# Blackboard 9.1 Tool Guide

## Pick the Right Blackboard Tool for the Job!

- **Know what tool you want to use?** Follow its row across to see its strengths and weaknesses.
- **Know what you want to achieve?** Pick a column and follow it to see what tool is best for the job.

### Announcements
- **Used to send out information to all students enrolled in the course.**
- **Ease of use:** Easy. Simply click **Create Announcement** and type in the information.
- **Information Transfer:** Yes. Include course updates, encouragement, relevant links, etc.
- **Assess Learning:** No. Announcements are limited and only instructors can post.
- **Communication and Interaction:** No. This is one way communication tool for instructors only.
- **Collaboration:** None
- **Legend:** RU

### Item
- **Typical way to add content to Bb.**
- **Ease of use:** Easy. Both text and files can be added to an Item.
- **Information Transfer:** Yes. Instructors can upload files (word, ppt, etc) as well as provide students with instructions or content.
- **Assess Learning:** No. An Item can only be added by an instructor.
- **Communication and Interaction:** No.
- **Collaboration:** None
- **Legend:** None

### File
- **Used for adding content to Bb.**
- **Ease of use:** Easy. Files are attached similar to organizing files to an email and uploaded from course or computer.
- **Information Transfer:** Yes. Provides instructors with an easy way to create a directory of files.
- **Assess Learning:** No. A file can only be added by an instructor however, students can add files in the text editor.
- **Communication and Interaction:** No.
- **Collaboration:** None
- **Legend:** None

### Image
- **Used for adding visual interest or as content.**
- **Ease of use:** Easy. Images can be added from course, computer, or from the Flickr Mashup.
- **Information Transfer:** Yes. Only instructors can upload an Image.
- **Assess Learning:** No. An image can only be added by an instructor however, students can add images in the text editor.
- **Communication and Interaction:** No.
- **Collaboration:** None
- **Legend:** RUAAEC

### URL
- **Link to a web page.**
- **Ease of use:** Easy. Find the Web address and copy and paste it into the URL field.
- **Information Transfer:** Yes. Great way to lead students to information by giving them a quick access point.
- **Assess Learning:** No. URLs can only be added by the instructor however, students can add links in the text editor.
- **Communication and Interaction:** Potentially. Link to collaborative sites, such as Google Docs and students can add URL's from Text Editor.
- **Collaboration:** None
- **Legend:** RUAAEC

### Learning Module
- **Used to organize content in a simple intuitive manner.**
- **Ease of use:** Fairly easy. With planning the Learning Module can include all Bb tools.
- **Information Transfer:** Yes. Offers instructors a way to organize content in a logical sequential manner.
- **Assess Learning:** No. However, all assessment types may be included in a Learning Module.
- **Communication and Interaction:** No. However, all communication and interactive student tools may be included in a Learning Module.
- **Collaboration:** No. However, all tools allowing students to collaborate, discuss and publish may be placed inside.
- **Legend:** None

### Content Folder
- **Typically used to organize course content.**
- **Ease of use:** Easy. Simply add the tool and provide a name.
- **Information Transfer:** Yes. Acts as a “container” for information. Clear descriptions are important.
- **Assess Learning:** No. However, assessments may be placed inside.
- **Communication and Interaction:** No. However, interactive and communication student tools may be placed inside.
- **Collaboration:** No. However, all tools allowing students to collaborate, discuss and publish may be placed inside.
- **Legend:** None

### Blank Page
- **Can be created as an Item on Course Menu or as a Content Area.**
- **Ease of use:** Easy. Simply add the tool to either the Course Menu or in a Content Area and provide a name.
- **Information Transfer:** Yes. Blank Pages are Content Areas that are limited to text, images, and attached files.
- **Assess Learning:** No. However, assessments may be placed inside.
- **Communication and Interaction:** No. URLs can only be added by the instructor however, students can add links in the text editor.
- **Collaboration:** Potentially. External links could lead to collaborative sites, such as Google Docs or a blog.
- **Legend:** None

### Home Page/Module
- **Can be customized to include a variety of resources and tools.**
- **Ease of use:** Fairly easy. Add the tool to the course menu, provide a name and select desired modules.
- **Information Transfer:** Yes. Resources and tools such as Alerts, Calendar Events, Announcements, etc. can be added.
- **Assess Learning:** No. Communication tools designed to keep students up to date on the course can be added by the instructor.
- **Communication and Interaction:** No. Only the instructor can add module to the course Module Page.
- **Collaboration:** None
- **Legend:** None

### Mashup
- **Using a tool to search for content from YouTube, Flickr and SlideShare.**
- **Ease of use:** Fairly easy. Search for and add content from any Content Area or in the Text Editor.
- **Information Transfer:** Yes. Great way to easily link students to relevant content from these popular sites.
- **Assess Learning:** Potentially. Students could create projects/assignments and upload them to the site - then link to the course.
- **Communication and Interaction:** Yes. You could use content from the sites to generate discussion and collaboration.
- **Collaboration:** No.
- **Legend:** RUAAEC

### Test/Survey
- **Can be used to assess learning, formative or summative.**
- **Ease of use:** Fairly easy. To access and search for questions Survey tool may disseminate information.
- **Information Transfer:** Not really. Depending on questions Survey tool may disseminate information.
- **Assess Learning:** Yes. This tool is designed to assess learning. There are also self-assessment options.
- **Communication and Interaction:** Yes.
- **Collaboration:** No.
- **Legend:** RUAAEC

### Assignment
- **Students may upload individual or group Assignments.**
- **Ease of use:** Easy. Create in Content Area and a link to Grade Center is created.
- **Information Transfer:** Not really. However, instructors can attach files to Assignments.
- **Assess Learning:** Yes. Instructors can set due dates, assign points, collect assignments and provide feedback.
- **Communication and Interaction:** Yes. Instructor can set Group Assignments.
- **Collaboration:** Yes. Instructor can set Group Assignments.
- **Legend:** RUAAEC

### SafeAssignment
- **Upload assignments which are then checked for plagiarism.**
- **Ease of use:** Fairly easy. Direct Submit or Create in Content area and link to Grade Center is created.
- **Information Transfer:** Not really. However instructors can attach files to SafeAssignments.
- **Assess Learning:** Yes. Instructors can set due dates, assign points, collect assignments, provide feedback and originality reports.
- **Communication and Interaction:** Yes. Only limited interaction between student and instructor.
- **Collaboration:** No.
- **Legend:** RUAAEC

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**Legend**

- **Great Fit**
- **Can work with some learning design**
- **Not the best tool for the job**

**Bloom's Revised Taxonomy**

- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create

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**Blackboard 9.1 Tool Guide**
In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologists, lead by a curriculum developer, developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologists, lead by a curriculum developer, developed a classification of levels of intellectual behavior important in learning.

### Discussion Board

- **Ease of use**: Easy. Forums have usable default settings. Students can add Forums in Groups.
- **Information Transfer**: Yes. Forums have a setting for grading.
- **Learning and Interaction**: Yes. Forums provide a place to collaboratively write.
- **Collaboration**: Yes. Students can subscribe to posts.

### Blog

- **Ease of use**: Easy. Add the Name and Description and select the settings. Can be accessed from Content Area.
- **Information Transfer**: Yes. Blogs have a setting for grading.
- **Learning and Interaction**: Yes. Blogs can be used to find out what students know.
- **Collaboration**: Yes. Students can share blogs.

### Wiki

- **Ease of use**: Tricky. Instructors create the wiki and generally the first page. Go to Interactive Tools.
- **Information Transfer**: Yes. Wikis have a setting for grading.
- **Learning and Interaction**: Not suited for discussion. Use for brainstorming.
- **Collaboration**: Yes. Students can share resources, explore topics, and collaboratively write.

### Journal

- **Ease of use**: Easy. Add the Name and Description & select the settings. Can be accessed from Content Area.
- **Information Transfer**: No. Journals have a setting for grading.
- **Learning and Interaction**: Yes. Journals provide a place for student to collaboratively write.
- **Collaboration**: Yes. Students can subscribe to posts.

### Glossary

- **Ease of use**: Easy. Simply add a term and a definition. Glossaries created in Excel can be uploaded.
- **Information Transfer**: Yes. Only instructors can add to the Glossary.
- **Learning and Interaction**: No. No. No.
- **Collaboration**: No.

### Groups

- **Ease of use**: Tricky. Go to the Interactive Tools Training.
- **Information Transfer**: Yes. Depending on the tool, information can be disseminated through text, web tours, Whiteboards, and more.
- **Learning and Interaction**: Yes. Options for group work where students can collaborate are available.
- **Collaboration**: Yes. Options for group work where students can collaborate are available.

### Collaboration – Chat, Virtual Classroom, Synchronous communication tools

- **Ease of use**: Tricky. Go to the Interactive Tools Training.
- **Information Transfer**: Yes. Options for communication in various forms however, does not allow for audio or video.
- **Learning and Interaction**: Yes. Options for group work where students can collaborate are available.
- **Collaboration**: Yes. Options for group work where students can collaborate are available.

### Elluminate Dynamic web-conferencing tool

- **Ease of use**: Tricky. The program is very robust. Go to Elluminate Training.
- **Information Transfer**: Yes. Students can communicate in real-time through text, audio and video.
- **Learning and Interaction**: Yes. Students can communicate in real-time through text, audio and video.
- **Collaboration**: Yes. Students can create Breakout Rooms for collaboration.

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

<table>
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<tr>
<th>Journal</th>
<th>Blog</th>
<th>Discussion Board</th>
<th>Wiki</th>
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<tbody>
<tr>
<td>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.</td>
<td>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. Blog format is more open and conversational in style.</td>
<td>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 topics or threads and receive email when there is new activity.</td>
<td>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.</td>
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<td>Potential Uses: Reflect on personal growth throughout the semester.; record lab results; document clinical experiences, communicate and quiz students. Quiz grades do not automatically record in Grade Center.</td>
<td>Potential Uses: What we do will do in class; saves the instructor of having to answer individual inquiries, online discussions about related topics, &quot;nudgedest points&quot; about what was covered in class.</td>
<td>Potential Uses: Popular tool for online discussions. Consider class debates, team discussions, role plays, etc.</td>
<td>Potential Uses: Grant writing, creative writing, group research projects, student created study guides and course glossaries.</td>
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</tbody>
</table>

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

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