CHAIR AND FACULTY GUIDE TO E-LEARNING
USING BLACKBOARD LEARN

MCC’s Office of Online Learning
Fall, 2014
Contents

Overview ........................................................................................................................................... 3

Definitions (from Wikipedia) ............................................................................................................... 3

Training .............................................................................................................................................. 4

For Web Enhancing a face-to-face course: Level 1 (Non-Interactive) .................................................. 4

For Hybrid: Level 1 and Level 2 (Interactive) ..................................................................................... 4

For Fully Online Courses: Levels 1, 2 and 3 .................................................................................... 4

Access to Blackboard Learn Courses ................................................................................................ 5

E-Learning Support ............................................................................................................................. 6

Procedures for Academic Departments ............................................................................................... 7

Contact Information ............................................................................................................................ 9
Overview

The MCC Office of Online Learning provides leadership and support to MCC faculty and students in the growth and development of MCC’s course management system: Blackboard Learn. The Blackboard Learn System is a virtual learning environment and course management system developed by Blackboard Inc. The MCC Office of Online Learning has developed this guide in order to provide department chairs and faculty with some fundamental information about policies and procedures related to the use of Blackboard Learn to web-enhance face-to-face courses, or to support hybrid and/or fully online courses on the master schedule of MCC.

Definitions (from Wikipedia)

1. **E-Learning** – is the use of electronic media and information and communication technologies (ICT) in education. At MCC, we use a learning management system (LMS) to support web enhancement of face to face courses, or to support hybrid and/or fully online courses on the master schedule of MCC.

2. **Learning Management System (LMS)** is a software application for the administration, documentation, tracking, reporting and delivery of e-learning education courses or training programs.

3. **Blackboard Learn** - The name of the web-based learning management system used at MCC.

4. **Virtual Learning Environment** is an e-learning education system based on the web that models conventional in-person education by providing equivalent virtual access to classes, class content, tests, homework, grades, assessments, and other external resources.

5. **Asynchronous Learning** - A student-centered teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of people. An asynchronous course may require collaboration and team work, however it does not require students to be working with each other at the same moment in time.

6. **Synchronous Learning** - a learning environment in which everyone takes part at the same time.

7. **Quality Matters** - Quality Matters (QM) is a faculty-centered, peer review process designed to certify the quality of online courses and online components. At MCC the ID staff use the “Course Quality Checklist” which is based on the QM rubric for quality course design.

8. **Web Enhanced** - Traditional face-to-face courses that are augmented with online activities. Seat time is not reduced.
9. **Hybrid** - Blend of face-to-face instruction with online learning activities. In a hybrid course, a significant part of the learning is online and seat time is reduced. Hybrid courses are denoted with “BH” or “CH” on MCC’s Master Schedule, in the section number of the course. Examples:

   a. COS-133-BH1 = COS-133 course face to face classes are on the Brighton Campus
   b. COS-133-CH1 = COS-133 course face to face classes are on the Damon Campus

10. **Fully Online** – Course instruction and all learning activities are online, no face to face or synchronous component can be required. In a totally online course, all of the learning is online there is no seat time. Fully online courses are denoted with “SL” MCC’s Master Schedule. Example

   a. COS-133-SL1 = COS-133 course Fully Online

11. **Pedagogy** - … the art or science or profession of teaching; education; instructional methods.

**Training**

1. All faculty interested in web-enhancing a face-to-face course, or faculty needing to teach a hybrid or fully online course are required to attend training on the use of the Blackboard Learn.

2. Faculty developing fully online courses are expected to meet with an Instructional Designer at least 3 times during the development process.

3. Training has been developed for Blackboard Learn to meet the needs of faculty wanting to web enhance a face-to-face course, or who want to be certified to teach a hybrid and/or a fully online course.

**For Web Enhancing a face-to-face course: Level 1 (Non-Interactive)**

**Session 1: Introduction to Blackboard Learn: Navigating and Creating Content** - Addresses the basics of navigating and customizing your course shell and explores how to create, configure, modify and organize course content in a meaningful way. The course will be presented using the MCC Migration Template.

**For Hybrid: Level 1 and Level 2 (Interactive)**

**Session 2: Interaction and Assessment** - Reviews the different avenues for interaction in Blackboard Learn, and the various assessment techniques made available. Participants will be able to create, configure and deploy discussions, tests, and assignments to students.

**For Fully Online Courses: Levels 1, 2 and 3**

**Session 3: Teaching and Managing your Course with Grade Center** – Focuses on using Blackboard Learn as a management tool and will cover how to configure the
Grade Center to meet your needs, collect students’ submissions, and monitor student progress.

4. Faculty who have some experience with Blackboard are required to submit a document defining their previous experience with Blackboard Learn to the Office of Online Learning. A training plan will be developed for that faculty member after review. Faculty with experience in course management systems other than Blackboard will be required to take the training as defined in this document.

5. Faculty are strongly encouraged to “stay current” regarding releases of new versions of Blackboard and service pack installations.

6. To maintain a web enhanced, hybrid or fully online certification, faculty will be expected to complete one of the following every two years.
   - Teach a course using the LMS
   - Complete a service pack or update session

7. Faculty are required to attend training when new versions of the Learning Management System are installed which require a migration to the new system. This is not a frequent occurrence. Special sessions will be offered at this time which will focus on the migration and any new or unique features of the LMS.

Access to Blackboard Learn Courses

1. Chairs are required to obtain written permission from the primary instructor or from a Dean or higher level administrator to be given access to a course. Requests should be directed to the Coordinator of Online Learning for Processing.

2. A primary instructor for a course is required to submit a request to the Coordinator of Online Learning to have guests or observers gain access to their course.

3. A faculty member will be given access to a live course shell in Blackboard once the appropriate level of training has been completed.

4. Courses open for students for preview week one week prior to the start date of the course.

5. Students need permission from the instructor to register for an online course any time after the day before the start of the course.

6. Courses remain open for students until 45 days after the end of the course. This window allows time for students to complete course requirements for an incomplete.

7. Courses remain on the server and accessible to instructors for an extended period of time. After that, the course content and student work is archived by Open SUNY (formerly SLN) and then permanently purged from the server. The LMS provides a mechanism for faculty to
save courses with or without the students’ course work. Faculty are ultimately responsible for their own material.

8. It is the responsibility of the Faculty member to maintain a current Export and/or archive of each Blackboard course for which they are primary instructor.

E-Learning Support

1. Faculty Innovation Centers at the Brighton and Damon City campuses provide instructors with technology, resources, and support to meet their development needs. The centers are staffed on a regular basis to provide users with drop in assistance. Hours are available via the website. [http://www.monroecc.edu/depts/distlearn/faculty.htm](http://www.monroecc.edu/depts/distlearn/faculty.htm)

2. Instructional designers are available by appointment to assist with planning, development and execution of course design.

3. Trainings are available for certification to teach using Blackboard Learn as noted in this manual. Additionally nuggets, brown bags, short, single topic training sessions will be offered from time to time. Topics, schedules and registration will be available via the website.

4. Niche sessions can be arranged for departments or groups of faculty or staff.

5. Open SUNY (formerly SLN) has helpdesk support available for faculty and students.  
   - Email: SLNSupport@itech.suny.edu  
   - Phone: 800-875-6269  
   - SLN Student Orientation available at mcc.sln.suny.edu.

6. Many additional resources are available via the web:
   - [http://help.blackboard.com/](http://help.blackboard.com/) go to the site and on the left side click on “9.1 SP 12 and SP 13A.” which will get you to the right version of Blackboard Learn. This is a wonderful resource that is easy to use and provides a lot of information. It's widely accepted as one of the best online resources for Blackboard Learn
   
   - [http://www.youtube.com/user/BlackboardTV](http://www.youtube.com/user/BlackboardTV) If you prefer quick videos, check out this site. Most videos are only 1 or 2 minutes long.

   - [http://ondemand.blackboard.com/](http://ondemand.blackboard.com/) The Blackboard on Demand Learning Center contains an abundant amount of tutorial videos to help you learn how to use the tools and features of Blackboard Learn 9.1.

7. The ID Team offers many resource’s via the ‘My Organizations: Module within Blackboard Learn. Blackboard Babblings, Tier 1 and Tier 2 self-help courses.
Procedures for Academic Departments

1. **Curriculum Proposal Process** – mandatory for fully online course development. For specifics on this process, go to: [http://www.monroecc.edu/depts/currprog/procedure.htm](http://www.monroecc.edu/depts/currprog/procedure.htm)

   Please notify the Office of Online Learning when a faculty member has been assigned to teach online for the first time. This is important in order to make sure the instructor receives the necessary training and adequate course design support from the instructional designers.

2. **Courses Transitioning to a new Primary Instructor:** – From time to time, a course which has been previously developed by MCC faculty or staff needs to transition to a new primary instructor. Most often the content of the course is provided to the new instructor for the course by the existing primary instructor for the course. The new instructor for the course can then control the content of the course as needed.

   a. It is critical to allow enough lead time to adequately prepare for the transition of a course from one faculty member to another.

   b. Anyone a department Chair assigns to be the new instructor of a course must have an adequate level of training in Blackboard as defined in the Training section of this document.

   c. Existing primary instructors for a course should initiate a meeting with the new instructor to review course information prior to the delivery of the course via .zip file to the new instructor.

   d. It is the responsibility of the existing primary instructor to create a zip file with the current course. In extenuating circumstances, the Instructional Design Team (ID Team) will give course material to a new instructor for a course with written authorization from a Chair or higher level administrator.

   e. At the point the Department knows a course is transitioning from one instructor to another, the Department must make the appropriate assignment in Banner and send the following information to the Coordinator of Online Learning:

      a) Name and M# of the primary instructor whose course is being transitioned to a new faculty member.
      b) Semester, Course number, Course section for the new faculty
      c) Name and M# of the new faculty member getting the course

   f. Once the course content has been transitioned to the new faculty member, they can contact one of the instructional designers for assistance.

3. Course shells cannot be created until a qualified instructor has been assigned appropriately in Banner. Therefore, replace **TBA** on an online course as soon as possible.

4. If a course is being developed from scratch, faculty new to the process should plan on devoting approximately 100 – 140 hours of time. Therefore, plan a lead time of 6-9 months for course development.

5. Training Session Information - [http://www.monroecc.edu/depts/distlearn/training.htm](http://www.monroecc.edu/depts/distlearn/training.htm)
6. Instructional Designers are available to faculty, as needed, throughout the semester, by appointment only.

7. Encourage faculty to let you know if they are web-enhancing a course.

8. Faculty are responsible for backups and/or archiving their own courses. Directions for these processes are covered in training.

9. Faculty Innovation Center (FIC) - The Faculty Innovation Center provides faculty with technology, resources, and support to meet their development needs. The FIC is equipped with high-end computers and peripherals. The FIC is staffed on a regular basis to provide faculty with one-on-one assistance and training.

Chairs’ “To Do” List – some helpful tips

- Encourage faculty to web-enhance before teaching fully online.
- Encourage faculty to work with the Office of Online Learning.
- Plan for backup instructors who are qualified to take over a course in case of an emergency.
- Understand that offering an online course requires the efforts of many technical support professionals at MCC, in Albany (Open SUNY/SLN) and in Buffalo (ITEC).
- Understand the faculty’s intellectual property rights as specified in the faculty contract.
- Be aware of details and deadlines.
- Schedule a meeting with the Coordinator of Online Learning, to further discuss online learning.
- Schedule an orientation to online learning for your department.
- Perhaps schedule a “niche” training for your department.
Contact Information

MCC Office of Online Learning -

Location – Brighton Campus – room 3-150
Phone Number – 585-292-3440
Hours – 8:45 am – 4:45 pm M-F
Website - http://www.monroecc.edu/depts/distlearn/index.htm

Open SUNY –

Open SUNY/SLN HelpDesk - 1-800-875-6269
Open SUNY/SLN HelpDesk website http://open.suny.edu/support/contact-us/open-suny-support