Do I Right Click? A Flipped Classroom Approach for LMS Training

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Online Blackboard Training

Faculty are required to complete a self-paced online module designed to introduce them to the basics of Blackboard. The completion of the course is earned by scoring 90% or above on each of the 5 end-of-lesson comprehension quizzes. Satisfactory completion of a lesson triggers the opening of another lesson until all 5 are complete. Participants also receive a sandbox course for practice. Completing the online training earns faculty a digital certificate of completion (badge).

This online training course serves as a prerequisite to the face-to-face Course Preparation Workshops.

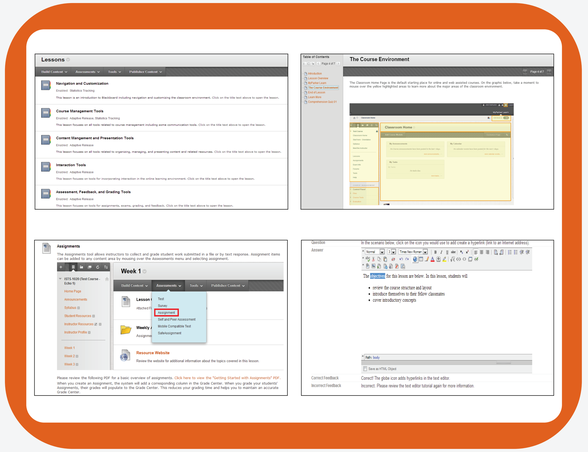
Course Description/Outcomes

Blackboard Essentials is a self-paced course will provide faculty with a general overview of the basics of Blackboard from the instructor-role and student-role.

Course Learning Outcomes:

At the end of this training program, participants will be able to:

- demonstrate basic knowledge of functionality and navigation options.
- demonstrate basic understanding of course management tools.
- demonstrate basic knowledge of content management and presentation tools.
- demonstrate functional knowledge of interaction tools.
- demonstrate basic understanding of assessment and feedback tools.



Course Preparation Workshops

All faculty must attend 2 two hour face-to-face workshops designed to help them develop their Blackboard course components using course design best practices. These Course Preparation Workshops are held twice a month at various dates and times throughout the rollout process.

Admission to these workshops is contingent on the completion of the online training course.

Workshop Descriptions/Outcomes

The Course Preparation Workshops guide faculty through the course development process including managing the course menu, uploading a syllabus and course calendar, and setting up the Grade Center.

Workshop Learning Outcomes

At the end of these workshops, participants will be able to:

- customize course aesthetic, design, and navigation.
- determine a student-centered approach to organizing course materials and content.
- develop appropriate mix of online interaction tools and communication.
- manage online feedback tools and the Grade Center.

General Observations - Online Training

Faculty have generally responded positively to the online training course. Several commented that they like the flexibility of the self-paced design. A few faculty felt the training should have concentrated more on the Grade Center and automated test tools and less on communication and collaboration tools. Two faculty in particular were adamantly opposed to video presentations and online resources as the main form of content delivery and requested printed manuals.

Faculty survey comment, when asked for suggestions to improve the online training:

"Show the basics and concentrate on the basics to get faculty up to speed. Then once that is done, offer get-togethers where other items that are esoteric can be learned… ."

Faculty Assessment Data 2012

LMS Functions/Tools	Often/Frequent Use for Instruction
Course Material	53%
Online Forums	17%
Online Assignments	33%
Online Quizzes/Exams	37%
Blogs	3%
Wikis	13%

Faculty Assessment Data 2013

LMS Functions/Tools	Often/Frequent Use for Instruction
Course Material	84%
Online Forums	31%
Online Assignments	51%
Online Quizzes/Exams	40%
Blogs	6%
Wikis	3%

General Observations - Workshops

Four non-completers of the online training were not denied access to the workshops. These faculty were visibly frustrated and lost, and we had to take a slower pace to accommodate them. Most other faculty had little trouble following along with the course setup process. Faculty were generally most interested in required procedures (e.g. uploading syllabus) and less interested in reviewing online collaboration tools.

A faculty comment, when asked in what way was the training session was useful:
"The information was relevant and applicable since most instructors were able to work on their classes."

Faculty survey comment, when asked for suggestions to improve the face-to-face workshops:
"Please focus on what the faculty need rather than showing us everything that it might offer. We probably won't use 90% of what was shown."

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