about how you want students to participate in the discussion board here.
IENTMake sure that you start the first threads in your discussion board with the questions you want addressed.

Assignment - Module 1
Place instructions for assignment here.
Note, this is currently set for 1 point. You will need to determine how many points you want to assign to this assessment.
It is also set to a single attempt - a student may only submit once.

Quiz - Module 1
Availability: Item is not available.

Reflection - Module 1
Place instructions for Reflection Assignment here.
Include that students should include their journal entry in the "Write Submission" area rather than as an attachment for easy review and grading!



QM Standards and the Online Template

Course Overview and Introduction



Welcome to the Course

Welcome to Template 2014 Online Warner!

Provide a brief introduction.

Prior to the start of the course, there are some things you should do.

1. Review all of the information in this Course Overview and Introduction Module.
2. Acquire the textbooks for the course.
3. Etc.

QM Standard 2.1
Learning
Objectives



Course Overview

Feel free to put the official course description here.



Learning Objectives and Activities

The course learning objectives are:

1. List
2. List

Course learning activities provide opportunities for interaction with classmates and the professor and support active learning. The course learning activities are specifically designed to help students achieve the course learning objectives.

1. List
2. List



Course Expectations

Academic Policies

All students are expected to comply with School and University academic policies. <https://www.warner.rochester.edu/students/matriculated/policies>

My expectations of students

What is expected of the student? How often should they participate in the course? How much work should they be expected to do in and out of class?

This is a graduate level course; therefore, students are expected to do extensive reading and writing of graduate level quality. Students are expected to participate in reading and class participation.

All students are expected to do well in the course and the instructor will strive to help them achieve. The instructor also expects the students to do well.

Students should also strive to help each other as best they can. The instructor expects everyone to be kind and courteous to each other and to ask questions. This class will really lend itself to student collaboration and "co-construction" of knowledge. The instructor expects that students will take advantage of that. In addition, the instructor expects the students to be honest. This is consistent with the University of Rochester policy on Academic Honesty.

For online discussions, you will need to post comments that are substantive. Substantive comments, for our purposes, are those that add insight, probe more deeply, challenge (intellectually), and generally help us learn. It is also helpful to post comments that are "social" in nature. So, while, "I agree" is not a substantive comment, it is a useful response in that it helps us know that we are being "heard". But you will need to post substantive comments to "get credit" for discussions. I also encourage you to edit before you post. This course is a graduate course, it is expected that you will carefully read and edit your work prior to sending it. It can be helpful to compose using a word processor to prevent cosmetic errors; this way you can concentrate on demonstrating your highest quality writing.

QM Standard 1.4
Policies



Course Etiquette

You are encouraged to follow appropriate "netiquette" and be kind, thoughtful and supportive.

1. Remember the human.
2. Adhere to the same standards of behavior online that you follow in real life.
3. Know where you are in cyberspace.
4. Respect other people's time and bandwidth.
5. Make yourself look good online.
6. Share expert knowledge.
7. Help keep flame wars under control.
8. Respect other people's privacy.
9. Don't abuse your power.
10. Be forgiving of other people's mistakes.

Reference:

Shea, V. (2005). *The core rules of Netiquette*. Retrieved 23 April, 2014, from <http://www.albion.com/netiquette/cons>

QM Standard 1.3
Communication
Expectations



QM Standards and the Online Template



Prerequisites and Background

Does this course have any prerequisites? If so, list them here.

QM Standard 1.6
Pre-requisites



Minimum Technical Skills Needed for this Course

Students should have a current computer (new within the last two years) with audio and video camera capabilities. Reliable and robust internet access is also required.

Students taking this course should be proficient navigating the Internet.

In some cases, students will be expected to be comfortable using word processing software, spreadsheet software, and/or presentation software.

Downloading and installation of applications may be required.

Students should review the Technology Support and Information area for information in this course.

Please add any special technology requirements, software applications, or skills.

QM Standard 1.5 and
1.7
Computer skills
Minimum Technology
tools



About this Course



QM Standards and the Online Template

↑

 **How you will be evaluated** ▼

Grading Policy

| | |
|-------------------------------------|-----|
| Discussion Board, Quiz, Assignments | 44% |
| Mini-Projects | 16% |
| Annotated Bibliography | 10% |
| Draft of Methods | 10% |
| Final Research proposal | 20% |

Failure to submit a Research Proposal will result in an E, regardless of points earned.

Letter grades will be assigned as follows:

| | |
|----|----------|
| A | 93-100 |
| A- | 90-92 |
| B+ | 85-89 |
| B | 80-84 |
| C | 70-79 |
| E | Under 70 |

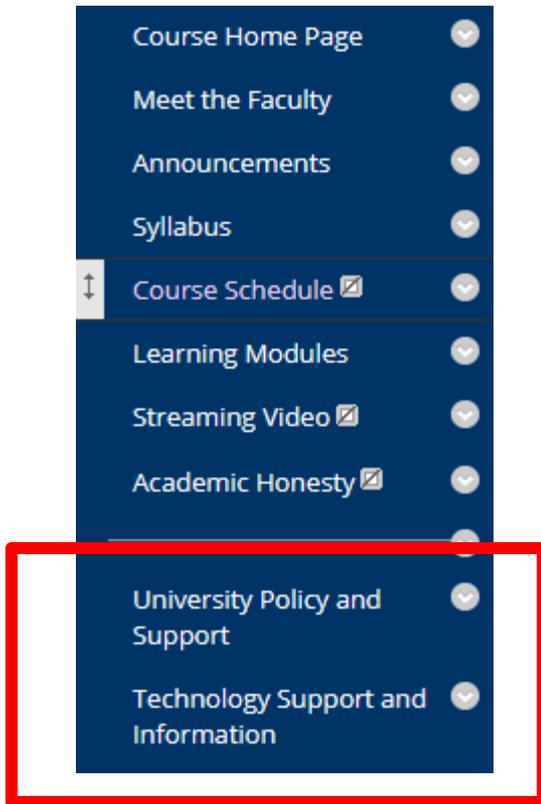
QM Standard 3.2
Grading Policy



SUPPORT SECTIONS



Support Sections in Menu



Easier for students to find University policy links

Quick access to Technology support information

Supports QM 6, 7, 8

6. Course Technology
7. Learner Support
8. Accessibility





Academic Policies by School ▾

All students are expected to comply with school and University policies as outlined in the Student Handbooks



Accessibility Accommodations ▾

QM Standard 7.2
Accessibility Policies



Eastman School of Music Accommodations



Title IX ▾



UR CARE Services ▾

QM Standard 7.3
Academic Support
Services

1



Online Etiquette, Anti-discrimination and Harassment Policy ▾



Email Expectations ▾

QM Standard 7.4
Student Support



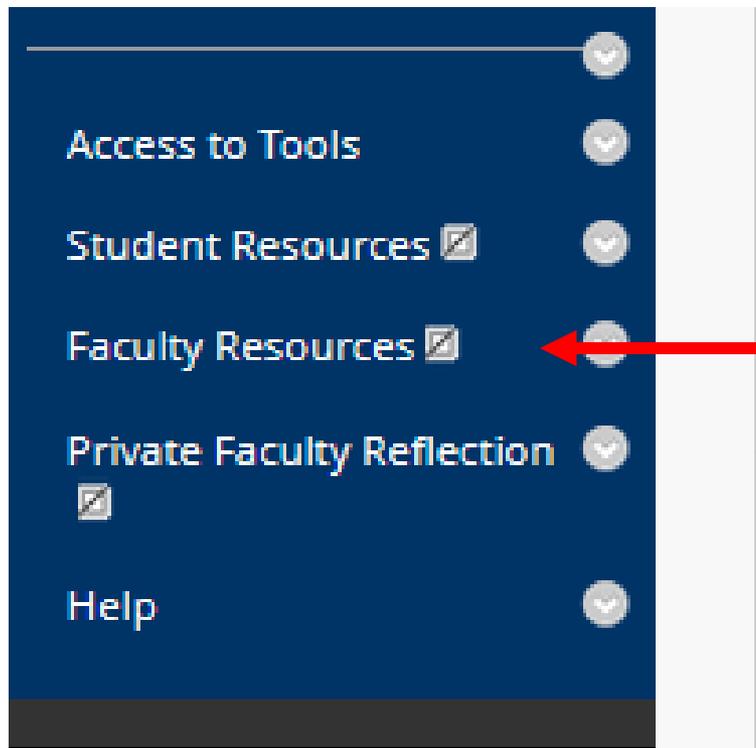
The School of Medicine and Dentistry Learning Environment ▾



| | |
|---|---|
|  Technical Support ▾ | QM Standard 7.1 Technical Support |
|  Tips for Using Blackboard in an Online Course ▾ | |
|  Create your Online Presence ▾ | |
|  Zoom - Online Synchronous Sessions ▾ | |
|  Panopto - Recorded Lectures ▾ | |
|  Voicethread ▾ | |
|  <u>How to Host an Online Meeting with Zoom</u> ▾ The instructions in this folder provide information on how to work together in Zoom. | QM Standard 8.6 Vendor Accessibility |
|  Software Accessibility Statements ▾ | |
|  Software Privacy Statements ▾ | QM Standard 6.4 Software Privacy |



Help for Faculty



Hidden from Students, but
Available to Faculty



Faculty Resources

Build Content 

Assessments 

Tools 

Partner Content 



Note to Faculty 

1



Copying from a Fall 2020 or Spring 2021 Course into this Course 



Copying Content Prior to Fall 2020 into this Template 



Instructions for Removing this Template 



Accessibilty Tools at University of Rochester 



ASE: Center for Excellence in Teaching and Learning - Resources for Online Teaching 





SMD: Institute for Innovative Education: Online Learning Team ▼



ESM: Technology and Media Production ▼



Online Learning - Faculty Resources and Support ▼



Blackboard and other Tools - Help and Resources ▼



See a sample course ▼



Sample Blackboard Tools ▼



But how do we get started in
Blackboard?

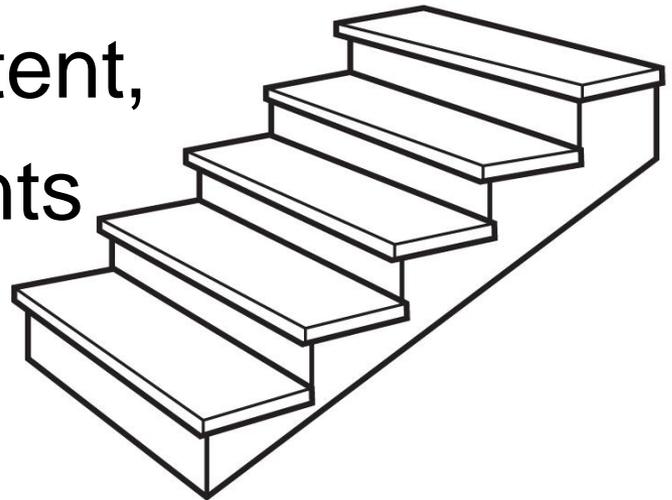


Blackboard



Five steps...

1. Contribute all of the basic course information
2. Identify and name all of the Modules
3. Complete all of your Module Overviews
4. Develop all of your content, activities, and assessments
5. Reconcile your grading policy



Step 1a. Syllabus

Sandbox for GNC497 Development GNC497.Sandbox (Course is unavailable to students) Syllabus

Edit Mode is: OFF

Syllabus

Syllabus A↓

Attach your current syllabus file here.

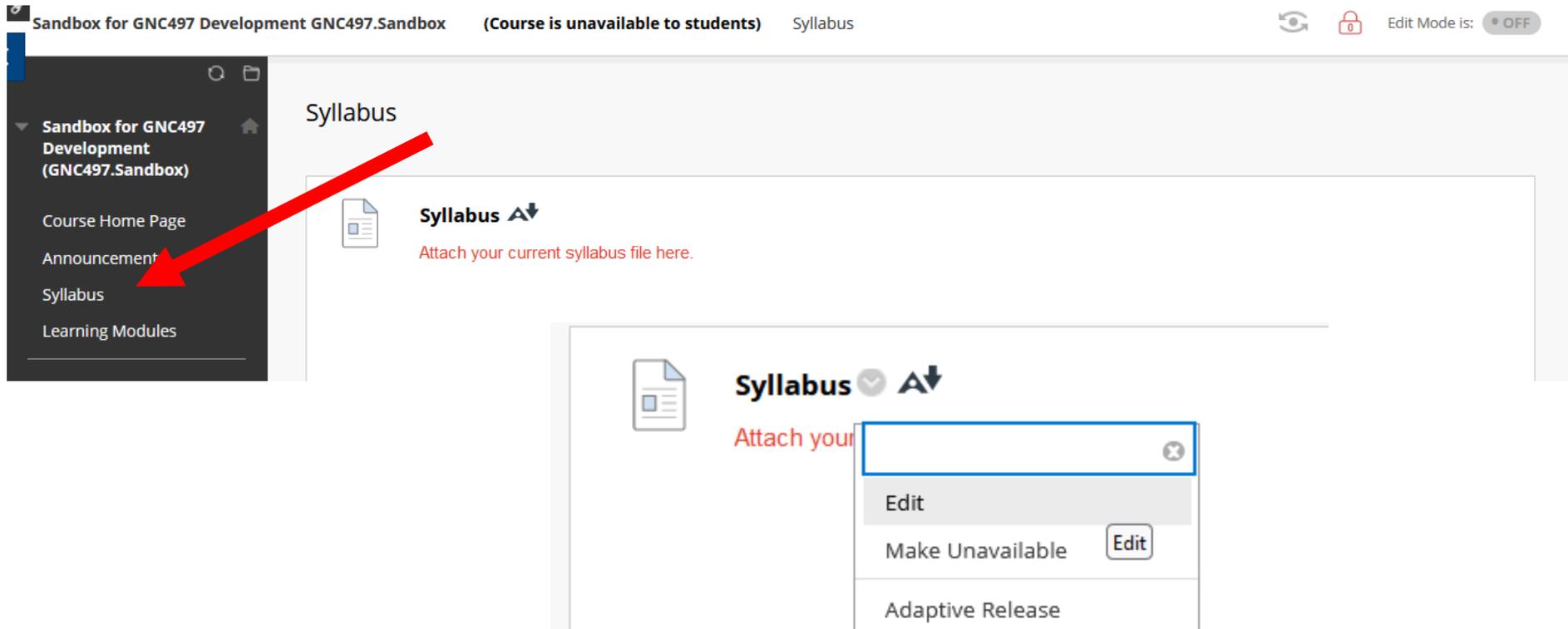
Syllabus ✓ A↓

Attach your

Edit

Make Unavailable Edit

Adaptive Release



Attach Syllabus file

ATTACHMENTS

*You can drag files from your computer to the Attach Files area or use the browse functions. Files are saved in the top-level folder in your course's file repository. Select **Do Not Attach** to remove a selected file.*

Attach Files

Browse Local Files

Browse Content Collection



Step 1b. Course Overview folder

Learning Modules 

Build Content  Assessments  Tools  Partner Content 



Course Overview and Introduction

This folder contains overall course information. Please review this material before the start of the course.

Review information in this folder and update where appropriate



Update Information

Course Overview and Introduction

Build Content Assessments Tools Partner Content



Welcome to the Course

Welcome to Warner EDE486 2019 Spring Students!

Provide a brief introduction.

Prior to the start of the course, there are some things you should do. *Modify this list as appropriate for your course.*

1. Review all of the Course Information in this Introduction and Course Information Module.
2. Watch the Blackboard course overview (<http://rochester.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=974f7c70-c8f5-40a1-a3b2-b07d85f6e818>)
3. Take the Course Information Quiz.
4. Complete the Getting to Know You Survey.
5. Acquire the textbooks for the course.
6. Add your personal entry in the Meet Your Classmates Discussion.
7. Add a posting to our "ice breaker" discussion in the Introduction & Course Information Module.
8. Print out the Course Schedule and Assignment Checklist.
9. Acquire a 3 ring binder to keep all of your printed course materials collected and organized.
10. Identify a quiet space, with minimal distractions, for studying and participating in the class sessions. (You might also want to thank your family and friends in advance for not disrupting during those times and for their support of your studies.)
11. Prepare for the first synchronous session with Zoom (<http://tech.rochester.edu/services/zoom>)



Course Overview

Feel free to put the official course description here.



About this Course

Include information about the online aspects of this course....

Hybrid

Synchronous Online

Asynchronous Online



Learning Objectives and Activities

The course learning objectives are:

1. List
2. List



A lot of this information can come directly from your syllabus



Review and Edit



Welcome to the Course

Welcome to Sandbox for GNC

Provide a brief introduction.

Prior to the start of the course

1. Review all of the Co
2. Watch the Blackboa
3. Take the Course Inf
4. Complete the Gettin
5. Acquire the textboo
6. Add your personal e

Edit
Make Unavaila **Edit**
Adaptive Release
Adaptive Release: Advanced
Set Review Status(Disabled)
Metadata

ould do. **Modify this list**

roduction and Cours
[rochester.hosted.pa](#)

smates Discussion



Step 2. Chunking – Module Identification

Learning Modules ▾

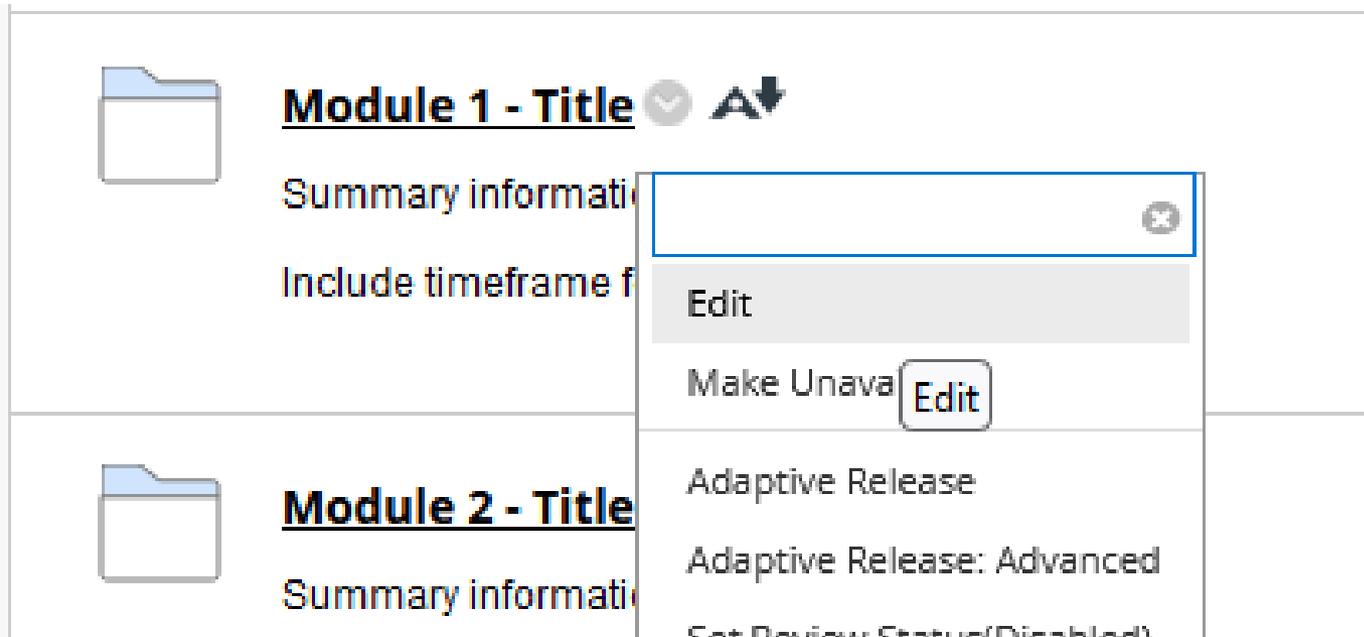
Build

Survey Design (ED524)

| | Learning Objectives | Instructional Activities | Available Instructional Resources | Means of Assessment |
|--|---|--|---|--|
| Course Level | Design and develop a survey using best practices in survey research Explain research methodology behind survey choices | | | Create a survey Final paper |
| Module 1 Introduction to Survey Research | Justify theoretical methodology for your survey research | Read Powerpoint/Panopto Lecture | Fink Ch 1 Andres Ch 1 Sue & Ritter Ch 1 Sapsford reading Desimone reading | (Final paper) |
| Module 2 Planning your Study | Develop an appropriate research question Develop a timeline for your research | | Andres Ch 2-4 Sue & Ritter Ch 2 | Survey Planning Worksheet Peer Review of Planning Worksheet |



Edit the names and information



The screenshot displays a course management interface with two modules. The first module is titled "Module 1 - Title" and includes a folder icon, a dropdown arrow, and an "A" icon with a downward arrow. Below the title, the text "Summary informati" and "Include timeframe f" is visible. A context menu is open over this module, showing a search bar with a close button, and the following options: "Edit", "Make Unava" (with an "Edit" button next to it), "Adaptive Release", "Adaptive Release: Advanced", and "Get Device Status (Disabled)". The second module is titled "Module 2 - Title" and includes a folder icon and the text "Summary informati".



Edit based on Planning Table

* Indicates a required field.

CONTENT FOLDER INFORMATION

* Name

Module 1 - Title

Introduction to Survey Research

Color of Name

Black

Text

For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).

100%



Summary Information

Include timeframe

In this module we will...

August 31 – September 7

Click **Submit** to proceed.

Cancel

Submit



Click the Module title



A screenshot of a course module interface. On the left, there is a purple vertical bar with a white 'i' icon. To its right is a folder icon. The main content area is light gray and contains the following text:

Introduction to Survey Research 

In this module we will....

August 31 - September 7

A red arrow points from the top center of the image down to the underlined title.



Step 3. Complete the Module Overview

Introduction to Survey Research ▾

Build Content ▾

Assessments ▾

Tools ▾

Partner Content ▾



Module Overview ▾

Overview

Provide an overview of

Learning Objectives

At the end of this module,

1. Learning Objective
2. Learning Objective

Learning Activities

During this module, you are expected to:

1. Task or Learning Activity
2. Task or Learning Activity

- Edit
- Make Available
- Adaptive Release
- Adaptive Release: Advanced
- Set Review Status(Disabled)
- Metadata
- User Progress
- Delete



Step 2. Chunking – Module Identification

Learning Modules ▾

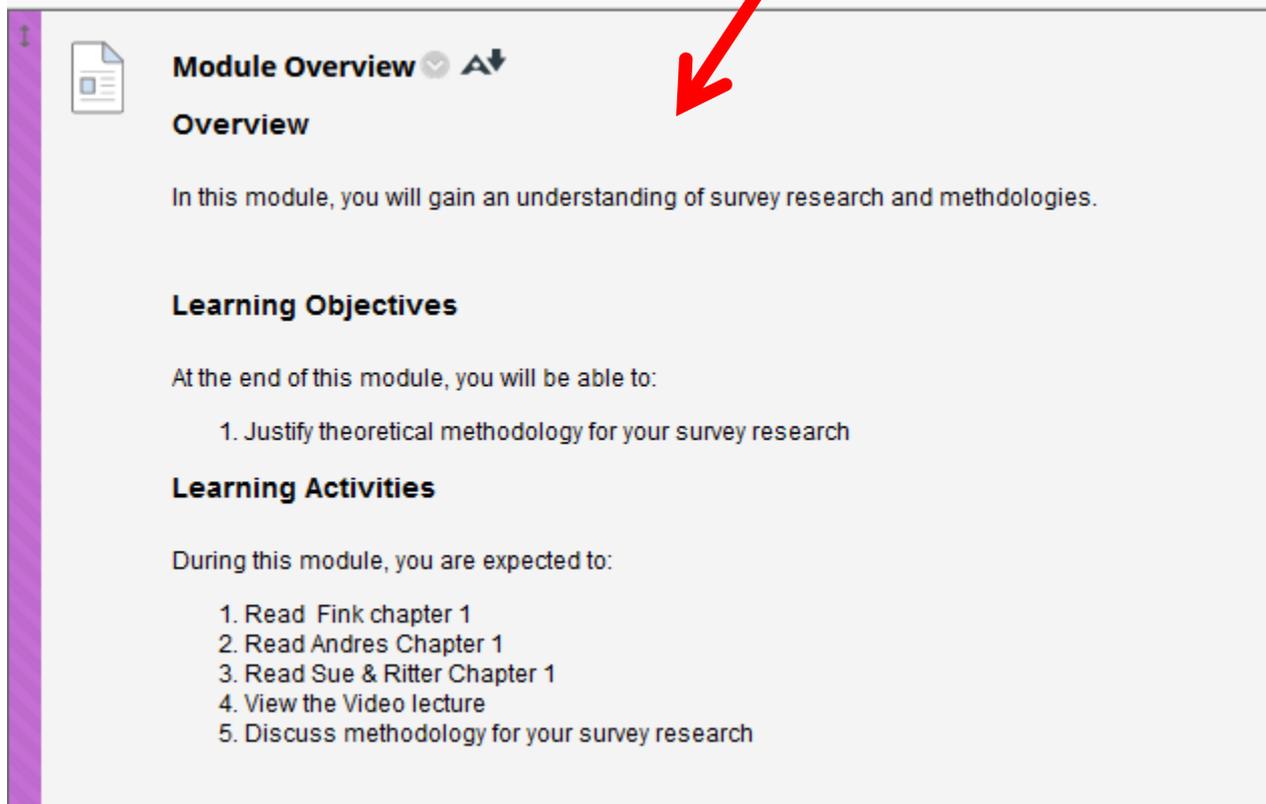
Build

Survey Design (ED524)

| | Learning Objectives | Instructional Activities | Available Instructional Resources | Means of Assessment |
|--|---|--|---|--|
| Course Level | Design and develop a survey using best practices in survey research Explain research methodology behind survey choices | | | Create a survey Final paper |
| Module 1 Introduction to Survey Research | Justify theoretical methodology for your survey research | Read Powerpoint/Panopto Lecture | Fink Ch 1 Andres Ch 1 Sue & Ritter Ch 1 Sapsford reading Desimone reading | (Final paper) |
| Module 2 Planning your Study | Develop an appropriate research question Develop a timeline for your research | | Andres Ch 2-4 Sue & Ritter Ch 2 | Survey Planning Worksheet Peer Review of Planning Worksheet |



This will also come from your Learning Objectives / Course Planning Table



The screenshot shows a course module overview page. At the top left, there is a document icon and the text 'Module Overview' with a checkmark and a download icon. Below this is the word 'Overview'. The main text states: 'In this module, you will gain an understanding of survey research and methodologies.' This is followed by a section titled 'Learning Objectives' with the text 'At the end of this module, you will be able to:' and a list of one objective: '1. Justify theoretical methodology for your survey research'. The next section is 'Learning Activities' with the text 'During this module, you are expected to:' and a list of five activities: '1. Read Fink chapter 1', '2. Read Andres Chapter 1', '3. Read Sue & Ritter Chapter 1', '4. View the Video lecture', and '5. Discuss methodology for your survey research'. A red arrow points from the top right towards the 'Module Overview' title.

Module Overview ✓ ⬇

Overview

In this module, you will gain an understanding of survey research and methodologies.

Learning Objectives

At the end of this module, you will be able to:

1. Justify theoretical methodology for your survey research

Learning Activities

During this module, you are expected to:

1. Read Fink chapter 1
2. Read Andres Chapter 1
3. Read Sue & Ritter Chapter 1
4. View the Video lecture
5. Discuss methodology for your survey research



Step 4. Develop Content, Activities, Assessments

During this module, you are expected to:

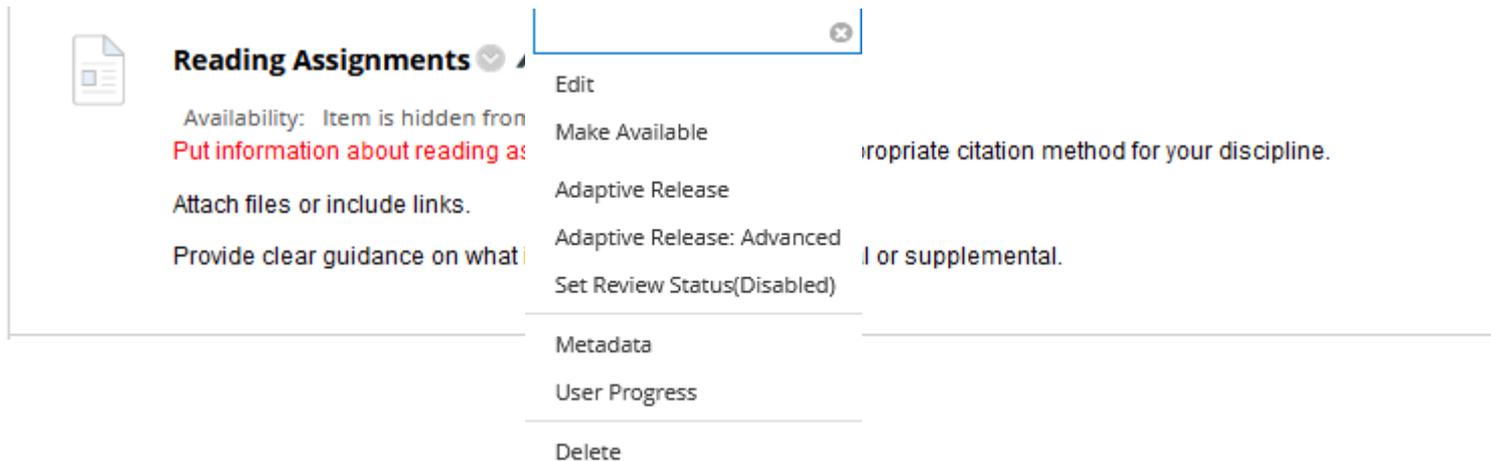
1. Read Fink chapter 1
2. Read Andres Chapter 1
3. Read Sue & Ritter Chapter 1
4. View the Video lecture
5. Discuss methodology for your survey research



This is the list of things your module needs in Step 4.



Add Content Information



Reading Assignments [dropdown arrow]

Availability: Item is hidden from
Put information about reading as:

Attach files or include links.

Provide clear guidance on what

Search: [input field]

- Edit
- Make Available [appropriate citation method for your discipline.]
- Adaptive Release
- Adaptive Release: Advanced [or supplemental.]
- Set Review Status(Disabled)
- Metadata
- User Progress
- Delete



Step 5. Reconcile Grading

- Review the Grade Center
- Move columns into place
- Review points
- Set up Categories (if needed)
- Set up Weighted Column (if needed)

Come to our Workshop about the Grade Center!



LET'S LOOK AT AN EXAMPLE



Learning Modules



Module/Week 1 - Course Overview - Icebreaker

Week 1 Date: to - from



Module/Week 2 - Digital Literacy

Week 2 - Date to from



Module/Week 3 - Integrating Technology into a Unit of Study

Week 3 Date to from



Included in Learning Modules

- Module/Week Overview
- Reading Assignments
- Module Content
- Learning Activities
- Ask a Question

“Develop a Clear, Consistent Structure”

<https://www.insidehighered.com/digital-learning/advice/2017/03/15/4-expert-strategies-designing-online-course>





Module Overview ▼

Overview

Provide an overview of the module.

Learning Objectives

At the end of this module, you will be able to:

1. Learning Objectives
2. Learning Objectives

Learning Activities

During this module, you are expected to:

1. Task or Learning Activity
2. Task or Learning Activity

QM Standard 3.4 & 3.5
Sequenced Assignments
Multiple Opportunities

Module/Week Overview ▼

This weeks lessons and activities:

(As shown in "About This Course Video," each Learning Module in the course will have a similar layout including:

Learning Objectives

At the end of this module, you will be able to:

- Research educational websites and listserves on the topic of
- Meet classmates to prepare for group activities

Learning Activities

To get the course started, in this Module 1 please complete the following three assignments:

- Complete the Syllabus - Course Overview Quiz
- Complete the "Getting to know you" Ice Breaker Activity
- Visit, review, and register for the listed educational websites/listserv's, and to write a "minute paper" for
- Complete and submit all assignments by the due dates specified on each

Also, next week we will be reading chapters from the course text and working in teams on a course Wiki (a Module 2 for specific instructions.

Graded Items

Class Participation - ice breaker 2.5 points

Minute Paper Essay 2.5 points

QM Standard 2.4
Learning
objectives





Reading Assignments

Availability: Item is hidden from students.

Put information about reading assignments below, use the appropriate citation method for your discipline.

Attach files or include links.

Provide clear guidance on what is required and what is optional or supplemental.



Reading Assignments

Attached Files: Educause 7 Things Know Wikis.pdf (76.953 KB)
 Prensky - Digital Natives, Digital Immigrants - Part1.pdf (128.377 KB)

Read:

- Chapters 1 -7 required class text - *Understanding the Digital Generation: Teaching and Learning in the New Digital Landscape*, Jukes, I., McCain, T. & Crockett, L. [2010]
- Attached Articles:
 - Educause 7 Things to Know about Wikis
You Should Know About Wikis, 15 July 2005, library.educase.edu/resources/2005/7/7-things-you-should-know-about-wikis.)
 - Prensky, M. (2001), "Digital Natives, Digital Immigrants Part 1", *On the Horizon*, Vol. 9 No. 5, pp. 1-6. <https://doi.org/10.1108/10424816>

QM Standard 4.1
Instructional
Materials

QM Standard 4.3
References





Module Content

Availability: Item is hidden from students.

Put information about other content (videos, audio, powerpoint) below.

Note that you can also link directly to other materials using the tools provided:

- YouTube videos -> Build Content - YouTube video
- URL -> Build Content - Web Link
- Panopto Videos -> Tools - Panopto video link (More information about Panopto <https://tech.rochester.edu/services/panopto/>)



Module/ Week 1 - Video to View

The videos in this folder and the following URL links discuss the theory of digital natives/digital immigrants. You will be using for this weeks wiki assignment, detailed below, and to meet address the weeks learning outcomes.

QM Standard
4.2
Relationship

QM Standard
4.5
Variety

...es and digital immigrants — how are they different



Entering Digital Renaissance, the digital natives (r)evolution | Eric Rodriguez | TEDxLiège



Watch Video

Entering Digital Renaissance, the digital natives (r)evolution | Eric Rodriguez | TEDxLiège

Duration: 15:58

User: n/a - Added: 5/4/16

QM Standard 4.4
Up to date





Learning Activities

Availability: Item is hidden from students.

Include links to your various Learning Activities below. These can include:

- Blackboard discussion board
 - Link at Tools -> Discussion board.
 - More information about Blackboard discussion boards <https://tech.rochester.edu/services/blackboard-discussion-boards/>
- Blackboard "Assignment" where students make a submission
 - Link at Assessments -> Assignment.
 - More information about assignments <https://tech.rochester.edu/blackboard-assignments/>
- Blackboard Test/Quiz
 - Link at Assessment-> Test.
 - More information about Blackboard tests <https://tech.rochester.edu/tests-and-surveys-in-blackboard/>
- Blackboard Journal
 - Link at Tools -> Journal.
 - More information about Blackboard journals <https://tech.rochester.edu/blackboard-blogs-and-journals/>
- Voicethread activity
 - Enable under Customization, Tool Availability
 - Link at Tools -> Voicethread
 - More information about Voicethread <https://tech.rochester.edu/services/blackboard-voicethread-discussion-board/>



Assignment Instructions Wiki PT 1 - Digital Natives/Immigrants

EDI 581 Module 2 Assignment:

Digital Natives and Immigrants Fact or Fiction, or Somewhere In-Between: a Wiki Collaborative Writing Project

Required text chapters to read: Understanding the Digital Generation chapters 1-7, and read/view additional material in the module folder.

The class text, Understanding the Digital Generation, academic articles and video interviews in the course folders present a picture of the theory of digital natives/students and digital immigrants. The first presented his study and concept of Digital Natives, Digital Immigrants in 2001. Since his study was presented, there has been newer research findings that are either in agreement with his research and create an annotated bibliography knowledge base of your findings.

Throughout the course, you will be working with your team to summarize the required readings and find supporting or contrasting studies/presentations on the concept of the digital generation. The research repository that looks at contrasting points of view. The module also has articles and videos from experts in the field for further reference, which are not required or shown.

(Sometimes initial capital letter) a website that allows anyone to add, delete, or revise content by using a web browser.

the, wiki application. The software used to create a wiki.

ing:

assignment in this course, you will be using Google Docs to create a collaborative Wiki space with your team members. These Wiki's will be a way to share your

1. Assignment steps to creating your informational team Wiki: (Note: Writing should be without grammatical and spelling errors, and citations must be in APA style.)

QM Standard 5.1
Achievement of
Objectives

QM Standard 5.2 & 5.4
Interaction Opportunity
Requirements stated



CLASS MANAGEMENT TIPS



Online Class Management Tips

- Course Design
 - Learning Objectives and Outcomes
 - Assessments
 - Assignments
 - Technology Integration to Achieve Learning Outcomes
- Don't
 - Overwhelm yourself – make the course manageable
- Development Process: You are not alone
 - Curriculum/Design support > Instructional Designer
 - Blackboard support > University IT





Ask a Question ▼

Use this space to ask a question at any time during the course. By asking your question here, your classmates can benefit from the answers as well.

Be sure to check here to see if the question you want to ask has already been asked and answered.

Please email the instructor directly for any questions regarding grades or personal issues.



Raise your hand: Ask a question



Many times, students have similar questions and find it helpful to have a place to post a question or look to see if others are looking for the same answer. Please post any question about the course here. Also, feel free to answer any question you feel comfortable sharing. 22

| <input type="checkbox"/> | Date ▼ | Thread |
|--------------------------|----------------------------|---|
| <input type="checkbox"/> | 6/20/17 2:29 PM | Module 5 Flipped Learning Question ▼ |
| <input type="checkbox"/> | 6/16/17 11:43 AM | Voice Thread Question ▼ |
| <input type="checkbox"/> | 6/9/17 4:42 AM | Google Docs Module 2 Question ▼ |
| <input type="checkbox"/> | 6/6/17 4:53 PM | Annotated Summary for WIKI? ▼ |



Forum: Ask a Question

Forums are made up of individual discussion threads that can be organized around all replies to it. When you access a forum, a list of threads appears. [More Help](#)

Create Thread

Subscribe



Getting Started Workshops

- **Getting Started: Collecting Assignments, Projects, and Presentations Online**
 - August 16, 2023 10am - 11am
- **Getting Started: Facilitating Student Discussion and Interaction**
 - August 17, 2023 10am - 11am
- **Getting Started: How to Create and Facilitate an Online Exam, Test, or Quiz**
 - August 22, 2023 10am - 11am
- **Getting Started: Planning to use the Blackboard Grade Center**
 - August 24, 2023 10am - 11am



Additional Workshops in August

- ~~Add Interactivity to your Class: Poll Everywhere~~
- How-to Pre-Record and Deliver Video Content to your Students
- How to Facilitate a Live, Interactive Zoom Session
- Collaborative Annotation using Perusall
- Building Community in your Course with Yellowdig
- Enhancing your Discussion and Student Interaction using VoiceThread
- Improve the Accessibility of your Course with Ally
- How to Use Padlet: A Digital Discussion Board
- Qwickly Tools for Attendance and Course Management
- Enhancing your Discussion and Student Interaction using Harmonize
- Repurpose, Reuse & Upcycle Video Content with PlayPosit! (Sept)



Getting Help

Online Documentation

<https://tech.rochester.edu/services/learning-management-system/>

Upcoming Workshops

<http://rochester.edu/online-learning/>



Reach Out!

Blackboard Support
Digital Instructional Design Support

UnivITHelp@Rochester.edu

275-2000



**THANK YOU
QUESTIONS?**

