Blackboard course design

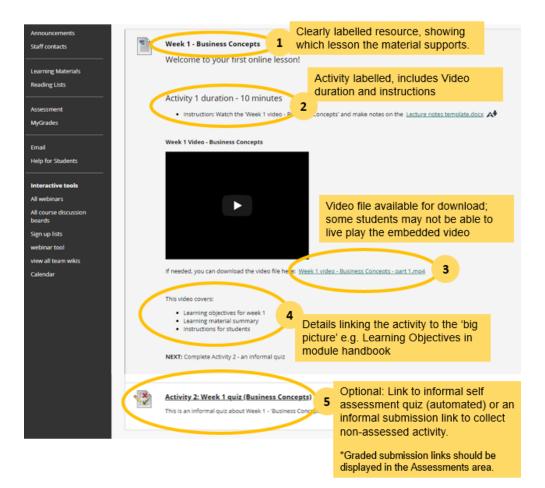
Does your Blackboard course support remote teaching?

The following tips are quick to implement and will assist you to deliver teaching online through your Blackboard course. For practical advice on implementing Blackboard tools, visit <u>www.sites.reading.com/tel-support</u>

There are simple adjustments you can make to your Blackboard course to support remote teaching:

- Navigation: group resources into clearly named/dated folders, ensure all content is logically labelled
- Signposting: 'join the dots' for students, what should they look at first, do next and by when?
- Structuring resources: use E-tivities to frame content and online activities if unsure (pto).

Illustration below gives an example of a well signposted resource.



Structuring resources

We recommend using an 'E-tivities' framework when curating content and structuring your Blackboard course. E-tivities deploy useful, well-rehearsed principles and pedagogies for active learning, in an asynchronous teaching / distance learning scenario.

The framework below can be used as a checklist when adding content, designing activities and preparing your Blackboard course for asynchronous teaching.

E-tivities Framework

Structure	Reason
Title	Enticement to take part, keep it short but interesting
Purpose	 Explain. If you complete this section/activity you will be able to You will understand better how to You will find it essential for the assignment X Link directly with your outcomes and/or objectives for the unit, module, course, programme
Brief summary of overall task	 If you find you have more than one major activity or question, divide into more e-tivities Clear but brief overview. Check that the task/s are self contained and clear to follow
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Individual contribution	 Set expectation for individual response and/or contributions. Specify exactly what the participant has to do in response to the spark, with what media (e.g. discussion board, audio file, etc) and by when (i.e. day and date). Tell them the length of contribution required. Clearly indicate where the response should be posted, e.g. a link to a submission point, forum etc
Dialogue begins	 If students are required to collaborate - request a response from individuals to others. State how long, where and by when. Students come online to see if others have read and responded. If students are working individually, how can they ask questions and communicate about the task? FAQs in a discussion board provide a useful space for peer support as well as teacher guidance
E-moderator interventions	 Clearly indicate what the moderator will do and by when. Explain that the moderator will summarise, give feedback and teaching points to close the activity, and when this will happen.
Schedule and end-time	• Total calendar/elapsed time allowed for this activity, completion date, estimated total study time required (e.g. 2 x 1hour)
What next?	 Link to next e-tivity You may suggest additional resources to help with the task - indicate whether they are required or optional.

Adapted from Salmon, G. (2002) E-tivities: a key to active online learning. Routledge, London.