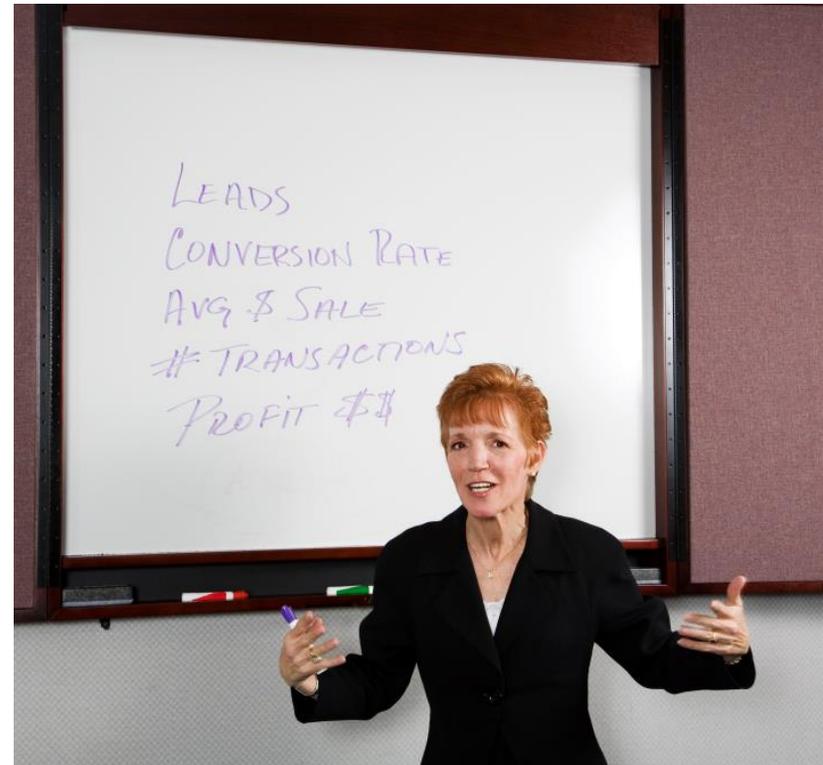# Instructor's Manual

Developing Online Courses

with

Blackboard 8

Student's Manual	Instructor's Notes
1.0 Introduction Welcome to the Blackboard 8 Workshop! This workshop is intended for faculty members, hereafter referred to as "**designers**" (i.e., the course designer), who are new to the Blackboard learning environment. In this workshop we will introduce a template used to design new Blackboard courses. You will learn a design of a basic online course and basic Blackboard functions. Additionally, the workshop will introduce the faculty to basic instructional design principles that will help them to consider and apply sound instructional design (ID) principles. **1.2 Online Locations** There are two locations on the test server where you, the designer, will observe or perform Blackboard operations. The first is the **Blackboard 8 Workshop** environment itself. This is found at – http://bb-test1-vm2.missouristate.edu/ The second is a small course on Blackboard 8, called the **Blackboard 8 Example** course. Just as the name	Notes My Username: _____ My Password: _____ **IMPORTANT! PLEASE READ.** **Introduction to the Instructor notes.** Welcome, Instructors, to the Instructor's Manual for the Developing Online Courses with Blackboard 8 Workshop. This right-hand column is essentially blank for students, but populated with notes and suggestions for the Workshop instructor. The occasional text that does appear in the student's manual will be grayed out, as shown with the notes above. However, most of the text will only be found in the Instructor's Manual. Because the course is a basic course in building with Blackboard, experienced instructors may be tempted to follow the notes for students and teach without the benefit of the instructor's notes. However, every instructor – experienced or not – should review the notes. There are notes that clarify the student's notes, for example, what the students in the class are called – "designers." Additionally, there are notes that guide the student in good instructional design principles. Finally, the course is intended to use the Bb8_Example course as a visual representation of what is being described and the New Developer Template as a playground or

suggests, this course will serve as an example of a developed course throughout the workshop.

The Example course is located at –

http://bb-test1-vm2.missouristate.edu/ this is the same address as above

2.0   Getting Started

2.1   Become familiar with the main page

2.1.1   Go to http://bb-test1-vm2.missouristate.edu

2.1.2   Log in using your assigned username and password.

2.1.3   Take a moment and familiarize yourself with the screen.

2.1.4   Under My Courses, select New Developer Template.

2.2   Become familiar with a course's construction

2.2.1   Go to Control Panel in the left-hand sidebar and select the Start Here link in the Course Menu on the left-hand sidebar.

instructional laboratory to try out different functionality. The instructor is encouraged to familiarize themselves with the notes provided for them.

As noted above, the instructor should be aware that the class will experience considerable confusion if they are not clearly informed of what they will be called throughout the class. Because they fill multiple roles, it will be easy for the workshop instructor to lose the class by calling them "faculty," "students," "designers," "course designers," "developers," "course developers," and "instructional designers." The class should be informed that they are called "**designers**" in the course materials, and the instructor is encouraged to call them by the same title."

2.2.2   Instructor – it is important to note that throughout the template supplied to new faculty members, notes to the designers are included. These notes were created by a team of faculty members at MSU experienced in creating courses, and they contain best practices for creating an online course at MSU. While designers are

Extended Campus and International Programs
Blackboard 8 Workshop – Instructor's Notes

2.2.2	Take a moment and read the Getting Started instructions.		not required to implement every instructional suggestion, it is strongly encouraged that they do so to include best practices in their course design.
2.3	**Navigating in Blackboard 8: Breadcrumbs and Tabs**	2.2.2	Discussion Topic – What types of things would you include in a Start Here page?
2.3.1	Breadcrumbs: note the functionality above the page title. First, you will find "breadcrumbs" or a pathway just above Start Here. These are links that will allow the designer to navigate quickly through their folder path.		
2.3.2	Tabs: Note that above the breadcrumbs are two tabs, similar to manila folder tabs – "My MSU" and "Courses." These tabs will allow the designer to navigate easily between courses.		
2.3.3	Select the tab for My MSU, then select BB8_EXAMPLE.		
2.4	**Start Here**		
2.4.1	Select Control Panel, then Start Here.		
2.4.1.1	Designers' View: The Control Panel is accessible only for the designer or other faculty who are given access permission. In the Control Panel, note that there are two items in Start Here. Note		

also that one is identified as *Item is unavailable."* That means it is available to faculty (in the Control Panel only). The other item is identified as *"Enabled."*(This is visible to students and in the Control Panel as well.) Read the two items.

2.4.1.2 Student View: Note the breadcrumbs while in the Control Panel:

Bb8_Example > Control Panel > Start Here

Use the breadcrumbs (top-left part of the screen) and select Bb8_Example. Go to Start Here and note the difference in the breadcrumbs:

Bb8_Example > Start Here

2.4.2 Removing Menu Items

2.4.2.1 **Exercise:** Follow the suggestion made in the Start Here Instructions to hide the Start Here link (recommended to be done several weeks into the course).

Go to Control Panel > Manage Course Menu.
Click the "Start Here" Modify Button.
Uncheck the "Available for Student/Participant users"

2.4.1.2 Difference: Items marked "Item is unavailable" do not appear in the Start Here view for students.

2.5 Instructor should note:

2.5.1.1 Reiterate the terms Instructional Systems Design (ISD) and its equivalents: Instructional Design (ID),

2.5.1.2 The acronym ADDIE: Analyze, Design, Develop, Implement, and Evaluate

check box.
Click the Submit button.

2.5 Module 1 – ISD and ADDIE

2.5.1 Complete the Assignments for Module 1.

2.5.2 Complete the Self-Test for Module 1.

2.6 Blackboard Communication

2.6.1 Using the tabs at the top-left of the screen, select My MSU, then go back to the New Developer Template.

2.6.2 Read the two announcements that appear.

2.6.2.1 Again, these notes are included for designers, to assist them with their course development.

2.6.2.2 The designer should note that the two announcements appear, regardless of whether or not the announcements are viewed from the designer's view (New Developer Template > Control Panel > Announcements) or simply from the student's view (New Developer Template > Announcements) . In order to avoid the embarrassment of having designer notes appear

2.5.2 Self-Test: when class has completed the self-tests, you can find the test questions and answers in Appendix C. Be sure to review the answers to reinforce the ADDIE concepts.

2.6.2.1 Read the *Note to Faculty* in the Announcements page.
2.6.2.2 Note the suggestion in the *Welcome Announcement* information.

to students on the first day of class, the designer should be sure to read the notes and delete them as instructed.

2.6.3   Review the two announcements posted. Can you cite some examples of announcements you could make here?

2.7   Creating Announcements

2.7.1   While still in Bb8_Example, go to Control Panel > Course Tools > Announcements

2.7.2   Select Add Announcement

2.7.3   In section 1, Announcement Information, give your announcement a subject.

2.7.4   Still in section 1, type a message into the message window.

2.7.5   In section 2, make your announcement available for the duration of the course. Select Submit, then select OK.

2.7.6   Leave the Control Panel (designer's view) by selecting Bb8_Example with the breadcrumbs. View your new announcement.

2.6.3.2   Discussion Question: What information would you use "Announcements" to communicate?

2.6.3.2.1 Personal greetings or communication from the instructor

2.6.3.2   System or logistics information – e.g., system outages, change in online availability

2.6.3.2.3 Reminders about upcoming assignments or due dates

2.6.3.2.4 Clarification regarding upcoming assignment instructions

2.6.3.2.5 Supplemental course content – e.g., links to recent news articles

2.6.3.2.6 Questions probing for understanding

2.7.5   In Section 2, the Permanent Announcement refers to announcements that appear and remain visible in the View Last 7 Days tab.

2.7.7   Before leaving Announcements, the instructor can emphasize the learning by asking some application questions:
What frequency would be good as a target for posting announcements? (How often?)
What is the value of announcements? (Reminds the distance-learning student of the presence of the instructor.)

2.8   **Module 2 – Analysis**

2.8.1   Read and complete the Assignments for Module 2, posting to the discussion board under Communication.

2.8.2   Complete the Self-Test for Module 2.

3.0   **The Designer's Experience**

3.0.1   Go to the **Blackboard 8 Workshop** course by returning to My MSU and selecting New Developer Template.

3.1   **The Sidebar**

3.1.1   Note the links in the left-hand sidebar.

3.2   **The Control Panel**

3.2.1   Near the bottom of the sidebar, find and select Control Panel.

3.2.2   Familiarize yourself with the categories in the Control Panel.

2.8   The instructor should bring the class back to the topic of instructional design, mentioning that Analysis is the 'A,' or the first step, in ADDIE.

3.3 **Content Areas**	
3.3.1 Go to New Developer Template>Control Panel> Course Information and read the item, *"Course Information Instructions"*	2.8.2 Reminder: questions in the self-test can be found by the instructor in Appendix C.
3.4 **ADDIE – Design Phase**	3.2.2 The instructor may want to associate the broad categories in the Control Panel with different aspects of a regular classroom.
	3.2.2.1 Content Areas = Textbooks
3.4.1 Return to Bb8_Example, and go to Course Documents. Take a moment to skim the reading assignment in Module 3 – Design Phase.	3.2.2.2 Communications = Lectures
	3.2.2.3 Course Options = Classroom
	3.2.2.4 User Mgmt = Roll Sheet
	3.2.1.5 Assessments = Gradebook
	3.2.1.6 Help = Facilities
3.5 **Course Documents**	3.3.1 Discuss with the designers different ways that they can build their syllabus.
3.5.1 Go to the My MSU tab and go to New Developer Template>Control Panel>Course Documents.	3.3.1.1 Option 1 - Put information in the Syllabus folder. See Faculty notes in the folder.
3.5.2 Read the Course Documents Instructions.	Option 2 – Place a Syllabus document as the first object under the Course Information menu.

3.5.3   Review the different options in the top menu:
   • item
   • folder
   • external link
   • course link
   • test
	3.3.2 If time allows, the instructor should spend considerable time reviewing the Course Information Instructions and comparing the instructions with the example in Bb8_Example.

	3.4.1 Instructor's Note: the Bb8_Example is built with the Course Document section as the primary source of course information. This is the preferred construction of the Instructional Designer and the faculty committee assembled by the Extended Campus.

3.5.4 Go to My MSU tab > Bb8_Example>Module X – Playground. Load the pre-made documents found in the BB8_Storeroom folder on your desktop to this folder.)	
3.5.5 Syllabus Exercise	
3.6 External Links	
3.6.1 Take a moment to consider the differences between an external link in the External Link Content Area and the previously discussed Course Document with an external link (3.7).	3.5.5 Go to Start Here and combine the different components created by the class into a class syllabus.
	3.5.5 This exercise should demonstrate the importance of designing the construction of the course ahead of time. (Building components, combining components to meet different purposes.) Be sure to emphasize the importance of Analyze and Design in ADDIE before Development and Implementation.
3.6.2 Using the breadcrumbs, return to the Control Panel.	
3.6.3 In the Content Area, find and select External Links.	
	3.6 External Links – External Links is used *differently* than course documents that are linked to external sites. External Links are linked to websites, web pages, or documents that are pertinent to the course overall or the general topic of the class (e.g., for a class on Instructional Design, a good external link might be to the American Society for Training and Development (astd.org), a good repository of articles on training issues. A course document linked to an external site is different because it pertains to the specific module or assignment (e.g., a course document linked to an external
3.6.4 Note the now-familiar toolbar. Because of the name of this Content Area – External Links – the primary options used by the designer should be either:	
• **Folders** for organizing or categorizing different external links	

- **External Links** for actually creating external links

3.6.5   The other options are provided for consistency between content areas and for flexibility for the designer.

3.6.6   Note the four folders that have been created in the Bb8_Example course. Open each one and see the examples in the folders.

3.6.7   Consider how you would use and organize the External Links area.

3.6.8   In the Bb8_Example course, create a folder with your name, then create at least two links that you might include with your course.

page in "Module 2 – Design" would be used if it covered just Design rather than ADDIE overall.)

3.6.4   Be prepared for the question – Can a discussion board be created for a sub-set of the class. The answer is yes. Take them to Control Panel, then to User Management, then Manage Groups, finally to Add Groups. Then, return to the Control Panel(User Management)Manage Groups, Select Modify, and select Add Users to Group.

3.6.5   The instructor should walk the designers through the fields for the creation of the External Links. Allow them to try the various links.

3.6.5.1 Text field – for a description or note with the link.

3.6.5.2 Content fields – for attaching local files to the link.

3.6.5.3 Options –for display of the content, **including turning on or off availability!**

3.6.8.1 Select Control Panel, then External Link.	3.6.8 Take a moment and review the designer's links. Some may have been created just for practice. Others may be examples that the other designers will be able to benefit from.
3.6.8.2 At the Name field, enter the name for your content. Pick something familiar (e.g. "Textbooks").	
3.6.8.3 At the URL field, enter the URL that will be associated with the content name.	
3.6.8.4 Note the other fields. Fill in the fields as appropriate.	
Se	
3.7 Discussion Boards	
3.7.1 Using the breadcrumbs, return to the Control Panel. In the Tools area, select Discussion Board and Bb8_Example.	
3.7.2 Take a moment and review the options to the right of all the existing discussions: Modify, Manage, Remove, Copy.	

3.7.3	Find the Forum button at the top-left of the tool bar. The Forum button allows you to add new discussion boards for the group Class.		
3.7.4	Select Forum and enter a discussion board for the class.		
3.8	**Staff Information and Contact**		
3.8.1	Return to Bb8_Example.		
3.8.2	In the left-hand sidebar, take a moment to review and compare Staff Information and Contact.		
3.8.3	Go to the Bb8_Example > Control Panel > Staff Information. Select the Add Profile button.	3.8.2	Designers should note the redundancy in the entries. Note that the Contact entry is simply a link to the Staff Information. **The instructor should remind the designers** that they may choose to delete redundant sidebar entries. (Procedure is covered under Assignments.)
3.8.4	Note that Staff Information has pre-labeled fields for Title, First & Last Name, Email (Required), Work Phone, Office Locations & Hours, and Notes.		
3.8.5	Go back to Control Panel > Contact. Consider the difference between Add Profile in Staff Information with Add Item in Contact.	3.8.5	**Key difference** between Add Profile (Staff Information) and Add Item (Contacts) is that Add Profile has predefined fields that separate contact information.
3.8.6	Go to Bb8_Example. Make a "contact" entry in Staff Information, Contact, or both. (Make up contact details.)	3.9.1	These tools are not discussed in detail in this class. For more help, please schedule one-on-one help.

3.9   Tools

3.9.1   In Bb8_Example, look at Tools in the sidebar.
         Blackboard provides some tools to assist students
         in common tasks associated with learning. Take a
         moment and familiarize yourself with the tool
         choices.

3.9.1   The instructor should point the designers to some common choices
         for a new online instructor: Address, Calendar, Glossary,
         MyGrades, and Personal Information. Note the importance of
         having students update their Personal Information through the
         Tools option.

3.10   Create a Test

3.10.1   Return to the Control Panel and go to the
         Assessment area and select Test Manager.

3.10.2   At the Test Manager, select Add Test. Enter the
         name of the test and any description and/or
         instructions that are to be included.

3.10.3   Upon selecting Submit, the designer is taken to
         the Test Canvas. Here the designer is presented a
         pull-down menu of item types and a link to
         Creation Settings. Select the Creation Setting
         link.

3.10.4   The Test Creation Setting page gives the designer
         options for providing feedback, including images
         in the test, scoring, and displaying the responses.
         The designer should note that these options are

available while constructing each individual test item. The Test Creation Settings link allows setting the options as default for all items in that test.

3.10.5   The designer is directed to Appendix A to view all the options in the Creation Settings.

3.11   Add Test Items

3.11.1   Upon selecting Submit and confirming the Creation Settings, the designer is returned to the Test Canvas. The designer may now select the item type from the pull-down menu that they wish to add to the test.

3.11.2   Depending on the item selected, the designer will be presented with different options. Take a moment and review the fields that may and must be filled in.

3.11.3   At the Control Panel, go to the Assessment area and select Test Manager.

3.12   Add a Test to a Content Area

3.12.1   Go to Control Panel > Course Documents > Module X - Playground.

3.12.2   Select Add Test in the menu bar. Choose a test from the Add Test list.

3.12.3   Select Submit. Select OK several times to return to the Course Documents page.

4.0   The Instructor's Experience

While the functionality described in 3.0 The Designer's Experience is also part of The Instructor's Experience, 4.0 is described as The Instructor's Experience to separate the Gradebook into its own category.

4.0.1   Go to Bb8_Example > Control Panel. In the Assessment area, select Grade Center.

4.0.2   Gradebook Center opens to show a list of all students in the class (Bb8_Example opens to show student "Jack Nimble" and a variety of columns.

4.0.3   Note the options in the tool bars:
- Add Grade Column
- Add Calculated Column
- Manage
- Email
- Reports
- Grade History

4.0   The Gradebook Center contains considerable functionality. The instructor should direct the class through the two sections in the

4.0.4	The tool bar option functionality is **apparent** and the designer is encouraged to try the various options to familiarize themselves with the overall Grade Center functionality.	Student's Manual, then open the class up to investigate together or individually.
	4.1 **Manage/Organize Grade Center**	
4.1.1	Move the horizontal slide bar to the right. Note the additional columns. Also note the frozen columns that are always visible.	
4.1.2	To add or remove columns from "frozen" status, display the pull-down menu for the Manage option in the tool bar and select Organize Grade Center.	
4.1.3	The column titles now appear as rows. There is a gray bar, above which all columns are frozen. Freeze or unfreeze a column by dragging the column above or below the gray bar.	4.1.4 Ask the students to watch a demo of freezing and reordering columns. Then allow them to try it out after warning them of chaos.
4.1.4	Note that moving a column to the frozen area also reordered it. Reorder other columns by dragging them to the desired position.	
4.1.5	Use the breadcrumbs and return to Grade Center. You should see that the row is now included with the frozen columns.	

4.2 Adding Special Columns

4.2.1 While in the Grade Center, note that the grade columns include the grades that were added in other areas in Bb8_Example: e.g., Tests and graded Discussion Boards.

4.2.2 If the designer wants to add a column for special grades not included in the Discussion Boards, the designer should use the Add Grade Column option in the horizontal tool bar.

4.2.3 The Add Grade Column page allows the designer to name the column and include a description.

4.2.4 The Primary Display and Secondary Display allow grade display options such as score, percentage, and letter grade.

4.2.5 More grade display options are available at the bottom of the form.

APPENDIX A
Test Creation Settings

Display the following options during the creation of this Test

1. **Feedback**

   - Provide feedback for individual answers.

2. **Images, Files, and External Links**

   - Add images, files, and external links to questions.
   - Add images, files, and external links to answers.

3. **Question Metadata**

   Add categories, topics, levels of difficulty, and keywords to questions.

4. **Scoring**

   - Specify default point value for questions.
   - Default point value
   - Specify partial credit options for answers.
   - Provide option to assign questions as extra credit.

5. **Display**

   - Specify random ordering of answers.
   - Specify the horizontal or vertical display of answers.

- Specify numbering options for answers.

6. Submit

- Click Submit to finish. Click Cancel to quit.

APPENDIX B – Test Item Types

1. Calculated Numeric
2. Either/Or
3. Essay
4. File Response
5. Fill in Multiple Blanks
6. Fill in the Blank
7. Hot Spot
8. Jumbled Sentence
9. Matching
10. Multiple Answer
11. Multiple Choice
12. Opinion Scale/Likert
13. Ordering
14. Quiz Bowl
15. Short Answer
16. True/False
17. Random Block
18. From a Question Pool or Assessment
19. Upload Questions

Bb8_Example Course Self-Test
Questions and Answers
Module 1 - Self-Test

Module 1 – Self-Test

Question 1: *What are those attending the Blackboard 8 Workshop called during the class?*
Instructor's Note: This was mentioned in the "Start Here" paragraph.

Answer   Designers
               Instructors
               Faculty
               Students
               Learners

Question 2: *ISD is an acronym for [a], [b], [c].*

Answer   [a] = Instructional, [b] = Systems, [c] = Design

Question 3: *ADDIE is an acronym for [a], [b], [c], [d], and [e].*

Answer   [a] = Analyze, [b] = Design, [c] = Develop, [d] = Implement, [e] = Evaluate

Module 2 - Self-Test

Module 2 – Self-Test

Question 2.1: *What does the A in ADDIE represent?*

Acceptable as correct answers:
Analyze
Analysis
Analyze Phase
Analysis Phase
Analyze Step
Analysis Step
The Analyze Step
The Analysis Step
the Analyze Phase
the Analysis Phase

Question 2.2: *Where does "Analyze" appear in the sequence of phases in the ADDIE Model?*

Options
< CORRECT > First Phase
            Second Phase
            Third Phase
            Fourth Phase
            Fifth Phase

Question 2.3: *What activity would be an example of a task performed during the Analyze Phase?*

< CORRECT > Identifying the background of the student/learner

Determining the media to be used in support of the module's learning objective

Notifying students about the availability of a test

Authoring instructor-created documentation to be used in the course

Reviewing the students' scores on a given assignment

Module 3 - Self-Test

Question 3.1: *What does the first 'D' in ADDIE represent?*

Acceptable as correct answers:
Design
Design Phase
Design Step
The Design Phase
The Design Step

Question 3.2: *Where does the Design Phase occur in the sequence of steps in the ADDIE Model?*

Options

First

< CORRECT > Second

Third

Fourth

Fifth

Question 3.3: *What activity would be an example of a task performed during the Design Phase?*

Options
           Considering the work load and study time expectations of online students
< CORRECT > Storyboarding the content presentation for the course
           Recording a digital lecture in .mp3 format for release in the course
           Interacting with the class regarding a content question
           Checking the number of times a student responds to discussion board discussion question

Module 4 - Self-Test

Question 4.1: *What does the first 'D' in ADDIE represent?*

Acceptable as correct answers:
Develop
Develop Phase
Develop Step
The Develop Phase
The Develop Step
Development
Development Phase
Development Step
The Development Phase
The Development Step

**Question 4.3*: Where does the Develop Phase occur in the sequence of steps in the ADDIE Model?*

Options

        First

        Second

< CORRECT > Third

         Fourth

        Fifth

Question 4.3: *What activity would be an example of a task performed during the Develop Phase?*

Options

        Meeting with the department head to identify expectations for a new course

        Outlining the sequence and flow of the course content

< CORRECT > Working with graphic designer(s) on illustrations for the course materials

        Communicating the role to and expectations of teaching assistants

        Reviewing student's responses to post-class surveys

Module 5 - Self-Test

Question 5.1: *What does 'I' in ADDIE represent?*

Acceptable as correct answers:

Implement

Implement Phase

Implement Step

The Implement Phase
The Implement Step
Implementation
Implementation Phase
Implementation Step
The Implementation Phase
The Implementation Step

Question 5.2: *Where does "Analyze" appear in the sequence of phases in the ADDIE Model?*

Options

First
Second
Third
< CORRECT > Fourth
Fifth

Question 5.3: *The article used in this module identified three categories of activities in the Implement Phase. Identify all three categories from the list below.*

Choices & Answers:

Script lectures
< CORRECT > Prepare Learners
Obtain approvals
< CORRECT > Train facilitator(s)
Collect documentation
< CORRECT > Prepare learning environment

Module 6 - Self-Test

Question 6.1: *What does the 'E' in ADDIE represent?*

Acceptable as correct answers:
Evaluate
Evaluate Phase
Evaluate Step
Evaluation
Evaluation Phase
Evaluation Step
The Evaluation Phase
The Evaluation Step
The Evaluate Phase
The Evaluate Step

Question 6.2: True or False - *The Evaluate Phase is only concerned with summative evaluations.*

Answer
False The Evaluate Phase uses both formative and summative evaluations.

Question 6.3: *What activity would be an example of a task performed during the Evaluate Phase?*

Options

Soliciting suggestions from faculty members who had previous taught the same course

Deciding to use font styles consistent with American Disability Association (ADA) requirements

Converting .doc files to .pdf files for electronic transfer

Assigning student to groups for group projects

< CORRECT > Reviewing student grades

Appendix D
New Online Developer Template
Description of Blackboard Menu Areas

Announcements

Note to Faculty (permanent announcement)

This template is provided as a guide to developing your course. You may keep what is useful, edit to accommodate your course, and delete what does not belong.

This course has embedded messages that are *not available*. This means they can only be viewed via the Control Panel. Thus they are viewable by you, but not by others as long as you leave them checked as *not available*.

These messages contain tips to help *newer* online faculty. You can leave them in or remove them when you no longer need them.

Since Announcements don't have the *not available* property, students will see this announcement after the course is made available. Clean it up by removing this message before you go public.

Welcome Announcement (permanent announcement)

Replace this text with a "Welcome" message to your students. We advise a message be here as soon is the course is made available to students. The course should be available as soon as possible after registration so inquisitive students can satisfy their curiosity.

However, it is usually impractical to develop the course many weeks (or months) prior to the start of the semester. Please target at least one week prior to the start of the semester (see Control Panel > Announcements).

Start Here

Getting Started instructions (unavailable item)

The *Getting Started* link was created so all students would know where to go to get specific instructions on what to do in the first week of a course, that is, after getting access to their Blackboard course.

They should find this link easy enough. Tell them where to find the other documents they should look at the first week, e.g., the syllabus, course schedule, and rules of netiquette.

What is their weekly routine? Is that routine organized in folders under Course Documents? Tell them what is expected, and if necessary, how to find the associated resources.

Consider hiding this menu item a few weeks after the semester starts if you no longer need it. Here's how:

Go to Control Panel > Manage Course Menu.
Click the "Start Here" Modify Button.
Uncheck the "Available for Student/Participant users" check box.
Click the Submit button.

You can check the "Available for Student/Participant users" check box in future semesters to bring it back.

Course Information

Course Information Instructions (unavailable item)

A separate folder is provided for your syllabus. It contains separate components you can use as is or integrate into a single syllabus document. Many of you will decide to use a single document for your syllabus. If you delete the existing links in this folder because the same information (or similar text) is pasted into your syllabus, it probably makes sense to delete the Syllabus folder and add your Syllabus document as the first object under the Course Information menu.

You may add additional course information items to this section that are specific to the whole course rather than the routine items found in each module.

Syllabus (Folder)

Syllabus Instructions (unavailable item)

The syllabus folder holds two purposes:

- It is a consistent place for students to find the syllabus.
- It links to the areas promoted by the provost office each semester.

Ways to use the provost office information:

- As is.
- Modify to meet your course's requirements.

Ways to post your syllabus. Consider:

- Saving whole document as a pdf file.
- Saving whole document as an rtf file.
- Adding pieces of the syllabus as separate items in the syllabus folder.

University Policies and Procedures (unavailable item)

These policies and procedures may be used as is on course syllabi or edited for specific uses.

- Academic Integrity (required)
- Disability Accommodations (required)
- Nondiscrimination (required)
- Dropping a Class
- Universities' Academic Calendars

Course Information (continued)

Course Schedule (unavailable item)

Create a schedule emphasizing and considering:

- Predictable time frames (e.g. 1 week or 2 weeks per module).
- Starting and endpoints to timeframes (e.g. Wednesday at 2 am Central time).
- Time for students to get acquainted with the technology.
- Lower reading expectations when extensive discussions are expected.

Core Rules of Etiquette (External Link)

From a book by Virginia Shea.

MSU Academic Calendar (External Link)

Important dates in the academic calendar. You can also view other calendars from this page, e.g., today's calendars of events on campus.

MSU Home Page (External Link)

This is a link to Missouri State University's main website.

Course Documents

Course Documents Instructions (unavailable item)

Your regular course content belongs here. A recommended organization is:

1. Add folders under *Course Documents* for each module, chapter, week, or whatever it is you divided your course into. Name the folders something like, *Chapter 1:* and chapter name, *Chapter 2:* and chapter name.
2. Add content in the same sequence for each chapter like the following:
   1. Chapter objectives **(strongly encouraged)**
   2. Readings
   3. Presentations (if any)
   4. Projects/homework
   5. Assessments (something that may or may not graded that let's the students guage whether they understood the material -- might be accomplished through projects or homework)

Assignments

Assignments Instructions (unavailable item)

Remove the Assignments link from the menu if you will not use it. (See Control Panel/Assignments.)

Some faculty add their assignments here. If you organize your course by module/chapter as described under the Course Documents hidden item, you could put them there instead.

External Links

External Links Instructions (unavailable item)

Do you have some good information from the web for your students? If it is general information for the course, put it here. If it is specific to a module/chapter, put it in that module/chapter's folder under the *Course Document's* link.

MSU Library Resources (Folder)

MSU Libraries Search (External Link)

Search the library catalog

Subject & Research Resources (External Link)

Research resources, databases, and tutorials at the MSU libraries.

ERIC Databases (External Link)

Education Resources Information Center

ERIC provides free access to more than 1.2 million bibliographic records of journal articles and other education-related materials and, if available, includes links to full text. ERIC is sponsored by the U.S. Department of Education, Institute of Education Sciences (IES).

Note: this is a sample link to a database usually used in the College of Education. Delete this if not useful to your course. Add other links that are useful in your subject area.

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Tools

This area was left with the default tools. Remove the tools you will not be using.

Staff Information

I have a question on this.

Contact

Contact Tips (unavailable item)

This area has a form for the Blackboard helpdesk and existing links to other areas that could be useful to students. Add more if you wish.

Student Contact Numbers (This is an available item)

- To request academic accommodations for a disability, contact the **Director of Disability Services**, Plaster Student Union, Suite 405, (417) 836-4192 or (417) 836-6792 (TTY), http://www.missouristate.edu/disability**.**

- *It is your right to address inquiries or concerns about possible discrimination to the **Office for Equity and Diversity**, Siceluff Hall 296, (417) 836-4252; http://www.missouristate.edu/equity/.*

- For information about **dropping a class** or withdrawing from the university, visit: http://www.missouristate.edu/registrar/chnsched.html; to contact the Registration Center**,** call 836-4335. To view **important** Missouri State **course drop dates,** visit: http://calendar.missouristate.edu/academic.asp.

Online Help Desk (Cold Fusion form)

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