

# Blackboard Pedagogy

Teaching remotely for the first time

Open a separate window and please sign into Blackboard then select a course to work on with me.

This session will be recorded and shared



Safari File Edit View History Bookmarks Window Help

DraftWire 2018 NFL Scouting Combine Data

Name	College	Pos.	Class	Height	Weight	Class	Arms	Hands	40 Yard Dash	10 Yd Split	10 Yd Split
Anthony Anderson	Alabama	WR	5	6-0	205	Senior	69.5	27.5	4.75	1.85	1.85
DeAndre Hopkins	Alabama	WR	5	6-0	205	Senior	69.5	27.5	4.75	1.85	1.85
Amari Cooper	Alabama	WR	5	6-0	205	Senior	69.5	27.5	4.75	1.85	1.85
DeVonta Smith	South Carolina	WR	5	6-0	190	Senior	69.5	27.5	4.75	1.85	1.85
Justin Jefferson	LSU	WR	5	6-0	190	Senior	69.5	27.5	4.75	1.85	1.85
Christian Kirk	Arizona	WR	5	6-0	190	Senior	69.5	27.5	4.75	1.85	1.85
Allen Robinson	Penn State	WR	5	6-0	190	Senior	69.5	27.5	4.75	1.85	1.85
Mike Evans	LSU	WR	5	6-0	190	Senior	69.5	27.5	4.75	1.85	1.85
Keenan Allen	California	WR	5	6-0	190	Senior	69.5	27.5	4.75	1.85	1.85
Odell Beckham Jr.	LSU	WR	5	6-0	190	Senior	69.5	27.5	4.75	1.85	1.85
Stefon Diggs	Syracuse	WR	5	6-0	190	Senior	69.5	27.5	4.75	1.85	1.85
Greg Duval	Florida State	WR	5	6-0	190	Senior	69.5	27.5	4.75	1.85	1.85
Robert Taylor	Georgia Tech	WR	5	6-0	190	Senior	69.5	27.5	4.75	1.85	1.85
Corey Davis	Georgia Tech	WR	5	6-0	190	Senior	69.5	27.5	4.75	1.85	1.85
Marquise Gooden	Georgia Tech	WR	5	6-0	190	Senior	69.5	27.5	4.75	1.85	1.85
Deebo Samuel	Ohio State	WR	5	6-0	190	Senior	69.5	27.5	4.75	1.85	1.85
Justin Jefferson	LSU	WR	5	6-0	190	Senior	69.5	27.5	4.75	1.85	1.85
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# Important Resources in Support of Your Work

**Teaching Remotely**: A website designed in response to the COVID-19 crisis that gives you most of the tools that you need to get started and more.

<http://www.fitnyc.edu/online-learning/teach-remotely.php>

**A Schedule of Live synchronous workshops** that you can attend. There are 3-4 daily and you can join any of them without an rsvp.

[http://www.fitnyc.edu/online-learning/live\\_training.php](http://www.fitnyc.edu/online-learning/live_training.php)

**Recordings of live synchronous workshops.** If you missed a session the recordings for that session can be found here.

[https://www.fitnyc.edu/online-learning/workshop\\_videos.php](https://www.fitnyc.edu/online-learning/workshop_videos.php)

# Before Tools: Strategy



# Here are some points to ponder

1. **Look at the semester thus far and what has been accomplished.** Then look at the most critical objectives to finish the semester.
2. **Do not** attempt to replicate your face to face classes in Blackboard. Different strategies are required to meet that objective.
3. **Keep it simple to start: I recommend three tools:**
  - a. Learn how to use **Blackboard Collaborate Ultra** for synchronous activities
  - b. Use **discussion forums** for class interactions that are asynchronous
  - c. Use Blackboard **assignments** for students to submit work

**Today we will focus primarily on strategies in using forums and assignments**

# The Rule of 2”s

What’s most important for us to rethink as we use our precious hours and days to redesign our courses for online and/or remote learning? [Download this worksheet](#)

Work with a colleague, friend, instructional designer, or student to talk through your answers after you fill this out! Are you stumped? Take a look at the example we’ve attached! [Introduction to Interdisciplinary Studies](#)

*First, let’s take a breath and focus on the big picture. What are two GUIDING PRINCIPLES that you want to keep in mind as you redesign and teach during this time? 1. 2*

# Rule of 2's Continued

Next, let's settle on some technologies or processes that feel comfortable to us. What are two TOOLS that you might use to support your teaching during this time? **I recommend to start** (in addition to Collaborate Ultra):

1. **Blackboard Assignments:** Asynchronous discussions. Forums can also be used instead of conventional writing assignments and students can present their videos or share files.
2. **Blackboard Discussion Forums:** Asynchronous discussions. Forums can also be used instead of conventional writing assignments and students can present their videos or share files.

# Rule of 2's Continued

Let's think about what course content is most important for students to cover.

What are two **CONTENT CHUNKS** that you want students to know and understand by the end of this course?

1. -
2. -

Let's look beyond content and think about skills our course hopes to develop in students. What are two **SKILLS OR DISPOSITIONS** that you want students to have or demonstrate by the end of this course?

1. -
2. -

# Rule of 2's Continued

**We are not in this alone. Let's include our students as partners in this challenge.** What are two ways that STUDENTS CAN PARTICIPATE in helping you to redesign elements of this course?

1. -
2. -

**Think about the student experience. This situation was unexpected for all parties.** Encourage them to participate in some way. You do not need to take on the full burden alone. It is more than enough that you are responsible for the outcomes. Involving the students connects them with you and the course.

**TOGETHER.**

# Rule of 2's Dealing with the whole student.

**Let's find the teaching moments**, and help students understand how our field is affected by and contributes to discourse around this global pandemic. **What are two ways that you can link your coursework to current events related to COVID19?**

Because panic and misinformation are common and because we all need to help to flatten the curve around COVID19, let's talk about public health in all of our courses. **What are two things you want to stress to your students about keeping themselves and others HEALTHY during this pandemic?**

## Some other 2's to consider...

**Plan in no more than two week increments.** Along the way you are likely to change your strategy

Initially do not overburden the students. They need to acclimate to the new class and its planned outcomes. While you are getting restarted include in your two week plan ways to do that. Keep in mind they have 5 other courses that have all moved online. It will be very stressful for them.

# Basic principles for working online

**Synchronous Activities:** Live real-time interactions. Blackboard Collaborate Ultra

1. Workshops that are highly interactive and require all users to be present simultaneously.
2. Open Office hours: Set up a meeting time to meet with your students. The [Collaborate Course Room](#) works well for open sessions.
3. Private office hours: This requires a special link or you can use [Google Hangouts](#) or [FaceTime](#).

**Asynchronous Activities and Assignments:**

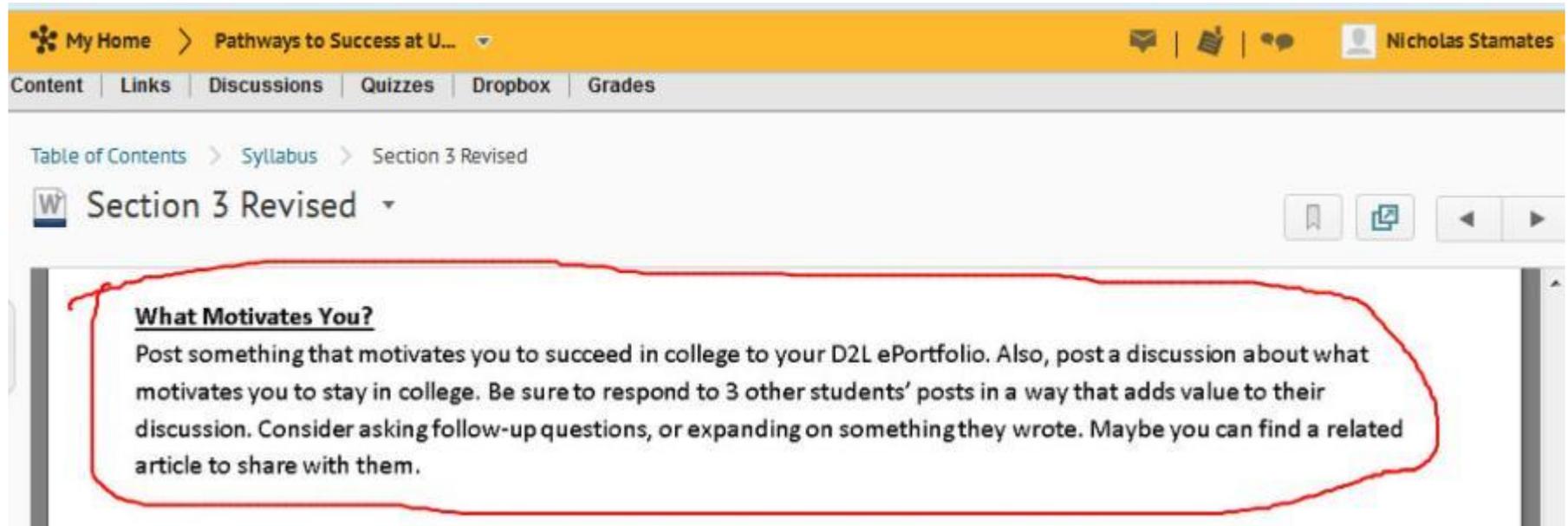
Work that can be done over a period of time but that does not require live simultaneous interaction.

1. [Blackboard Assignments](#) are drop boxes that allow students to submit their work for review online. Students can submit many types of work. Faculty grade and comment.
2. [Blackboard Discussion Forums:](#) Asynchronous discussions. Forums can also be used instead of conventional writing assignments and students can present their videos or share files.

Blackboard Forums: Live Demo  
Blackboard Assignments: Live Demo

# Forums often liberate the voice of the quiet student

Clear details defining what is expected help to assure success and assessment.



The screenshot shows a Blackboard LMS interface. At the top, there is a navigation bar with 'My Home' and 'Pathways to Success at U...'. Below this is a secondary navigation bar with 'Content', 'Links', 'Discussions', 'Quizzes', 'Dropbox', and 'Grades'. The main content area shows a breadcrumb trail: 'Table of Contents > Syllabus > Section 3 Revised'. Below the breadcrumb is a document icon and the title 'Section 3 Revised'. A red hand-drawn circle highlights a discussion prompt titled 'What Motivates You?'. The prompt text reads: 'Post something that motivates you to succeed in college to your D2L ePortfolio. Also, post a discussion about what motivates you to stay in college. Be sure to respond to 3 other students' posts in a way that adds value to their discussion. Consider asking follow-up questions, or expanding on something they wrote. Maybe you can find a related article to share with them.'

My Home > Pathways to Success at U... Nicholas Stamates

Content | Links | Discussions | Quizzes | Dropbox | Grades

Table of Contents > Syllabus > Section 3 Revised

Section 3 Revised

**What Motivates You?**

Post something that motivates you to succeed in college to your D2L ePortfolio. Also, post a discussion about what motivates you to stay in college. Be sure to respond to 3 other students' posts in a way that adds value to their discussion. Consider asking follow-up questions, or expanding on something they wrote. Maybe you can find a related article to share with them.

# Blackboard Assignments: Live Demo

## Grade Assignment: Assignment 2

Assign a grade and feedback for the current assignment attempt. Override the overall grade for the assignment by typing a grade in the grade field. If multiple attempts for a test have been allowed, a Student's grade is not released until all of the attempts have been graded. Click **Hide User Names** to grade attempts with user names hidden. Click **Show User Names** to display user information. [More Help](#)

Jump to...

Hide User Names

Refresh

Viewing 2 of 4 gradable items

< [User Avatars] (Attempt 1 of 1) >

Exit

1 of 2

Powered by crocodoc

Assignment Details

### GRADE

LAST GRADED ATTEMPT

/50

### ATTEMPT

9/18/17 9:30 AM

/50

Submission

Sample Term Paper.pdf

The introduction of foreign species to Hawaii has greatly affected the populations of the islands' native species. In many cases, the introduction of foreign species has wiped out the entire population of certain species, rendering them extinct. This is especially devastating because many of these species are endemic, meaning they are found only in one particular location and nowhere else in the world. The majority of species living in Hawaii are the result of thousands of years of island biodiversity. A few birds of one species migrate from some distant island due to some rare occurrence of nature and eventually evolve into several new species, each perfectly adapted to the environment in which it has come to live. Unfortunately, each of these endemic species is especially susceptible to the effects of invasive species, which means the impact on Hawaii's animal life has been tremendous.

When goats were first introduced to Hawaii by Captain Cook in the late 1700s, they immediately began eating all the local plant life. Most of these plants were unused to being preyed upon until the introduction of foreign species into their habitat, and so suffered massive population loss from grazing animals. The goat population, on the other hand, grew rapidly, as it had no natural predators to keep it in check. The introduction of European pigs to Hawaii had similar effects on the native species, although, due to a scarcity of protein in natural Hawaiian

Questions, Comments