

# 13 Things in Blackboard: Facilitator Course Guide

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# Introduction

George Mason University's 2014-2024 strategic plan includes a dramatic increase in student enrollment and leadership in online education. The role of George Mason University Libraries is to support the University's mission, including the endeavor to become a leader in online education. University Libraries' core values emphasize active learning and critical thinking skills, which also includes online education students; however, online information literacy (IL) instruction and research support to these students was once uneven. While extensive Blackboard training is available at Mason, it is geared towards teaching faculty and far too extensive and time consuming for library instructors. Given the University's strategic plan to expand online education, the high percentage of research-intensive online courses that depend on library resources, and the uneven training and skill set of staff, *13 Things in Blackboard*, a self-paced professional development program, was implemented to train library instructors to address technical skill development in creating learning objects in Blackboard, Mason's learning management system (LMS), and to facilitate basic online teaching skills, in particular those needed for embedded library instruction.

## About the Course

*13 Things in Blackboard* at George Mason University Libraries is a distributed learning initiative for faculty librarians and library classified staff who have been tasked to provide IL instruction and research support to online students. While the relevant skills need not be evenly developed by all members of the University Libraries community of practice, the cultivation of a shared set of experiences among library staff facilitates development of a robust institutional knowledge of how best to support online IL training. *13 Things in Blackboard's* design is an adaptation of the Public Library of Charlotte Mecklenburg County's 23 Things model, a "discovery learning program designed to encourage staff to explore new technologies" (Blowers 2007). *13 Things in Blackboard* is a self-paced extended learning opportunity designed to encourage library staff to experiment with unfamiliar learning technologies and foster understanding of best practices in online pedagogy in a collaborative space before implementing them in real time.

While the course is mostly asynchronous, some optional synchronous learning time is built into the course (see Course Organization and Course Schedule). Course facilitators should be actively engaged throughout the course, monitoring cohort progress and providing feedback on learning activities and learning objects.

## About the Guide

This guide takes the course facilitator, or better yet, a facilitating group through the process of pitching this professional development program to administration, recruiting a cohort, building and facilitating the course, and post-course assessment. While this guide is specific to Blackboard and the learning activities that support typical IL teaching at George Mason University, activities can be modified to meet institution-specific learning needs and/or its learning management system (LMS).

## Target Audience & Learner Analysis

Academic library professional associates and librarians with instruction responsibilities are the ideal learners; however, this course may be useful to other public services staff who assist students at other service points (and often get questions about the LMS) or to those staff members interested in developing online instruction skills.

Learners with varying degrees of skill sets may participate in this class, from beginner to advanced. A variety of skill levels is ideal since it is encouraged for cohort members to work together. Peer-learning is also built into this course.

## Instructional Context with Limitations & Opportunities

The cohort size should be six to ten people. Larger cohorts should have at least two facilitators, though three is ideal during a busy semester. This course is in a hybrid format. While it is mainly self-paced online, an optional orientation, class check-ins, and end of the year gallery walk are strongly recommended to optimize the learning experience. All learning materials and cohort work are hosted on the institution's LMS.

## Limitations with Solutions

- Some cohort members may not complete the course though they may be offered an extension if desired by the facilitators.
- Some cohort members may be brand new to the online teaching environment and struggle with very basic LMS skills. Consider adding more drop-in work sessions during the semester if your learner analysis includes many people with this characteristic.

## Opportunities

- Cohort members who complete the course may be future course facilitators.
- Cohort members complete learning objects that may be used for future instruction sections or as standalone tools.

## Course Objectives

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

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

## Course Organization

The course is organized in five learning modules with 1-5 tasks (things) in each. Recommended reading with related instructional design theory is included in each module. Depending on skill level, it is estimated to take learners between 5-15 hours to complete the entire course. Cohort members approach the course both as a student, receiving instruction through Blackboard, and as an instructor with building content and using various instructor communication tools. This method is highly effective in developing empathy for the online learner for those cohort members unused to this kind of instruction delivery.

Cohort members should be offered a stipend for completing the course on-time. While these skills may be a part of the participants' job description, offering a reward for completion instills additional motivation to successfully complete the course. If possible, an additional prize drawing could be offered for members who complete the course on time and with perfect scores. (Friendly competition adds a bit of fun to the experience!) For example, at George Mason University Libraries, each cohort member who completed the course on time received a stipend of \$150. If they completed the course on time and with a perfect score, their names were placed in a drawing for a first prize of an additional \$300 and second prize of \$150.

Cohort members review the learning modules and then complete most "13 Things" (learning activities, see list below) in the participant workspace (see Figure 1) or in other places within the course at their own pace. They also respond to discussion board posts, blog entries, and wiki content by their cohort members.

13 Things in Blackboard - Fall 2018

- 13 Things Welcome
- Meet the Facilitator
- Course Content**
- Workshop Modules: The 13 Things
- Course Syllabus
- Participant Workspace
- Collaboration & Communication**
- Course Wiki Area
- Course Blog
- Discussion Board
- Course Announcements
- Participant Resources**
- Ask the Facilitators
- Blackboard Help
- Blackboard Tutorials
- Mason Courses Support
- Blackboard Tools

13 Things Welcome

Attached Files

Fall 2018\_13 Things in Blackboard Course Syllabus.pdf (159.537 KB)

# 13 Things in Blackboard

Mason Libraries

The purpose of 13 Things in Blackboard is to provide you with an introduction to the basic tools in Blackboard and instructional design theory. The course will also give you an opportunity to put these skills into practice.

During this self-paced, semester-long course, you will create a learning module, use various Blackboard tools, and interact with your colleagues about recent research in the areas of online learning and instructional design. You will have the opportunity to interact with Blackboard from both the instructor and student perspectives. We estimate your total time commitment will be between 10 and 15 hours, but we recommend you get started right away as some of the activities require dialog with your colleagues.

Throughout this course, the facilitators will provide feedback and be available for individual assistance.

**IMPORTANT: Since you will be both course builder and student, you will need to go back and forth between Student Preview and Edit Mode. We recommend you review each learning module in Student Preview. When you create your own content you will need to toggle back and forth between Edit Mode and Student Preview to complete and review your work.**

Figure 1. Screenshot of *13 Things in Blackboard* Homepage

## The 13 Things in Blackboard Learning Activities\*

1. Create a learning module that has your name as the title within the 13 Things in Participant Workspace section Blackboard course.
2. In your newly created learning module, create an introduction page which includes a Voki or photograph of either yourself or of something that represents you, a brief bio, and contact information.
3. Create a new page in the learning module and name it “Remote Support from the University Libraries.” Copy the item “Remote Support from the University Libraries” from the Library Collaboration Space\*\* to that new page.
4. Create a video tutorial (information literacy topic of your choice, 1 minute minimum) using Kaltura CaptureSpace). Upload it to your Kaltura and embed it on a new page in your learning module.
5. Schedule and participate in a virtual meeting via Blackboard Collaborate Ultra with one of the 13 Things facilitators. Be prepared to show the facilitator something using the Collaborate Screenshare tool.
6. Subscribe to the 13 Things in Blackboard Discussion Forum, answer the facilitators’ question (three sentence minimum). Read your colleagues’ responses and respond to at least one post (three sentence minimum).

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) with a citation, and post it to the wiki area.
8. Create a learning activity for students where they use a concept mapping tool to complete their assignment and create a concept map. Put the learning activity prompt/description, learning outcome(s), and example on a new page in your learning module.
9. Create a new page in your learning module and add a link to a streaming media item with a succinct description, including how long it will take to watch (Swank, Films on Demand, or Alexander Street Press).
10. Find a recent YouTube video that relates to online teaching or learning or information literacy and post it as a MashUp on a new page in your learning module. Write a succinct description about the video, including how long it will take to watch. Finally, add the link to the wiki space along with the description you wrote.
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).
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 all 13 Things course users through Blackboard.
13. Create an announcement in 13 Things letting everyone know you have completed 13 Things. Check the box to send a copy of the announcement immediately as an email.

\*More detailed information about the 13 Things is listed in Appendix A.

\*\*The Library Collaboration space is a separate organization in Mason Libraries' Blackboard space that includes example content for any online instructor to use.

## Getting Administrative Approval

When pitching this project, highlight connections to university and/or library goals.

Administration may be skeptical of the appearance of paying people for what they perceive is part of their job responsibilities. Explain that the stipend and prize promote staff morale and staff buy-in and engagement. In addition, the friendly competition built into 13 Things in Blackboard may be helpful for motivation.

Be prepared to seek outside funding or consult human resources for stipends and prize money. The initial two cohorts at George Mason University Libraries were funded by the American Library Association H.W. Wilson Professional Development Grant.



If your institution expects to be switching LMSs, stress that this course may be modified to fit another system. Beyond technical skills, the course also includes instructional design principles that may be applied to any teaching scenario.

## Recruiting Learners

Holding an information session for all interested learners, particularly if this is the first time your institution is implementing this program, is incredibly useful in recruiting a cohort. Stress that all levels of learners are welcome, even those who perceive their Blackboard skills to be top-notch. Those people will help others along and could be future facilitators, not to mention that any incentive offered works for most!

### Example Recruitment Email Text

Dear Colleagues:

You are cordially invited to participate in the Fall 20XX Cohort of *13 Things in Blackboard: A Self-paced Professional Development Program*. *13 Things* facilitates both technical and online teaching skills in the Blackboard Learning Management System. Even if you have no teaching responsibilities, this is a good opportunity to learn new skills and become familiar with Blackboard in order to better serve our faculty and students. A course orientation will be offered on [insert date], [time] in [location and/or online conference].

Successful completion of *13 Things* includes a \$XXX stipend and the opportunity to win additional cash prizes. Stipends and prizes are funded by [XXX].

This *13 Things* cohort, limited to XX staff members, will work over the fall 20XX semester beginning [insert date] and ending [insert date]. There will also be a course overview and Q&A session on [date, time, location]. A sheet with the learning activities is attached. If you would like to participate, please sign up here (first come, first served): [insert form link\*]

If you have any questions, please contact any one of the *13 Things* facilitators, [insert names here].

We look forward to working with you!

Sincerely,  
[facilitator names]

\*Create sign up form with Qualtrics, Google Forms, etc. so that it may be time-stamped in case more participants sign up than can be accommodated. People can be added on a first-come, first-served basis. It may also be useful to give newer staff members first right of refusal before opening the course to those with more experience and training.

## Course Timeline and Checklist

### 3-5 Months Before Course Begins (if building from scratch):

- Work with library administration to determine course stipends/prizes
- Recruit a team of 2-3 course facilitators
- Contact LMS Administrator to make a course shell
- Customize learning activities and readings to institutional needs and goals
- Choose dates for course orientation, mid-course or monthly work sessions, and final course gallery walk
- Choose course open and close dates (optimally coincides with university semester schedule)
- Write syllabus
- Begin building course in LMS

### 2-3 Months Before Course Begins (if repeating the course with a new cohort)

- Work with library administration to determine course stipends/prizes
- Recruit a team of 3 course facilitators
- Contact LMS administrator to copy prior course over
- Review post-course survey data and notes from prior cohort (see Assessment section for more)
- Review and revise syllabus as needed
- Update course in LMS

## 2 Months Before Course Begins

- Create a learning activities overview handout to email with recruitment email
- Choose date for course overview & Q&A session (suggest offering online option if institution is large and geographically dispersed)
- Create course sign-up form and send email to library instructional staff (see Recruitment for email template)
- Continue updating course in LMS as needed

## 1-2 Months Before Course Begins

- Hold course overview and Q&A session
- Finalize cohort and notify members
- Send invitation to course orientation
- Develop a week by week course facilitation schedule with the facilitator team
- Choose a post-course scoring session
- Develop pre- and post-course survey questions (see assessment section for examples)
- Continue working on LMS course as necessary

## 1-2 Weeks Before Course Begins

- Hold course orientation for cohort
- Send pre-course survey to students to cohort
- Finalize LMS course

## First Day of Course

- Open course for cohort
- Send welcome email through LMS course
- Send invitations to optional work sessions and gallery walk

## During the Course, Each Week

- Send weekly messages encouraging cohort to keep on pace
- Respond to any discussion board posts, blog, or wiki entries
- Hold drop-in work sessions
- Hold gallery walk for cohort to showcase final products (learning modules)

## Post-course, Within 1-2 Weeks

- Send post-course survey
- Hold scoring session, dividing labor between facilitators as equally as possible
- Send scores and feedback to cohort members
- Work with library administration to distribute stipends/prizes
- Hold a course debriefing session with facilitators to review post-course survey data
- Upload facilitator notes to preferred file sharing system for review for next cohort

## Assessment

Compare pre- and post-course survey data for participants' self-assessment of their own skill levels (see Appendices B and C).

Rubrics are provided for each “thing” for scoring and are included in the syllabus (see Appendix A) for authentic assessment purposes. As mentioned, the facilitators should grade the cohort's learning objects together in a working meeting. This is also a great opportunity to capture everyone's thoughts about future course redesign.

## Course Redesign

Use post-survey data and final cohort reflection activity to consider changes to the course. For example, a Mason cohort member suggested adding instructions for every member to subscribe to discussion forums as one of their first tasks. This was enormously helpful feedback and helped keep future cohort members engaged in the class much sooner.

Keep good notes during the course of patterns that emerge or things that need to be changed on the syllabus. Keep current with changes in Blackboard and any other learning technologies that may become available/relevant or outdated. Ensure all instruction links are still working and check for updated readings, especially those associated with learning activities.

## References

Blowers, H., & Reed, L. (2007). The C's of Our Sea Change: Plans for Training Staff, from Core Competencies to Learning 2.0. *Computers in Libraries*, 27(2), 10–15.

# Appendices

## Appendix A: Course Syllabus Template

### 13 Things in Blackboard

#### Course Facilitators

[names and 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 [time] on [date].

To access 13 Things in Blackboard, log into (insert link for LMS) and [insert directional instructions to link]. 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

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#### 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

<b>Desired Outcome</b>	<b>Possible Points 0-3</b>
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

<b>Desired Outcome</b>	<b>Possible Points 0-5</b>
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
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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

<b>Desired Outcome</b>	<b>Possible Points: 0-3</b>
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

<b>Quantity</b>	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
<b>Thoroughness of Response</b>	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
<b>Language</b>	0-1: Multiple Language errors	2: One or two language errors	3: No language errors

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### 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, 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

<b>Desired Outcomes</b>	<b>Possible Points (0-3)</b>
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
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### **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

<b>Desired Outcomes</b>	<b>Possible Points (0-4)</b>
Participant 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

<b>Desired Outcome</b>	<b>Possible Points (0-2)</b>
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.

## Appendix B: Pre-course Survey

### 13 Things in Blackboard - Pre-Survey

Start of Block: Introduction/Contact Info

Q22 You have enrolled in the 13 Things in Blackboard course. As part of this project, we are conducting a study to better understand how self-paced, incentive based professional development opportunities can be used to improve library services.

The following survey will ask you to report on your knowledge of online learning and learning technologies. The survey records will be kept private and confidential.

Q23 Name

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End of Block: Introduction/Contact Info

Start of Block: Technical Skills

Q12 These questions gather information on your current skill level using the Blackboard Learning Management System.

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Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
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I am comfortable creating instructional content in Blackboard (ex. learning modules and pages) (1)

I am comfortable copying items from one course to another in Blackboard (2)

I am comfortable using Blackboard Collaborate for online meetings (3)

I am comfortable linking to University Libraries' streaming media in a Blackboard course (4)



I am comfortable using the discussion forum features in Blackboard (5)

I am comfortable using the wiki feature in Blackboard (6)

I am comfortable using the blog feature in Blackboard (7)

I am comfortable using the Blackboard email tool (8)

I am comfortable creating announcements in Blackboard (9)

Q15 I have created video tutorials using Kaltura Media (CaptureSpace).

Yes (1)

No (2)

End of Block: Technical Skills

Start of Block: Instructional Design and Online Teaching Knowledge

Q1 I have taken classes/workshops on instructional design.

Yes (1)

No (2)

Display This Question:

If I have taken classes/workshops on instructional design. = Yes

Q2 Please describe the instructional design classes/workshops you have participated in.

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Q3 I have taken classes/workshops on curriculum development.

Yes (1)

No (2)

Display This Question:

If I have taken classes/workshops on curriculum development. = Yes

Q4 Please describe the instructional design classes/workshops you have participated in.

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Q5 I am familiar with the Community of Inquiry framework and its application to online teaching.

Yes; I use it regularly. (1)

Yes; I don't use it. (2)

No (3)

Q6 I feel comfortable designing information literacy instruction in the online environment.

Strongly disagree (1)

Disagree (2)

Neither agree nor disagree (3)

Agree (4)

Strongly agree (5)

Q7 Writing learning outcomes for information literacy instructional sessions and sharing them with students is important to student learning.

Agree (1)

Disagree (2)

Neither agree nor disagree (3)

Q16 I am familiar with the instructional strategy of "chunking" information.

Yes (1)

No (2)

Maybe/Not Sure (3)

Q14 I have used concept maps as an information literacy learning activity.

Yes (1)

No (2)

Q17 When creating discussion boards, I include expectations.

Always (1)

Sometimes (2)

Never (3)

N/A (4)

Q18 When creating learning outcomes, I make sure that they are measurable.

Always (1)

Sometimes (2)

Never (3)

N/A (4)

Q19 When I create assessments, I make sure they measure the stated learning objectives.

Always (1)

Sometimes (2)

Never (3)

N/A (4)

Q20 I use a variety of instructional materials (e.g., reading materials, videos, podcasts) when designing online instructional sessions.

Always (1)

Sometimes (2)

Never (3)

N/A (4)

Q8 The teacher/instructor establishing an online instructional presence in Blackboard course is important to student learning.

Agree (1)

Disagree (2)

Neither agree nor disagree (3)

Q9 I customize course content I add in Blackboard to match course learning outcomes.

Always (1)

Sometimes (2)

Never (3)

N/A (4)

Q10 I check in with online students at key times during the course of a semester.

Always (1)

Sometimes (2)

Never (3)

N/A (4)

# Appendix C: Post-Course Survey

## 13 Things in Blackboard - Post-Survey

Q22 You have completed the 13 Things in Blackboard course. As part of this project, we are conducting a study to better understand how self-paced, incentive based professional development opportunities can be used to improve library services.

The following survey will ask you to report on your knowledge of online teaching and learning technologies and the effectiveness of the course content. The survey records will be kept private and confidential.

Q23 Name

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## Start of Block: Technical Skills

Q12 These questions gather information on your current skill level using the Blackboard Learning Management System.

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I am comfortable creating instructional content in Blackboard (ex. learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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modules and pages) (1)

I am comfortable copying items from one course to another in Blackboard (2)

    

I am comfortable using Blackboard Collaborate for online meetings (3)

    

I am comfortable linking to University Libraries' streaming media in a Blackboard course (4)

    

I am comfortable using the discussion forum features in Blackboard (5)



I am comfortable using the wiki feature in Blackboard (6)

I am comfortable using the blog feature in Blackboard (7)

I am comfortable using the Blackboard email tool (8)

I am comfortable creating announcements in Blackboard (9)

End of Block: Technical Skills

Start of Block: 13 Things PreSurvey - Instructional Design and Online Teaching Knowledge

Q6 I feel comfortable designing information literacy instruction in the online environment.

Strongly disagree (1)

Disagree (2)

Neither agree nor disagree (3)

Agree (4)

Strongly agree (5)

Q34 I am familiar with the Community of Inquiry framework and its application to online teaching.

Yes; I use it regularly. (1)

Yes; I don't use it. (2)

No (3)

Q35 I feel comfortable designing information literacy instruction in the online environment.

Strongly disagree (1)

Disagree (2)

Neither agree nor disagree (3)

Agree (4)

Strongly agree (5)

Q36 Writing learning outcomes for information literacy instructional sessions and sharing them with students is important to student learning.

Agree (1)

Disagree (2)

Neither agree nor disagree (3)

Q37 I am familiar with the instructional strategy of "chunking" information.

Yes (1)

No (2)

Maybe/Not Sure (3)

Q38 When creating discussion boards, I include expectations.

Always (1)

Sometimes (2)

Never (3)

N/A (4)

Q39 When creating learning outcomes, I make sure that they are measurable.

Always (1)

Sometimes (2)

Never (3)

N/A (4)

Q40 When I create assessments, I make sure they measure the stated learning objectives.

Always (1)

Sometimes (2)

Never (3)

N/A (4)

Q41 I use a variety of instructional materials (e.g., reading materials, videos, podcasts) when designing online instructional sessions.

Always (1)

Sometimes (2)

Never (3)

N/A (4)

Q42 The teacher/instructor establishing an online instructional presence in Blackboard course is important to student learning.

Agree (1)

Disagree (2)

Neither agree nor disagree (3)

Q43 I customize course content I add in Blackboard to match course learning outcomes.

Always (1)

Sometimes (2)

Never (3)

N/A (4)

Q44 I check in with online students at key times during the course of a semester.

Always (1)

Sometimes (2)

Never (3)

N/A (4)

End of Block: 13 Things PreSurvey - Instructional Design and Online Teaching Knowledge

Start of Block: Course Quality

Q24 These questions gather information on the organization of course content:

	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (4)	Agree (6)	Strongly agree (7)
The course presented skills in a helpful sequence (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The course provided an appropriate balance between instruction and practice (2)

The course was appropriate for the stated level of the class (3)

The course was organized in a way that helped me learn (4)

The course provided a mixture of theory and practice (5)

The course assignments usefully complemented each other (6)

The course instructions were clear (7)

The course work helped me understand

concepts more  
clearly (8)

Q25 These questions gather information on the application of 13 Things in Blackboard course content:

	Strongly disagree (4)	Disagree (5)	Neither agree nor disagree (7)	Agree (9)	Strongly agree (10)
The course developed my ability to utilize the basic tools in Blackboard for online library instruction (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course provided guidance on how to become a competent online instructor (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course developed my ability to apply instructional design theory to practice (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The course provided the opportunity to practice the skills required in the course (4)

The course allowed me to synthesize fundamental knowledge and skills (5)

The course gave me a deeper insight into the topic of online learning and instructional design theory (6)

The course developed my ability to think critically about online learning and instructional design (7)

Q28 Please add any other additional comments you'd like to make.

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End of Block: Course Quality