Blackboard 9.1 Tool Guide

Technology Blackboard tools →

Pedagogy What you want to achieve? →

Ease of use

Technology / Ease of use	Information Transfer — Is this a tool for disseminating information to students?	Assess Learning — Will this tool allow you to assess student learning?	Communication and Interaction — Can this tool be used for communication and interaction among course participants?	Collaboration — Can course participants collaborate and create content together?	Bloom's Revised Taxonomy — Remember, Understand, Apply, Analyze, Evaluate, Create
Announcements Use to send out information to all students enrolled in the course — **Easy.** Simply click Create Announcement and type in the information.	Yes. Include course updates, encouragement, relevant links, etc.	No. Announcements are limited and only instructors can post.	Communication is one way – Instructor to student. Great for keeping students updated.	No. This is a one way communication tool for instructors only.	**RU** Depends on how the tool is used. May be used to test readiness for the next class or module.
Item Typical way to add content to Bb — **Easy.** Both text and files can be added to an Item.	Yes. Instructors can upload files (word, ppt, etc) as well as provide students with instructions or content.	No.	No. An Item can only be added by an instructor.	No.	**None** This is not a learning activity.
File Used for adding content to Bb — **Easy.** Files are attached similar to attaching files to an email and uploaded from course or computer.	Yes. Provides instructors with an easy way to create a directory of files.	No.	No. A file can only be added by an instructor however, students can add files in the text editor.	No.	**None** This is not a learning activity.
Image Used for adding visual interest or as content — **Easy.** Images can be added from course, computer, or from the Flickr Mashup.	Yes. Only instructors can upload an Image.	No.	No. An image can only be added by an instructor however, students can add images in the text editor.	No.	**RUAAEC** Depends on how images are used in assessment.
URL Link to a web page — **Easy.** Find the Web address and copy and past it into the URL field.	Yes. Great way to lead students to information by giving them a quick access point.	No.	No. URLs can only be added by the instructor however, students can add links in the text editor.	Potentially. Link to collaborative sites, such as Google Docs and students can add URL's from Text Editor.	**RUAAEC** Depends on where you link and the assessment design.
Learning Module Used to organize content in a simple intuitive manner. — **Fairly easy.** With planning the Learning Module can include all Bb tools.	Yes. Offers instructors a way to organize content in a logical sequential manner.	No. However, all assessment types may be included in a Learning Module.	No. However, all communication and interactive student tools may be included in a Learning Module.	No. However, all tools allowing students to collaborate, discuss and publish together can be included.	**None** This is not a learning activity.
Content Folder Typically used to organize course content — **Easy.** Simply add the tool and provide a name.	Yes. Acts as a "container" for information. Clear descriptions are important.	No. However, assessments may be placed inside.	No. However, interactive and communication student tools may be placed inside.	No. However, all tools allowing students to collaborate, discuss and publish may be placed inside.	**None** This is not a learning activity.
Blank Page Can be created as an item on Course Menu or as a Content Area — **Easy.** Simply add the tool to either the Course Menu or in a Content are and provide a name.	Yes. Blank Pages are Content Areas that are limited to text, images, and attached files.	No.	No.	Potentially. External links could lead to collaborative sites, such as Google Docs or a blog.	**None** This is not a learning activity.
Home Page/Module Can be customized to include a variety of resources and tools — **Fairly easy.** Add the tool to the course menu, provide a name and select desired modules.	Yes. Resources and tools such as Alerts, Calendar Events, Announcements, etc. can be added.	No.	Yes. Communication tools designed to keep students up to date on the course can be added by the instructor.	No. Only the instructor can add module to the course Module Page.	**None** This is not a learning activity.
Mashup Users can search for content from YouTube, Flickr and SlideShare — **Fairly easy.** Search for and add content from any Content Area or in the Text Editor.	Yes. Great way to easily link students to relevant content from these popular sites.	Potentially. Students could create projects/assignments and upload them to the site - then link to the course.	Yes. You could use content from the sites to generate discussion and collaboration.	No.	**RUAAEC** Instructors will need to consider assessment design to include all levels.
Test/Survey Can be used to assess learning, formative or summative — **Tricky.** Many question types and several step process. Go to Assessment Tools workshop.	Not really. Depending on questions Survey tool may disseminate information.	Yes. This tool is designed to assess learning. There are also self-assessment options.	No.	No.	**RUAAEC** Instructors will need to craft questions carefully to meet all levels.
Assignment Students may upload individual or group Assignments — **Easy.** Create in Content Area and a link to Grade Center is created.	Not really. However, instructors can attach files to Assignments.	Yes. Instructors can set due dates, assign points, collect assignments and provide feedback.	No. Only limited interaction between student and instructor.	Yes. Instructor can set Group Assignments.	**RUAAEC** When creating Assignments instructor will need to consider design.
SafeAssignment Students upload assignments which are then checked for plagiarism — **Fairly easy.** Direct Submit or Create in Content area and link to Grade Center is created.	Not really. However instructors can attach files to SafeAssignments.	Yes. Instructors can set due dates, assign points, collect assignments, provide feedback and originality reports.	No. Only limited interaction between student and instructor.	No.	**RUAAEC** When creating SafeAssignment instructors will need to consider design.

Pick the Right Blackboard Tool for the Job!

• Know what tool you want to use? Follow its row across to see it strengths and weaknesses.

• Know what you want to achieve? Pick a column and follow it to see what tool is best for the job.

legend → Great Fit | Can work with some learning design | Not the best tool for the job

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Discussion Board — May be used for many types of learning activities	**Easy.** Forums have usable default settings. Students can add Forums in Groups.	Yes. Great for sharing information, resources, links or files. Subscription feature sends messages to email.	Yes. Forums have a setting for grading.	Yes. Open to all course participants or groups. Discussions take place in forums and threads are the conversations.	Yes. Students can collaborate, explore and discuss topics as well as write together in Forums.	**RUAAEC** Depending on the prompts, all levels can be addressed.
Blog — Can be individual or course wide and not accessible outside course	**Easy.** Add the Name and Description and select the settings. Can be accessed from Content Area or Blog Tool.	Yes. Great for sharing information, resources, links or files.	Yes. Blogs have a setting for grading.	Yes. Great for getting students to be creative. More open-ended and flexible than Discussion Board.	Yes. Use as an open forum for students to write about course topics. Course blog allows all students to contribute.	**RUAAEC** Depending on design all levels can be addressed.
Wiki — A place for students to collaboratively create online projects	**Tricky.** Instructors create the wiki and generally the first page. Go to Interactive Tools workshop.	Yes. Consider using as an informational site. You can also close the editing so only instructors can edit.	Yes. Wikis have a setting for grading.	Not suited for discussion. Use for brainstorming, planning, collaborative writing, etc.	Yes. Students can share resources, explore topics, and collaboratively write.	**RUAAEC** Depending on design all levels can be addressed.
Journal — Designed to be a self-reflective tool for students	**Easy.** Add the Name and Description & select the settings. Can be accessed from Content or Tool Area.	No.	Yes. Journals have a setting for grading. Consider a formative assessment with student/teacher interaction.	Yes. Communication is private between instructor and student. Entries may be viewed by other participants.	No.	**RUAAEC** Depending on design all levels can be addressed.
Glossary — Instructors are able to create or upload a course glossary	**Easy.** Simply add a term and a definitions. Glossaries created in Excel can be uploaded.	Yes. Only instructors can add to the Glossary.	No.	No.	No.	**RU** Provides students with a list of course specific terms to help them remember and understand.
Groups — Instructors can create groups of students and provide them with their own tools	**Tricky.** Go to the Interactive Tools Training.	Yes. Depending on the tool, information can be disseminated through text, web tours, Whiteboards and more.	No.	Yes. Options for communication in various forms however, does not allow for audio or video.	Yes. Options for group work where students can collaborate are available.	**RUAAEC** Depending on design all levels can be addressed.
Collaboration – Chat, Virtual Classroom, Synchronous communication tools	**Tricky.** Go to the Interactive Tools Training.	Yes. Depending on the tool, information can be disseminated through text, web tours, Whiteboards and more.	No.	Yes. Options for communication in various forms however, does not allow for audio or video.	Yes. Options for group work where students can collaborate are available.	**RUAAEC** Depending on design all levels can be addressed.
Elluminate — Dynamic web-conferencing tool	**Tricky.** The program is very robust. Go to Elluminate Training.	Yes. Depending on the tool, information can be disseminated through audio, video, text, presentations and more.	Yes. Instructors can poll and quiz students. Quiz grades do not automatically record in Grade Center.	Yes. Students can communicate in real-time through text, audio and video.	Yes. Instructors can create Breakout Rooms for collaboration.	**RUAAEC** Depending on design all levels can be addressed.

Discussion Boards, Blogs, Journals, and Wikis – What's the Difference?

Journal	Blog	Discussion Board	Wiki
Journals provide a place for students to write. Journals can be kept private between the instructor and the student or shared with the class. Only the instructor and author of the journal can add comments. Group journals can be viewed and edited by all group members. **Potential Uses:** Reflect on personal growth throughout the semester,. record lab results, document clinical experiences, communicate "muddiest points" that are private.	Blogs allow participants to post a chronological series of entries on a particular topic, either individually or shared. Newest entries come first in the list and users can add comments to blog entries. Blogs are less structured than the Discussion Board. The format is more open and conversational in style. **Potential Uses:** "What we did/will do in class" saves the instructor of having to answer individual inquiries, online discussions about related topics, "muddiest points" about what was covered in class.	Discussion Boards allow users to post and reply to messages. Replies that are associated with the same post are grouped together, creating message threads that can be expanded and collapsed. Generally, the course instructor controls the topics. Users can subscribe to forums or threads and receive email when there is new activity. Printing is managed with a single click and there are options for rating of posts. **Potential Uses:** Popular tool for online discussions. Consider class debates, team discussions, role plays, etc.	Wikis are a collaborative space where all students can view, contribute and edit content. Wikis can be viewed, edited, and commented upon by all users in the course. Each wiki contains a History detailing all the changes made to the pages. **Potential Uses:** Grant writing, creative writing, group research projects, student created study guides and course glossaries.

Note: Instructors can set options so that Groups have access to their own tools such as: Discussion Board, Journals, Blogs, Wikis, Assignments, etc.
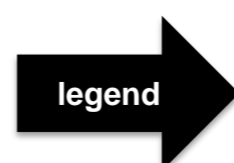
Bloom's Revised Taxonomy

Higher-order thinking

Creating — Generating new ideas, products, or ways of viewing things — Designing, constructing, planning, producing, inventing

Evaluating — Justifying a decision or course of action — Checking, hypothesizing, critiquing, experimenting, judging

Analyzing — Breaking information into parts to explore understandings and relationships — Comparing, organizing, deconstructing, interrogating, finding

Applying — Using Information in another familiar situation — Implementing, carrying out, using, executing

Understanding — Explaining ideas or concepts — Interpreting, summarizing, paraphrasing, classifying, explaining

Remembering — Recalling information — Recognizing, listing, describing, retrieving, naming, finding

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. The taxonomy was updated during the 1990's to reflect relevance to 21st century work. The graphic is a representation of the new terms associated with the long familiar Bloom's Taxonomy.

Need Blackboard 9.1 Help?
• Check out the User Guide in your Blackboard class
• Contact an Instructional Designer - 278-6892
• Come to training - http://www.csufresno.edu/tilt/training_opportunities

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