**13 Things in Blackboard**

**Course Facilitators**

[Names & Email Addresses]

13 Things in Blackboard begins [insert date] and ends [insert date]. In order to receive the $150 stipend, participants must complete all 13 Things by [insert time and date].

To access 13 Things in Blackboard, log into myMason (<https://mymasonportal.gmu.edu>) and select the link for “Courses” on the green menu bar. Instructions for each Thing are included in the course modules, found under “Workshop Modules: the 13 Things.” Good luck!

**Course Outcomes**

By participating in 13 Things in Blackboard, the learner will be able to:

1. Develop content for Blackboard to support research skills
2. Identify best practices for the design, development, and teaching of information literacy online
3. Describe best practices for communication in online learning environments

**Learning Module 1: The First Three Things**

In this learning module, you will learn how to create a learning module and pages in Blackboard. You will

also learn how to copy items from one Blackboard location to another. Creating learning modules is a crucial skill for online instructors because they help you chunk material, which improves student learning. You will also begin to learn how to establish a teaching presence in an online class, one of the three critical elements of Garrison, Anderson, and Archer’s Community of Inquiry model of teaching and learning (the two others are social presence and cognitive presence).

**Related Research:**

Hsu, J. & Hamilton, K. (2009). In Kidd, T. (Ed.) Applying distance learning and

 structural/pedagogical methods to an adult learner program: The case of global

 business management. In *Online education and adult learning : new frontiers for*

 *teaching practices* (pp. 224-236). Hershey: Information Science Reference.

D'Agustino, S., & IGI, G. (2016). Creating teacher immediacy in online learning environments.

 Hershey, PA: Information Science Reference.

**Thing 1**

Create a learning module that has your name as the title within the 13 Things in Participant Workspace section Blackboard course. (LO 1; est.10 minutes)

Thing 1 Rubric

|  |  |
| --- | --- |
| **Desired Outcome** | **Possible Points 0-3** |
| Participant has created a learning module |  |
| Learning module is in Participant Workspace |  |
| Learning Module has participant’s name as title |  |
| TOTAL |  |

**Thing 2**

In your newly created learning module, create an introduction page (**use a blank page NOT a module page**) which includes a photograph of either yourself or of something that represents you, a brief bio, and contact information. Option: Instead of using a photograph, create a Voki as a way of adding to social presence on Blackboard ([www.voki.com](http://www.voki.com)). Copy and paste your bio in the discussion forum marked “Participant Introductions.” At this point, subscribe to all discussion forums for email notifications when colleagues post. (LO 2 & 3; est. 1 hour)

Thing 2 Rubric

|  |  |
| --- | --- |
| **Desired Outcome** | **Possible Points 0-5** |
| Participant has created an introduction page |  |
| Introduction page includes photograph or Voki |  |
| Introduction page includes bio |  |
| Introduction page includes contact information |  |
| Participant has copied and pasted bio in the discussion forum marked “Participant Introductions.”  |  |
| TOTAL |  |

**Thing 3**

In the “Library Collaboration Space” (under the “Organizations” tab in the MyMason portal) find the “Mason Online Library Services” module page in the course menu. Copy one section of your choice to your learning module. If you do not have access to the Library Collaboration Space, ask one of the facilitators. (LO 1; est. 10 minutes)

Thing 3 Rubric

|  |  |
| --- | --- |
| **Desired Outcome** | **Possible Points 0-1** |
| Participant has successfully copied a section from “Mason Online Library Services” to learning module |  |
| TOTAL |  |

**Learning Module 2: The Next Two Things**

In this learning module, you will learn how to create a video tutorial using Kaltura Media or another tool of your choice (see Thing 4). Kaltura Media is a tool for both students and instructors to create online videos. You will also learn how to schedule and facilitate online meetings using Blackboard Collaborate Ultra, a tool which helps connect instructors with students.

At this point, based on what you learned in Module 1, you should be familiar with establishing an online teaching presence. In addition to establishing your teaching presence, you will need to incorporate a variety of learning resources (such as media) to establish a strong online learning environment.

**Related Research:**

Shelton, K., IGI, G., & Pedersen, K. (2017). *Handbook of research on building, growing, and*

*sustaining quality e-learning programs*. Hershey, PA: Information Science Reference.

Rapchak, M. E. (2017). Is Your Tutorial Pretty or Pretty Useless? Creating Effective Tutorials with the Principles of Multimedia Learning. *Journal Of Library & Information Services In Distance Learning*, *11*(1/2), 68-76.

**Thing 4**

Create a video tutorial (information literacy topic/research of your choice, 1 minute minimum) using Kaltura Media or the screen capture technology of your choice. Upload it and post it via Kaltura Media (look for your uploaded media under the MyMedia tab). Embed your tutorial on a new blank page in your learning module. For more information, view the “Standards and Procedures for Tutorial Creation” document in Learning Module 2. (LO 1 & 2; est. 2 hours)

Thing 4 Rubric

|  |  |
| --- | --- |
| **Desired Outcome** | **Possible Points: 0-4** |
| Participant created IL video tutorial  |  |
| Video is at least one minute long |  |
| Video is accessible (closed captions or transcripts required)  |  |
| Video is embedded on a new page in participant's learning module |  |
| TOTAL |  |

**Thing 5**

You will schedule and participate in a virtual meeting for approximately 15 minutes via Blackboard Collaborate Ultra (under “Course Tools” on the left-hand panel). You will need to reach out to the course facilitators to pick a meeting time and date (be sure to send an Outlook invitation). You will also need to create the meeting in Blackboard Collaborate and invite the facilitator to join. During the meeting, be prepared to show the facilitator something using the Screenshare tool (cute gifs are appreciated!). The screenshare tool only works on Chrome and Firefox, so make sure you are using one of those browsers. (LO 3; est. 15 minutes)

Thing 5 Rubric

|  |  |
| --- | --- |
| **Desired Outcome** | **Possible Points: 0-3** |
| Participant scheduled a meeting via Blackboard Collaborate Ultra |  |
| Participant met with one of the 13 Things facilitators |  |
| Participant successfully used the Screenshare tool |  |
| TOTAL |  |

**Learning Module 3: Things Six and Seven**

In this learning module, you will learn how to participate in a discussion forum. You will also read an article and post to a discussion forum. Subscribing to a discussion forum is a vital step anytime you are in charge of monitoring a forum. Also, responding to a prompt as a student will give you valuable insight as you create your own prompts.

Next, you will locate an article related to online teaching or learning that you find informative. Finally, you will write a short reflection on how the article applies to your own online teaching practice and/or what you have learned in this course so far and post it to the course wiki. Blackboard wikis are collaborative tools where all students can contribute to work on collaborative projects or build knowledge repositories.

**Related Research:**

Fkipuntan, M., & Urai, S. (2017). Students’ learning in asynchronous discussion forums: A

meta-analysis. *International Journal of Information & Communication Technology Education, 13*(1), 48-60.

Sun, Y., & Gao, F. (2017). Comparing the use of a social annotation tool and a threaded

discussion forum to support online discussions. *The Internet and Higher Education, 32*, 72-79.

**Thing 6**

Subscribe to the 13 Things in Blackboard discussion forum and answer the facilitators’ question (three sentence minimum). Read your colleagues’ responses and respond to at least one post (three sentence minimum). (LO 2 & 3; 30 minutes)

Thing 6 Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Quantity | 0-1: Responds to prompt and/or to a colleague’s response with fewer than two sentences | 2: Responds with two sentences to both prompt and a colleague’s response | 3: Responds with 3 or more sentences to both prompt and a colleague’s response |
| Thoroughness of Response | 0-1: One or both responses are short, vague, and/or off-topic | 2: Both responses are on-topic but at least one is underdeveloped | 3: Both responses completely and directly address the prompt. |
| Language | 0-1: Multiple Language errors | 2: One or two language errors | 3: No language errors |

**Thing 7**

Find a recent article that applies to online teaching or learning that you find useful/informative. Reflect on how it applies to your own practice or what you have learned so far in this course (3 sentence minimum). Be sure to post your article **to a new page** to the wiki area. (LO 1 & 2; 1 hour)

Wiki Instructions:

* Click on Course Wiki Area from left menu
* Click on the Online Teaching & Learning Resource Page
* Click on “create wiki page” (make sure edit mode is on)
* Type your name and content, then submit
* Your wiki page will be on the right list under Wiki Details

Thing 7 Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Quantity** | 0-1: Responds with fewer than two sentences and/or with no citation | 2: Responds with two sentences with full citation | 3: Responds with 3 or more sentences with full citation |
| **Thoroughness of Response** | 0-1: Response is short, vague, and/or off-topic | 2: Response is on-topic but underdeveloped | 3: Response completely and directly addresses the prompt |
| **Language** | 0-1: Multiple Language errors | 2: One or two language errors | 3: No language errors |

**Learning Module 4: Thing Eight**

In this module, you will create a learning activity (in a discipline of your choice) to help students use a concept mapping tool. Concept maps facilitate critical and reflective thinking.

**Thing 8**

Create a learning activity for students asking them to use a concept mapping tool to complete their assignment. Put the learning activity prompt/description, learning outcome(s), and concept map example on a **new blank page** in your learning module. Some examples of concept mapping tools are Popplet (<https://popplet.com/>), Bubbl (<https://bubbl.us/>) , and Coggle (<https://coggle.it/>). For help creating learning outcomes, please see the following from the Mason Office of Institutional Research and Effectiveness: <https://ira.gmu.edu/resources/create-and-measure-student-learning-outcomes/>

 (LO 1; 2 hours)

Thing 8 Rubric

|  |  |
| --- | --- |
| Participant created a learning activity that requires students to use a concept map | 0-1 |
| The learning activity has at least one clearly stated learning outcome | 0-1 |
| Participant includes an example of a concept map | 0-1 |

**Related Research:**

[Aardweg](https://grrr.tech/authors/michele-van-den-aardweg/), M. (2019). GRRR. “Why You Shouldn’t Open Links in New Tabs.” GRRR Tech, <https://grrr.tech/posts/opening-links-in-new-tabs/>. Accessed 8 Jan. 2020.

Boyd, W. (2019). External Links, New Tabs, and Accessibility / Coder’s Block. <https://codersblock.com/blog/external-links-new-tabs-and-accessibility/>

Huang, Y., Liu, M., Chen, N., Kinshuk, & Wen, D. (2014). Facilitating Learners' Web-Based

 Information Problem-Solving by Query Expansion-Based Concept Mapping.

 Australasian Journal Of Educational Technology, 30(5), 517-532.

Wang, M., Cheng, B., Chen, J., Mercer, N., & Kirschner, P. A. (2017). The use of web-based

 collaborative concept mapping to support group learning and interaction in an online

 environment. Internet & Higher Education, 3428-40. doi:10.1016/j.iheduc.2017.04.003

**Learning Module 5: The Final Five Things**

In this learning module, you will learn how to add streaming media to Blackboard. You will also learn how to utilize the Blog, Email, and Announcement features. Incorporating knowledge from a diverse range of sources, such as media, helps instructors establish cognitive presence in their online classrooms and facilitates new levels of understanding for students. The Blog, Email, and Announcement features allow instructors to establish a social presence and create welcoming spaces for collaborative student learning.

**Related Research:**

Chen, Wei, Wu, & Uden. (2009). Effects of high level prompts and peer assessment on online

learners’ reflection levels. *Computers & Education,* 52(2), 283-291.

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment:

Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105.

Hungerford-Kresser, H., Wiggins, J., & Amaro-Jiménez, C. (2011). Learning From Our Mistakes:

What Matters When Incorporating Blogging in The Content Area Literacy Classroom. *Journal of Adolescent & Adult Literacy,* 55(4), 326-335.

**Thing 9**

Create a **new blank page** in your learning module and add a link to a streaming media item (from Swank, Films on Demand, or Alexander Street Press). Provide a succinct description of the media, including how long it will take to watch. (LO1; 10 minutes)

Thing 9 Rubric

|  |  |
| --- | --- |
| **Desired Outcomes** | **Possible Points (0-3)** |
| Participant created new page in the learning module | 0-1 |
| Participant added working link to streaming media item | 0-1 |
| Participant included media description and length | 0-1 |

**Thing 10**

Find a recent YouTube video that relates to online teaching and learning or information literacy and post it as a MashUp on a **new blank page** in your learning module. Write a succinct description about the video, including how long it will take to watch. (LO 1 & 2; 30 minutes)

Thing 10 Rubric

|  |  |
| --- | --- |
| **Desired Outcomes** | **Possible Points (0-4)** |
| Participate created new page in the learning module | 0-1 |
| Participant properly imported/embedded YouTube video into page | 0-1 |
| Participant selected video relevant to online teaching and learning or information literacy | 0-1 |
| Participant included accurate description and video length on page | 0-1 |

**Thing 11**

Read the article provided in the blog space and respond to the prompt (3 sentence minimum). Next, respond to at least one peer’s post (3 sentence minimum). (LO 1-3; 30 minutes)

Thing 11 Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Quantity | 0-1: Responds to prompt and/or to a colleague’s response with fewer than two sentences | 2: Responds with two sentences to both prompt and a colleague’s response | 3: Responds with 3 or more sentences to both prompt and a colleague’s response |
| Thoroughness of Response | 0-1: One or both responses are short, vague, and/or off-topic | 2: Both responses are on-topic but at least one is underdeveloped | 3: Both responses completely and directly address the prompt |
| Language | 0-1: Multiple Language errors | 2: One or two language errors | 3: No language errors |

**Thing 12**

Respond to the following questions: *What was the most beneficial thing you learned in 13 Things in Blackboard? Did you learn anything unexpected? Did you find anything particularly challenging? Most importantly, how do you plan to apply what you have learned to enhance your online instruction?*  Send an email with your responses to these questions to all 13 Things course users through Blackboard. (LO 2 & 3; 30 minutes)

Thing 12 Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Quantity | 0-1: Responds to two or fewer of the prompt questions | 2: Responds to three of the prompt questions  | 3: Responds to all four prompt questions |
| Thoroughness of Response | 0-1: Response is short, vague, and/or off-topic | 2: Response is on-topic but underdeveloped | 3: Response completely and directly address the prompt |
| Language | 0-1: Multiple Language errors | 2: One or two language errors | 3: No language errors |

**Thing 13**

Create an announcement in 13 Things letting everyone know you have completed 13 Things. Check the
“Email Announcement” box to send a copy of the announcement immediately as an email. (LO 3; 5 minutes)

Thing 13 Rubric

|  |  |
| --- | --- |
| **Desired Outcome** | **Possible Points (0-2)** |
| Participant created announcement | 0-1 |
| Participant sent announcement as email | 0-1 |

Congratulations on finishing the course! You will receive an email with a request to complete a post-course survey. Once complete, your workspace will be reviewed and scored and your stipend will be processed.

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