



Structured Remote Teaching with Blackboard

Blackboard and other Learning Management Systems are important communication, information and design tools that are used to support learning and student success. The Structured Remote Teaching series is a group of classes that assists those who educate students in developing the skills necessary to use Blackboard effectively in a remote teaching environment. Educators also develop skills in creating multimedia elements to add to the blackboard course to promote student engagement.

Learning Outcomes:

- Apply Blackboard tools to establish an online presence
- Adapt your course for structured remote teaching in alignment with best practices for the discipline
- Use Blackboard tools to assess student learning, while considering alternative assessment techniques
- Integrate academic support experiences into the online learning environment

The first course in this series of courses is Blackboard Essentials. After completing Blackboard Essentials, faculty must complete all of the remaining courses, handouts and other resources to successfully complete structured remote teaching. Quizzes, where available, need to be completed with an 80% or better for successful completion of the course. Quizzes may be re-taken as often as needed to achieve a successful score.

Required Capstone Reflection: Faculty will be required to complete a capstone reflection. This will include a self-reflection component, and a discipline connection component in consultation with departmental colleagues. The discipline reflections should be completed as you progress through the modules.

Required Capstone Project: The Capstone Project involves successfully building a supplemental site that meets all the criteria outlined in the syllabus and the modules. Faculty will also be required to self-rate their capstone prior to submission for evaluation.

Week 1:	Foundational Courses (Take these Courses in the order Listed below before completing other courses)	
Wed. May 27th - Sun. May 31st	Course:	Date Completed
Support Contacts: tom.cantu@montgomerycollege.edu michele.knight@montgomerycollege.edu qing.yu@montgomerycollege.edu	Blackboard Essentials: This is the first course to be completed, including quiz!	
	Blackboard Text Editor , including quiz.	
	Review Handout: Creating an Online Presence in Your Course.	
	Build it in your site: 1. Post Your Syllabus 2. Create a Course Welcome 3. Link to or Embed Videos for Blackboard Tools that you will be using in your course. See the Students Get Started with Blackboard Playlist or the Blackboard recommended apps and tutorials list, and only link to the tools that you are using in the site (i.e., if you are not using the calendar tool, do not link to that tutorial in your course).	

	4. Design the Learning Modules for the Course 5. Create an Announcement	
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After completing the Foundational Courses, follow the weekly schedule below:

Week 2:	Assessing Students Using Blackboard	
Mon. June 1st- Sun. June 7 th	Course	Date Completed
Support Contacts: tom.cantu@montgomerycollege.edu michele.knight@montgomerycollege.edu qing.yu@montgomerycollege.edu	* Bb Assessments , including quiz.	
	Review Handout: Alternative Assessments	
	* Bb Grade Center , including quiz.	
	Build it in your site: 1. Build a Grade Center with the columns you intend to use in the remote site. 2. Create a test/quiz or survey. Avoid revealing the answers until you are ready. Do not use Force Completion. Take the quiz using the Blackboard Previewer User so that you can see what the quiz looks like to students. Save the results of taking the test as a student for ELITE review. 3. Alternative Assessment (if desired).	
Week 3:	Communicating with Students Using Blackboard	
Mon. June 8 th – Sun. June 14 th	Course	Date Completed
Support Contacts: Bb Communication Tools: tom.cantu@montgomerycollege.edu michele.knight@montgomerycollege.edu qing.yu@montgomerycollege.edu Support Contacts: Collaborate and Zoom: Gloria.barron@montgomerycollege.edu Buddy.muse@montgomerycollege.edu Marcy.jackson@montgomerycollege.edu	* Bb Communication Tools , including quiz.	
	Bb Collaborate and Zoom , attend a <i>live Zoom/Collaborate session</i> , submit quiz.	
	Review Handout: Teaching and Learning tips for Developing and Improving Online Discussions	
	Build it in your site: 1. Choose whether you will be using the Course Mail or Montgomery College email. If using MC Email, add the Send MC Email tool to your course. If using Course Mail, direct all students to mail you using the Course Mail (messages) tool in Blackboard via announcement & on your syllabus.	

	2. Create two or more discussion forums that you plan to use to supplement your on-campus course. One of the forums can be a place where students can ask questions 3. Create a collaborate session for your students. Link to the session on the left-hand course menu. 4. Record a collaborate session for your students. This session can be a course welcome, a lesson, or a practice session with your colleagues. The session should include a shared PowerPoint or other file. Link the recording in the left-hand course menu unless you recorded a practice session with your colleagues.	
Week 4:	Using and Developing Multimedia for Blackboard	
Mon. June 15 th – Sun. June 21 st	Course	Date Completed
Support Contacts: qing.yu@montgomerycollege.edu	Screen-casting made simple: Create short video lectures and demonstrations for your students, including quiz.	
	Using the Automatic Captions Feature, including quiz.	
	Build it in your site: 1. Create a Short Video for your Blackboard Remote Supplemental Teaching Site. 2. Use the Automatic Caption feature in YouTube to Caption your video for ADA compliancy.	
Week 5:	Integrating Academic Support Experiences and Discipline Connections into the Remote Learning Environment	
Mon. June 22 nd - Sun. June 28 th	Course	Date Completed
Support Contacts: TBD and posted on the Blackboard site	Integrating Academic Support Experiences: 1. Review PPT & videos 2. Visit Website 3. Complete brainstorm activity	
	Integrating Discipline Connections: 1. Review discipline connection videos 2. Consult with faculty in your discipline 3. Attend synchronous presentation for your discipline (Date and time TBA)	

	Build it in your site: Integrating Academic Support Experiences: 1. Collaborate with Learning Center, Embedded Coaches, and/or Library Services to add applicable Embedded Support Resources to Your Course Syllabus. 2. Complete checklist. Discipline Connections: 1. Update an assignment or create a new assignment or assessment step that integrates a Bb tool. 2. If using discipline specific software, link to the desired tool within blackboard. 3. Add technology requirements for the tool to your syllabus. 4. Add student instructions on how to access and use the tool to your syllabus.	
Week 6	Capstone Project and Discipline Activities	
Mon. June 29 th - Sun. July 5 th	Activities	Date Completed
	1. Attend synchronous presentation for your discipline (date and time TBA)	
	2. Work on Capstone Reflections , both personal and discipline connection reflections in consultation with colleagues (<u>review reflections here</u>)	
	3. Create a supplement for your on campus course that contains all Blackboard Remote site checklist criteria (<u>review criteria here</u>)	
	4. Review the site to be submitted for the Blackboard Remote skills criteria and provide a Self-Rating for each skill listed on the Blackboard Remote Site checklist	
Week 7	Continue Capstone Project	
Mon. July 6 th - Sun. July 12 th	Activities	Date Completed
	1. Continue with Capstone Reflections , both personal and discipline connection reflections.	
	2. Continue building a supplement that contains all the Blackboard Remote Skills Criteria	

	3. Review the site to be submitted for the Blackboard Remote skills criteria and provide a Self-Rating for each skill listed on the Blackboard Remote Skills checklist.	
Mon. July 13th	1. Submit Capstone Reflections 2. Submit the name of Blackboard site to be used in the Fall for Remote Skills Checklist 3. Submit Self-Rating for remote skills checklist	

Structured Remote Teaching Classes Overview

Structured Remote Teaching is a series of classes that gives you an in-depth exploration of Blackboard. In addition, faculty are introduced to additional tools and programs (screen casting made simple, using the automatic captions feature) that they can use to enrich their Blackboard courses beyond Word and PowerPoint files. **Success in this course series will include faculty creating a working Blackboard remote teaching site with many of the elements that they learned to use while completing the courses in this series.**

* **Structured Remote Teaching is not to be confused with the Online Teaching program. While the *Online Teaching Program* is appropriate for faculty who want to teach an online or blended course, and have a course assigned by their chair or Dean, *this series of courses is appropriate for faculty to deliver classes in the Remote Teaching Environment.*** Note that, all courses marked with an asterisk are also part of the Online Teaching Program, allowing faculty to complete the *Online Teaching course later if desired.*

*Faculty must first complete **Blackboard Essentials**. This course teaches faculty how to navigate Blackboard, post files, and upload a syllabus which are skills that must be mastered before starting the rest of Structured Remote Teaching.*

Foundational Courses:

This group of courses is critical to helping faculty learn how to demonstrate an Online course presence which is critical in the structured remote environment. These courses must be taken before completing any other courses in the series!

1. **Blackboard Essentials:** *This introductory course teaches faculty how to navigate Blackboard, post files, and upload a syllabus which are skills that must be mastered before starting the rest of structured remote teaching.*
2. **Blackboard Text Editor:** Create pages in Blackboard with text, links, images and embedded videos. Embed a video on a webpage, include student learning outcomes and ask your students a few questions to guide their thinking as they watch the video.
3. **Creating an Online Presence in Your Course (Handout):** This handout helps faculty master the skills of creating course elements with proper introductory and transitioning statements to orient students. This helps faculty make the shift between face-to-face, and remote instruction.

Assessing students using Blackboard:

This group of courses helps faculty become proficient in grading and giving tests in blackboard.

- **Blackboard Assessments:** This course will teach you how to create online tests for your students that are automatically scored by Blackboard. Some instructors give their students weekly quizzes as a way of ensuring that they do weekly readings before they come to class.
- **Blackboard Grade Center:** This course will teach you how to set up an Online Gradebook for your students that can be automatically updated throughout the semester as you enter grades. This can help keep students on track with their grades throughout the semester and allows them to monitor their own progress and improve performance as the semester progresses.

Communicating with students using Blackboard:

This group of courses help faculty communicate with their students using blackboard (choose one of the following courses)

- **Blackboard Communication tools:** This course will teach you how to create and manage an Online Discussion board for your students. If you find that there are topics that you talked about in class that students want to explore further, you might set up discussions on these topics to further engage students.
- **Blackboard Collaborate/Zoom:** Learn how to communicate with your students in real time using audio conferencing, presentation software, and other collaborative tools.

- **Teaching and Learning Tips for Developing or Improving Online Discussions (Handout):** This handout provides tips to help faculty craft engaging discussions, maintain faculty presence on the discussion board, and develop netiquette policies to successfully manage student behavior online.

Using and developing multimedia for Blackboard

This group of courses help faculty create an engaging experience for their students, by expanding their abilities to provide content for students beyond word documents, and PowerPoint files. Faculty will learn to make videos, and how to caption the media that they may create.

- **Screencasting Made Simple:** Faculty will learn how to use Screencast-O-Matic to create simple videos which can be used on Blackboard.
- **Using the Automatic Captions in YouTube:** Learn to caption the videos you create in other sources using the YouTube Captions feature for ADA Compliancy.

Integrating Academic Support Experiences into the Remote Learning Environment & Discipline Connections

- **Integrating Academic Support Experiences into the Remote Learning Environment:** A great range of academic support is available to MC students, no matter the discipline or course level. This module introduces faculty to those programs, shows how to connect them to disciplinary content, and helps faculty integrate appropriate academic support, including Learning Centers, Embedded Coaches, and Library Services, in ways that support students' self-efficacy.
- **Discipline Connections:** Engaging students using Blackboard and other technology tools is a great way to support discipline content. This module introduces faculty to some of the technological platforms/tools available, shows examples of those platforms at work in various courses, and helps faculty integrate assessments of student learning that work well in their discipline.

Capstone Personal Self-Reflection:

1. How do you think this Blackboard site will help your students- Mark all that apply:

- Access to the syllabus
- Access to course handouts and materials
- Posting announcements for students
- Maintaining an Electronic Grade Center
- Hosting Discussions
- Creating Videos/Videos for students
- Other

2. How do you plan to use what you have learned in completing these courses?

3. What benefits or improvements do you expect to see as a result of completing these courses?

4. What are your methods for keeping students engaged, and maintaining an online presence throughout your course?

Discipline Connection Reflections:

Consult your dean, chair or colleague for the reflections below:

Assessments:

Assessments	Reflection Question	Source of Reflection (What colleague did you speak to?)
1.	What Assessment strategies are your colleagues using?	
2.	Are there any alternative assessments strategies being used? If so, state what the strategies are. If not, reflect on why you think that no alternative assessment strategies are being used. Do you think this is something you'd like to include in your course? Why or why not?	
3.	What technology tools do colleagues use to help students learn and apply important disciplinary concepts?	
4.	At what points would you like to engage students more actively with your discipline content?	

Discussions:

Discussions	Reflection Question	Source of Reflection (What colleague did you speak to?)
1.	What Blackboard Discussion topics have worked for others in your department?	
2.	What are the strategies that your colleagues have found for promoting student engagement on the discussion board?	
3.	What are some strategies that have worked for colleagues with regard to managing student behavior on the discussion board?	
4.	Review a colleague's "netiquette Policy" (review the Handout on Teaching and Learning Tips for developing and improving discussions). What policies will you include for your discussions?	

Embedded Support- ATPA, Tutoring, Library, Learning Centers, Writing centers, etc.

Discussions	Reflection Question	Source of Reflection (What colleague did you speak to?)
1.	Ask your colleagues about the Embedded support messaging in their syllabus. Include these items in your syllabus.	
2.	Can you think of any other embedded support items not already mentioned in your colleagues' syllabi that you might like to include?	

Blackboard Remote Site Criteria:

You should prepare the site that you are using for remote teaching. Everything in the site, from your course introduction to the very last file, should be something that you would want visible to your students in your remote teaching site. Please double check every item in your course site. Next, provide a self-rating on each standard before submitting your remote site to the ELITE Staff.

A. Please indicate the name of your remote site: _____

B. We will only be reviewing 2 weeks (or modules) of your course. The weeks that we review must have all the elements below. Please indicate the weeks for us to review: _____

1. Announcements (note, standard must be met at Adequate or above)

Examples	Needs Improvement	Adequate	Exemplary
Example of an Exemplary Announcement	Announcements are used to provide directions but there is no evidence of instructor presence.	Announcements are used to provide explicit directions on where to go and what to do to begin using the site. There is limited evidence of instructor presence.	Announcements are used to provide explicit directions on where to go and what to do to begin using the site. There is a clear sense of instructor presence when reviewing announcements.
Self-Rating			
ELITE Reviewer Rating			
Comments			

2. Introductory Page (note, standard must be Exemplary)

Examples	Needs Improvement	Adequate	Exemplary
Exemplary Introduction Example #1 Exemplary Introduction Example #2	A welcome statement is included but no explanation is made as to where students can find components of the course, and how to get started. No sense of instructor presence.	A welcome statement is included in addition to an explanation of where students can find components of the course, and how to get started. A statement is made as to what the instructor's plans are for interacting with students (i.e., when can they expect to hear from you). There is a clear sense of Instructor Presence on the course site.	Everything from the Adequate column, in addition to: A video is added to the Introductory page, welcoming students to the course site and explaining the various components of the site.
Self-Rating			
ELITE Reviewer Rating			
Comments			

3. Syllabus (note, standard must be met at Adequate or above)

Examples	Needs Improvement	Adequate	Exemplary
Exemplary Syllabus Intro Example #1 Exemplary Syllabus Intro Example #2 Exemplary Syllabus Intro Example #3	Syllabus is not introduced to students. This syllabus is not linked to using the Attach Files button on the Content Editor (2nd button in the 3rd row). Please see the video below for the proper way to post your syllabus (https://youtu.be/lasZGGbQ-yM)	Syllabus is introduced and posted using the Attach Files button on the Content Editor (2nd button in the 3rd row).	Everything from the Adequate column, in addition to a clear statement is made on the introduction page about communication preferences (via email, online office hours, etc.) and guidelines for communicating with peers.
Self-Rating			
ELITE Reviewer Rating			
Comments			

4. Learning Modules (note, standard must be met at Adequate or above)

Examples	Needs Improvement	Adequate	Exemplary
Adequate Learning Module Example Exemplary Learning Module Example First Page Weekly Assignment Checklist Example #1 First Page Weekly Assignment Example #2	Learning modules are not adequately labeled. Items and other content are outside of the learning module in the course content area. Weekly learning materials are posted in the text field of the Learning module, instead of inside the learning module as an item. Text field of Learning modules are too long, forcing students to scroll through too much text on main course content page.	Learning Modules are adequately labeled. Items and other content are inside of the learning module. If there is a description for the learning module in the text field, it is brief. On the first page inside each Learning Module, students are oriented to what they will be able to do at the conclusion of the module, and why it is important. Weekly assignments checklist is included.	Everything from the Adequate column, in addition to: A brief description for the learning module in the text field.
Self-Rating			
ELITE Reviewer Rating			
Comments			

5. Handouts/Course Content (note, standard must be met at Adequate or above)

Examples	Needs Improvement	Adequate	Exemplary
Exemplary Handout Example #1 Exemplary Handout Example #2 Adequate Handouts Example Multiple Related Handouts Adequate Example #1 Multiple Related Handouts Adequate Example #2	Handouts are posted inside of a Learning Module using Build Content File. Handouts are posted using Build Content Item with the attach files button. As a result, handouts are scattered at the top of the page. Related handouts are on separate pages, not grouped on same page. Files and other content are not introduced to students.	Handouts are posted inside of the Learning Module, using Build Content Item. Files are properly attached using the paperclip icon (2nd button in the 3rd row of the button bars). The instructor has properly introduced files, videos, and other materials to students before adding the content to the page. Related handouts are grouped on the same page. A clear instructor presence encourages students to explore the material, with introductions written as though speaking with the students in person.	Everything from the Adequate column in addition to images used as appropriate to promote student engagement.
Self-Rating			
ELITE Reviewer Rating			
Comments			

6. Grade Center (note, standard must be met at Adequate or above)

Example	Needs Improvement	Adequate	Exemplary
Exemplary Grade Center Example	No grade columns are posted. Or, grade columns are posted but not grouped in a logical order. Column names are not clearly labeled for students. There is no link to the My Grades area on the left-hand course menu.	Grade columns are posted. Grade columns are grouped in a logical order. (For example, in weekly order, or by course activity so that students can follow the order). Column names are clearly labeled for students. There is a link to the My Grades area on the left-hand course menu.	Everything in the Adequate column, in addition to: A weighted total column or other grading methods for helping students understand their overall grade in the course at any given time.
Self-Rating			
ELITE Reviewer Rating			
Comments			

7. Assignments (note, standard must be met at Adequate or above)

Examples	Needs Improvement	Adequate	Exemplary
Exemplary Assignment Examples TBD (waiting on permission from faculty selected)	There is no place for students to submit an assignment in the Blackboard Course. The place for students to submit an assignment is lacking instructions on how to submit the assignments in blackboard and where to find directions for completing the assignment. Assignments are not posted in a consistent place or manner.	Assignment is posted in the appropriate weekly learning module. The assignment has instructions on how to submit assignments in Blackboard (https://youtu.be/Cv1KOhABIBE) and where to find directions for completing the assignment. Assignments are posted in a consistent place or manner. Instructor includes a state to explain how their work will be evaluated.	Everything from the Adequate column, in addition to: A clear connection is made to the students regarding how the assignment will help them complete the course activities, and how it will help them to meet the learning objectives for the week.
Self-Rating			
ELITE Reviewer Rating			
Comments			

8. Test & Surveys (Assessments) (note, standard must be met at Adequate or above)

Example	Needs Improvement	Adequate	Exemplary
How to take a test as a student and save results	No Test or Survey Created Or Test or Survey is created, but not linked to (deployed) in a Learning Module. Or the Test, or Survey is created, and linked to (deployed) within a course learning module, but there is no evidence that the instructor has taken this test as a student (to learn the student preview function). Results of the test are revealed to the students before the instructor is ready for them to see the answers. If revealing the answers is your intent, please indicate below in your self-rating to prevent a needs improvement rating.	The Test or Survey is created, linked to (deployed) in a learning module, the instructor has taken the test as a student, and the results from the tests were not revealed to the students before the instructor is ready for them to see the answers.	Everything from the Adequate column, in addition to: A clear explanation to students for how the test will contribute to the student meeting the learning objectives for the given week, or the for the overall course.
Self-Rating			
ELITE Reviewer Rating			
Comments			

9. Collaborate or Zoom Session (note, standard must be Exemplary)

Example	Needs Improvement	Adequate	Exemplary
Clean left-hand course menu with collaborate link	There is no link to a collaborate or zoom session on the left-hand course menu. The syllabus is missing a planned schedule of weekly collaborate or zoom meetings during the regular weekly scheduled meetings. The shared collaborate or Zoom recording does not show evidence that the instructor can link to a PPT or other presentation file.	The faculty member has linked to the collaborate or zoom session in the remote teaching site on the left-hand course menu. The syllabus has a planned schedule of weekly collaborate or zoom meetings during the regular weekly scheduled meetings. The shared collaborate or zoom recording shows evidence that the instructor can link to a PPT or other presentation file.	Everything in the Adequate column, in addition to: Recording a practice collaborate session. Suggested practice topics include (recording a course intro, recording a general lecture, or a collaborate practice session with colleagues). <i>Note:</i> If the instructor records a course intro, or a general lecture, they have posted a link in the learning module if appropriate. Collaborate practice sessions with colleagues should not be shared with students. Instructor has added a profile picture for the session.
Self-Rating			
ELITE Reviewer Rating			
Comments			

10. Use of Style (note, standard must be met at Adequate or above)

Example	Needs Improvement	Adequate	Exemplary
Example of Exemplary Use of Style	Pages feature lengthy, dense paragraphs. Headings and subheadings are not used on the page. (Click here for an example of effective headings) Related items are presented on individual pages (ex. a separate page created for each link), rather than being grouped together (ex. placing all related links on the same page). Lengthy instructions are presented as an item, rather than a separate PDF or word document that students can print. Font color and background selection choice makes text difficult to read. Please see the style guidelines (Make Your Pages Easy to read) for tips on improving your page presentation.	Page is organized with concise Paragraphs. Appropriate headings and subheadings are used to organize information and break up blocks of text. Related items are grouped on the same page, rather than presenting them on individual pages. (ex. placing all related links on the same page). Font color and background selection choices makes text easy to read. Lengthy instructions are introduced on an item page. However, the instructions themselves are created as a separate PDF or Word document that students can print.	Everything in the adequate column, in addition to: Incorporating style guidelines 3, 5, and 6 featured on Make Your Pages Easy to Read.
Self-Rating			
ELITE Reviewer Rating			
Comments			

11. Use of Media (note, standard must be met at Adequate or above)

	Needs Improvement	Adequate	Exemplary
Example of an Introduction before a videoclip Example of Introducing multiple videoclips Example of Faculty Welcome Video Example of Faculty Welcome Video #2 Example of Faculty Lesson Created in Screencast-O-Matic Example use of Links Download the Blackboard Tutorials Template to use in your course	Instructor has not linked to relevant Blackboard tutorials in the first week of the course site. Or, instructor has not created their own relevant video to share with students. Or instructor has not embedded at least two videos, two images, and two links in the course site that are relevant to the lessons showcased in the course. Or, instructor has not properly introduced the weblinks, images and videos in the course. The instructor has put up the video on the page with no instruction, or with vague requests to "watch this video".	Instructor has created a page to link to relevant Blackboard Tutorials, and other technical resources that they will be using in the course site, in the first week of the course site. Instructor has created their own video to share with students and has embedded the video on an appropriate page. Examples of possible videos include, a course welcome, or an introduction to a lesson. Instructor has embedded at least two videos, two images, and two links in the course site that is relevant to the lessons showcased in the course. Or, instructor has properly introduced the images, videos and links in the course. There is a detailed explanation with the same level of detail and engagement that would be used with students in a face-to face setting.	Everything in the adequate column, in addition to: In as many places as possible, faculty have embedded videos, images, and links in the course site that are relevant to the lessons showcased in the course.
Self-Rating			
ELITE Reviewer Rating			
Comments			

12. Course Presentation: Is the menu cluttered? Are links and files showing relevant to students, etc. (note, standard must be met at Adequate or above)

	Needs Improvement	Adequate	Exemplary
Clean left-hand Course Menu, with links added to collaborate & zoom	Materials that are not relevant to students are visible in the course site. (Example, fake practice test material, fake files, etc.). Links to websites are broken or do not open in new windows. The left-hand course menu is cluttered with too many items. Students must visit multiple learning modules to complete the work for the week, rather than visiting <i>one</i> weekly learning module. Navigation is inconsistent. For example, some tests are added to the weekly learning module while others are linked to on the left-hand menu or in a separate module called "Tests"	Materials that are visible are relevant to the course. There are no items visible that will not be used with students. All links function properly and open in new windows. The left-hand course menu contains an appropriate number of links. Links have been added to My Grades and either Collaborate or Zoom. Everything that the student needs to complete the work for the week is in the same learning module. Navigation is consistent throughout the site.	Everything in the Adequate column, in addition to: Instructor has created a video to explain the various course components, and course organization to students.
Self-Rating			
ELITE Reviewer Rating			
Comments			