



University
of Rochester

Design and Build your Ultra Course

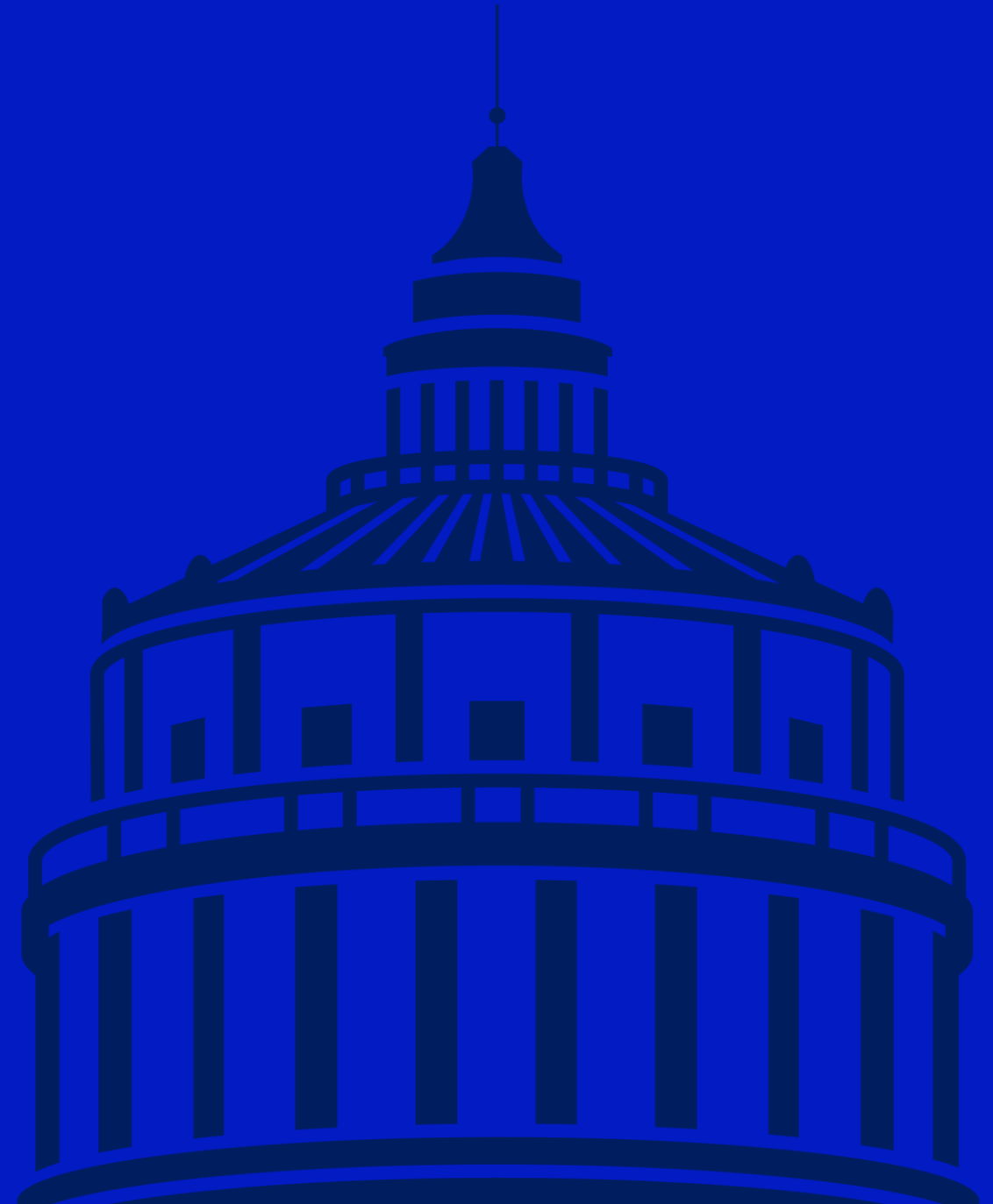
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Workshop Learning Objectives

Participants will be able to...

Identify characteristics of a well-organized Blackboard Ultra course that supports student success

Choose an organizational structure that fits your course (weekly, unit-based, topic-based, etc.)

Build a consistent course layout that reduces student confusion

Create clear, consistent navigation that helps students know what to do each week

Create content that is easy to navigate and accessible

Efficiently migrate and improve content from existing courses



What Makes a Good Course?

Principles of Good Course Organization

- Be consistent
- Keep it simple
- Organize around learning
- Guide students
- Reuse thoughtfully

How can Blackboard help Students?

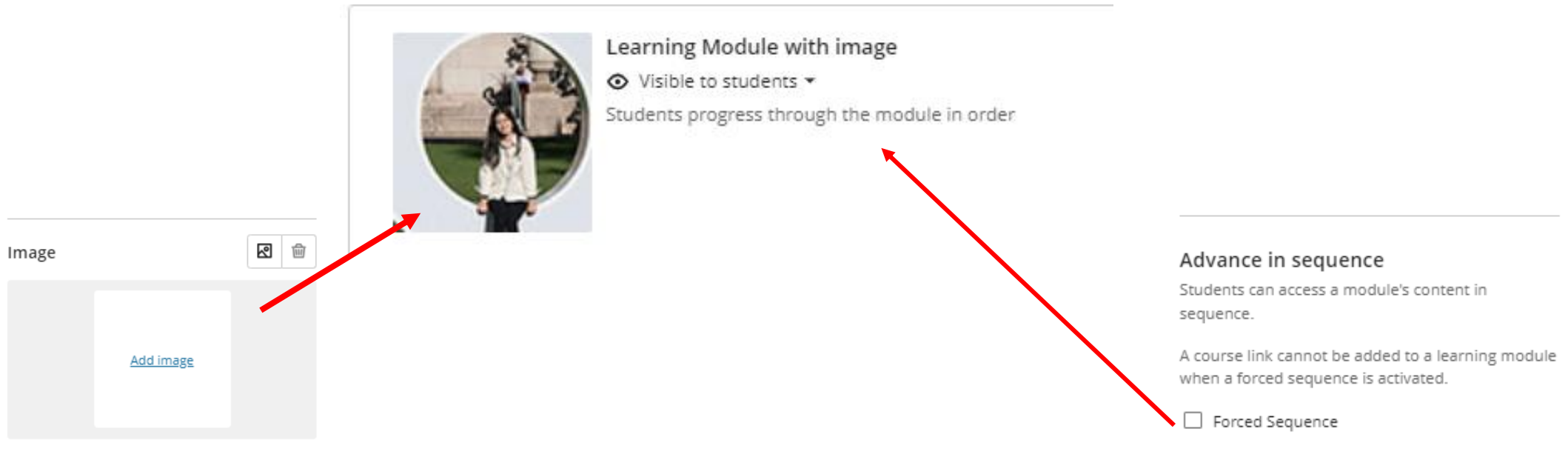
- Helps students find information quickly
- Helps students know what they are supposed to do
- Help students stay organized throughout the semester
- Help students focus on learning rather than navigation

A well-designed course lets students spend their mental energy on learning—not figuring out where things are

How Ultra Helps...

Learning Modules vs. Folders

- Both are containers for content
- Difference is in how students navigate and progress through content
 - Paging and Table of Contents available in Learning Modules
- Additional features on Learning Modules



Image

[Add image](#)

Learning Module with image

Visible to students ▼

Students progress through the module in order

Advance in sequence

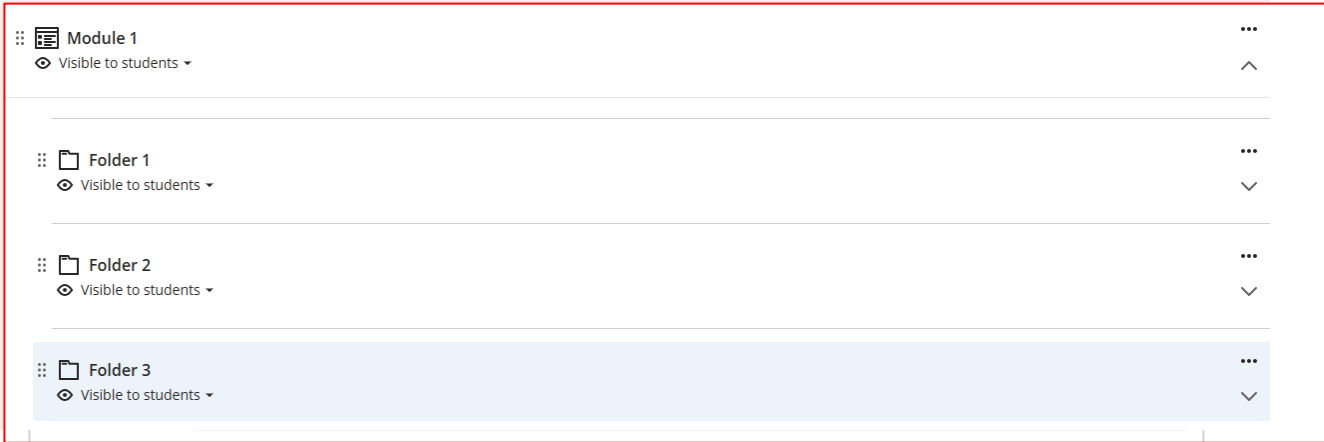
Students can access a module's content in sequence.

A course link cannot be added to a learning module when a forced sequence is activated.

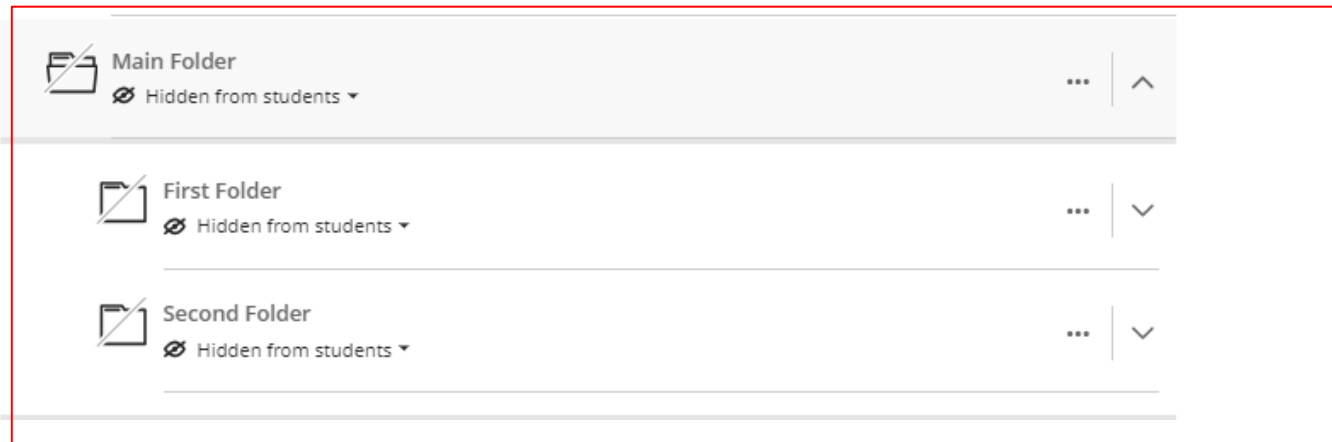
☐ Forced Sequence

How Ultra Helps...

Ultra only allows 2 levels DEEP



Folders inside a Learning Module



Folders inside a Folder

How Ultra Helps... Limitations on Text

Use thoughtful naming conventions



Module 2 - Experience as Learners - September 4 - 10

Visible to students ▼

In person class on September 6

Module Name

Description (750 chars) – Be concise



Welcome to Module 2

Visible to students ▼

Document Name



Module Overview

Visible to students ▼



Module 2 Content

Visible to students ▼

Folder Name



Conversations about Online Learning - Yellowdig

Visible to students ▼



Review of Example Lessons (M2)

Due date: 9/10/23, 11:59 PM

Visible to students ▼

Assignment Name

Due date



Reflection - Why e-learning is killing education | Aaron Barth | TEDxKitchenerED (M2)

Due date: 9/10/23, 11:59 PM

Visible to students ▼

Description (750 chars)

Why e-learning is killing education | Aaron Barth | TEDxKitchenerED

Design with the End in Mind

Understanding by Design

Wiggins & McTighe (1998)

- Stage 1: Identify desired results
- Stage 2: Determine acceptable evidence
- Stage 3: Plan learning experiences and instruction

Learning Objectives Table

Learning Objectives	Assessment	Instructional Activities

<https://www.rochester.edu/online-learning/faculty/index.html>



Focus on Learning Objectives

Learning Objectives Stage 1	Assessment Stage 2	Instructional Activities Stage 3
<i>Module 3 - Demonstrate and use basic instructional design concepts.</i>	Online Quiz	Read Selected chapters from Textbook and assigned articles
	Contributions to class discussions	Participate in Synchronous Class Discussions
	Learning Objectives Table Assignment	Participate in Asynchronous Class Discussions
	Contributions to Peer review discussion	Apply instructional design concepts to student's course project
	Reflection Journal	Peer Review of classmate assignments
		Reflect on readings, discussions, class activities, and projects from this module

Bloom's Taxonomy of the Cognitive Domain

LEVEL	DEFINITION	SAMPLE VERBS	SAMPLE BEHAVIORS
KNOWLEDGE	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	Write / List Label / Name State / Define	The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.
COMPREHENSION	Student translates, comprehends, or interprets information based on prior learning.	Explain / Summarize Paraphrase/ Describe Illustrate	The student will explain the purpose of Bloom's taxonomy of the cognitive domain.
APPLICATION	Student selects, transfers, and uses data and principles to complete a problem or task with a minimum of direction.	Use / Compute Solve / Demonstrate Apply / Construct	The student will write an instructional objective for each level of Bloom's taxonomy.
ANALYSIS	Student distinguishes, classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.	Analyze / Categorize Compare / Contrast Separate	The student will compare and contrast the cognitive and affective domains.
SYNTHESIS	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	Create/ Design Hypothesize / Invent Develop	The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.
EVALUATION	Student appraises, assesses, or critiques on a basis of specific standards and criteria.	Judge / Recommend Critique / Justify	The student will judge the effectiveness of writing objectives using Bloom's taxonomy.

See also...

- Taxonomy of the Affective Domain (Bloom and Krathwohl)
- Taxonomy of the Psychomotor Domain (Bloom and Simpson)

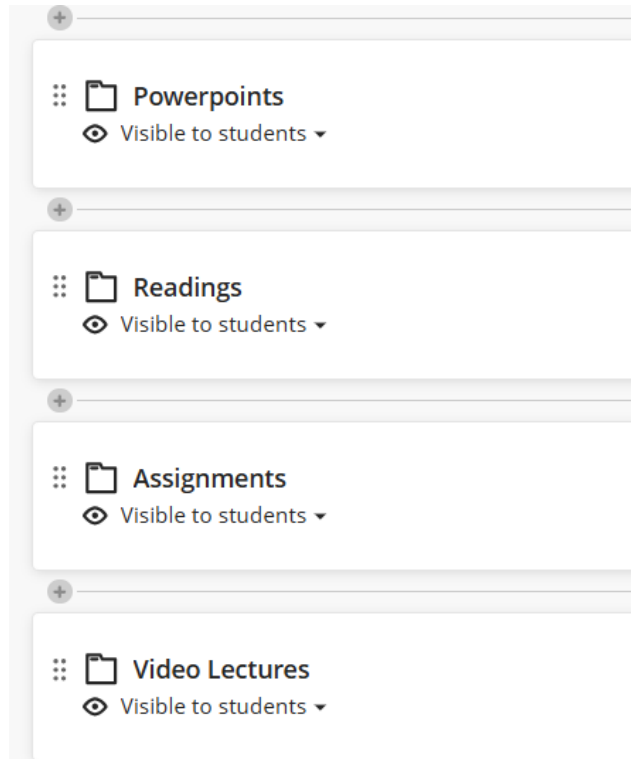
DO **NOT** CREATE LEARNING OBJECTIVES WITH:
Learn, Understand, or "Be familiar with"

Be specific with objectives!

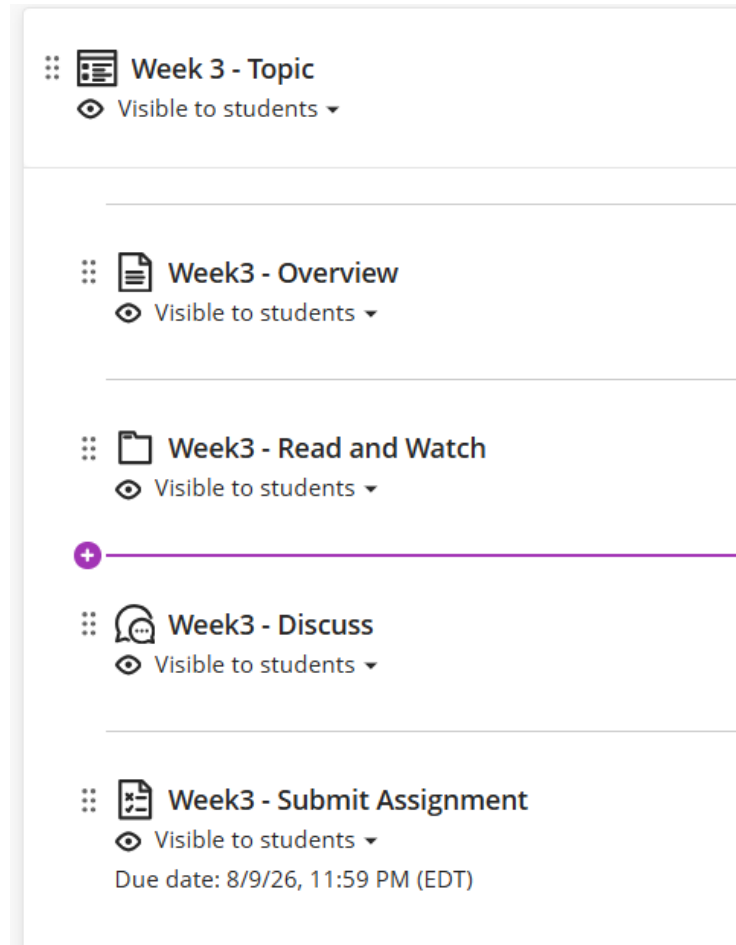
Choose an Organizational Strategy

Organize Strategically

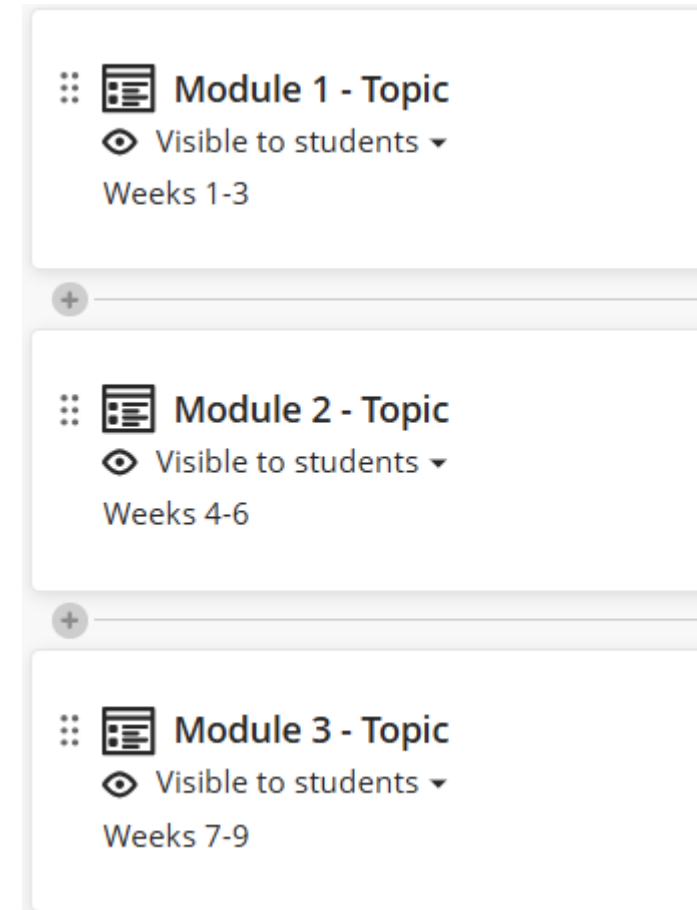
Don't organize by file type.



Organize by week



Or better yet, topic.



Ask Yourself...

- How will I organize my course?
- What will **every** module look like?
- How will my students know where to begin?
- How much information belongs on one page?

Recommended Steps to Course Design

1. Contribute the basic course information
2. Chunking - Identify and name the Modules
3. Articulate your Module Overviews
4. Build the content / activities / assessments
5. Reconcile the gradebook

Provide a Course Overview

STEP 1

What is Basic Course Information

- Welcome to the Course
- Faculty Information
- Syllabus
- Textbook
- Expectations
- Grading Policy
- Policy information
- Technology information
- Welcome activities

Why? Quality Matters

A national program focused on quality online course design

www.qualitymatters.org

A rubric with categories that include:

1. **Course Overview and Introduction**
2. Learning Objectives
3. Assessment and Measurement
4. Instructional Materials
5. Learner Interaction and Engagement
6. Course Technology
7. Learner Support
8. Accessibility

Course Overview

Course Overview - Start Here

 Visible to students ▼

To get started, review the information in this module.

Faculty - Click to Adopt a Textbook

 Hidden from students ▼

Keep this hidden from students

Welcome and Getting Started

 Visible to students ▼

Meet the Faculty

 Visible to students ▼

About this Course

 Visible to students ▼

Syllabus

 Visible to students ▼

Textbook Information for Students

 Visible to students ▼

Course Expectations

 Visible to students ▼

Grading Policy

 Visible to students ▼

Minimum Technical Requirements

 Visible to students ▼

University Policy and Support

 Visible to students ▼

Technology Support Information

 Visible to students ▼

Introduce Yourself and Meet your Classmates

 Hidden from students ▼

Getting Started Quiz

 Hidden from students ▼

No due date

A preliminary 'test' on course overview information. Complete before December 1!

Edit these to meet your needs

Meet the Faculty
Visible to students ▼

About this Course
Visible to students ▼

Edit
Student Progress
Delete

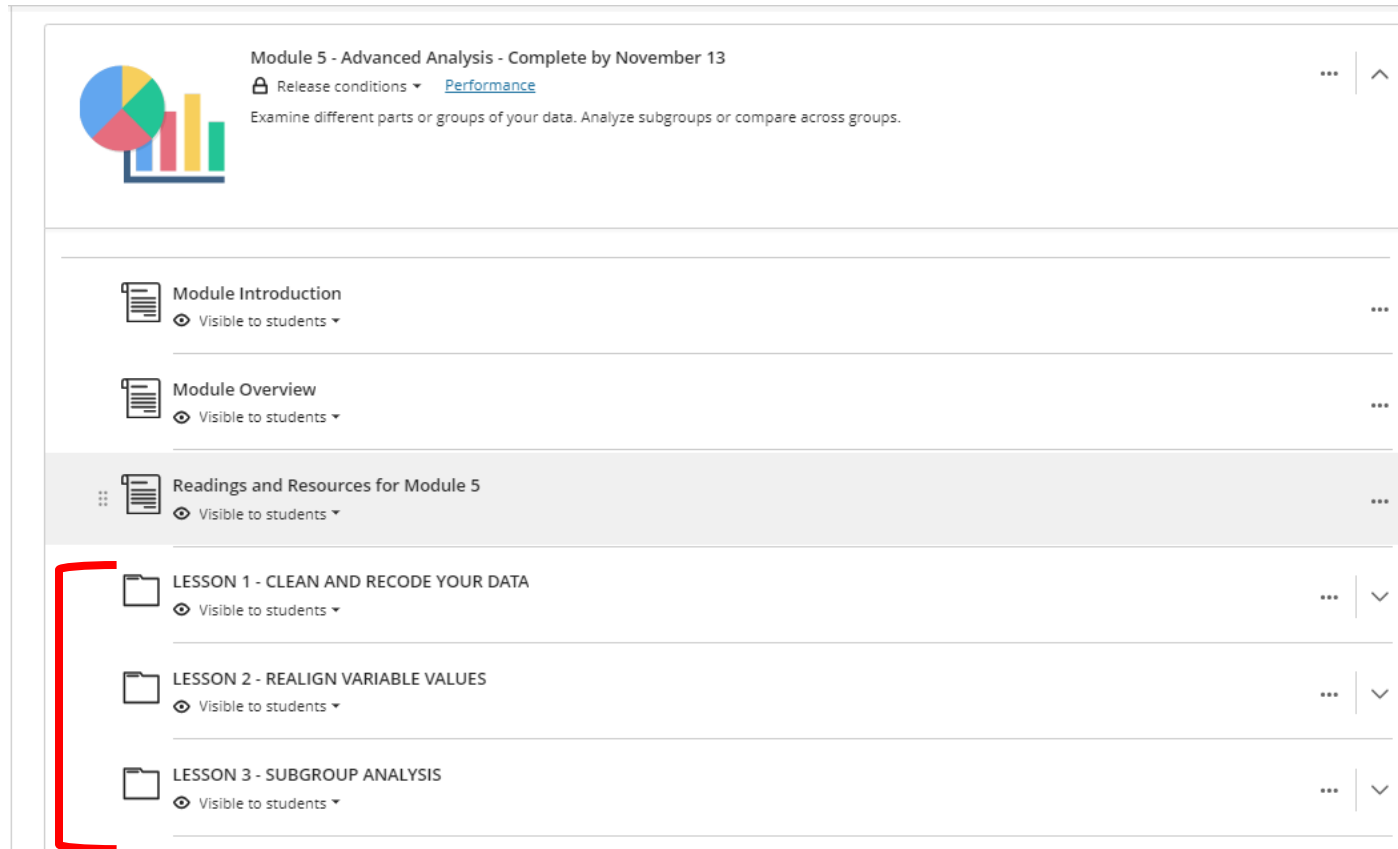
Design Effective Modules

STEP 2

Recommendations

- Use Learning Modules for your Main Containers
 - Allow easy student navigation – paging and table of contents
 - Opportunity to customize with imagery
 - Students see one coherent unit of learning!
- Use a Folder within a Learning Module
 - Nice for grouping things in the content view
- Use Documents to provide in-depth information
 - Nice for grouping readings, web links, etc. all on one page.

Example – Folders within Learning Modules



The screenshot displays a learning module interface. At the top, a header bar contains a colorful bar and pie chart icon on the left, the text 'Module 5 - Advanced Analysis - Complete by November 13' in the center, and a 'Release conditions' dropdown menu set to 'Performance' on the right. Below the header, a list of module components is shown. The first two are 'Module Introduction' and 'Module Overview', both marked as 'Visible to students'. The third is 'Readings and Resources for Module 5', also marked as 'Visible to students'. Below this, three lesson folders are listed: 'LESSON 1 - CLEAN AND RECODE YOUR DATA', 'LESSON 2 - REALIGN VARIABLE VALUES', and 'LESSON 3 - SUBGROUP ANALYSIS'. Each lesson folder is marked as 'Visible to students'. A red bracket on the left side of the interface groups these three lesson folders together.

Module 5 - Advanced Analysis - Complete by November 13

Release conditions [Performance](#)

Examine different parts or groups of your data. Analyze subgroups or compare across groups.

- Module Introduction
Visible to students
- Module Overview
Visible to students
- Readings and Resources for Module 5
Visible to students
- LESSON 1 - CLEAN AND RECODE YOUR DATA
Visible to students
- LESSON 2 - REALIGN VARIABLE VALUES
Visible to students
- LESSON 3 - SUBGROUP ANALYSIS
Visible to students

Creating Content Containers



The screenshot displays the Blackboard Ultra Course Content interface. On the left, a list of content items is shown, including 'Important - Read This About Blackboard Ultra' and 'Review - Complete by October 21'. A red arrow points to the plus icon next to the first item, which has opened a dropdown menu. This menu contains the following options: 'Create', 'Auto-Generate Modules', 'Copy Content', 'Upload', 'Content Market', and 'Content Collection'. On the right side of the interface, the 'Course Faculty' section lists 'Lisa Brown' as the instructor. Below this, the 'Details & Actions' section provides links for various course management tasks: Roster (View everyone in your course), Progress Tracking (Turn off), Course Image (Edit display settings), Course is open (Students can access this course), Attendance (Mark attendance), Books & Tools (View course & institution tools), and Question Banks (Manage banks).

Create Containers Manually



Blackboard Basic Building Tools objects

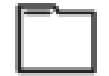
- Create
- Auto-Generate Modules
- Copy Content
- Upload
- Content Market
- Content Collection

Basic Tools for Content

Course Content Items



Learning module



Folder

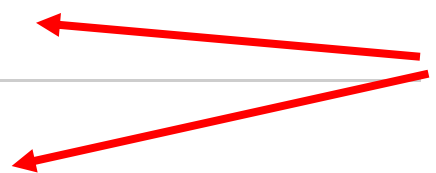


Document



Link

Containers



Container Options



Learning Module with image

👁 Visible to students ▼

Students progress through the module in order

Learning Module with Image



Module 2 - Creating Datasets in SPSS - Complete by June 9

👁 Visible to students ▼

Learn how to organize your data in preparation for use in SPSS. Time required: About 2 hours.

Learning Module



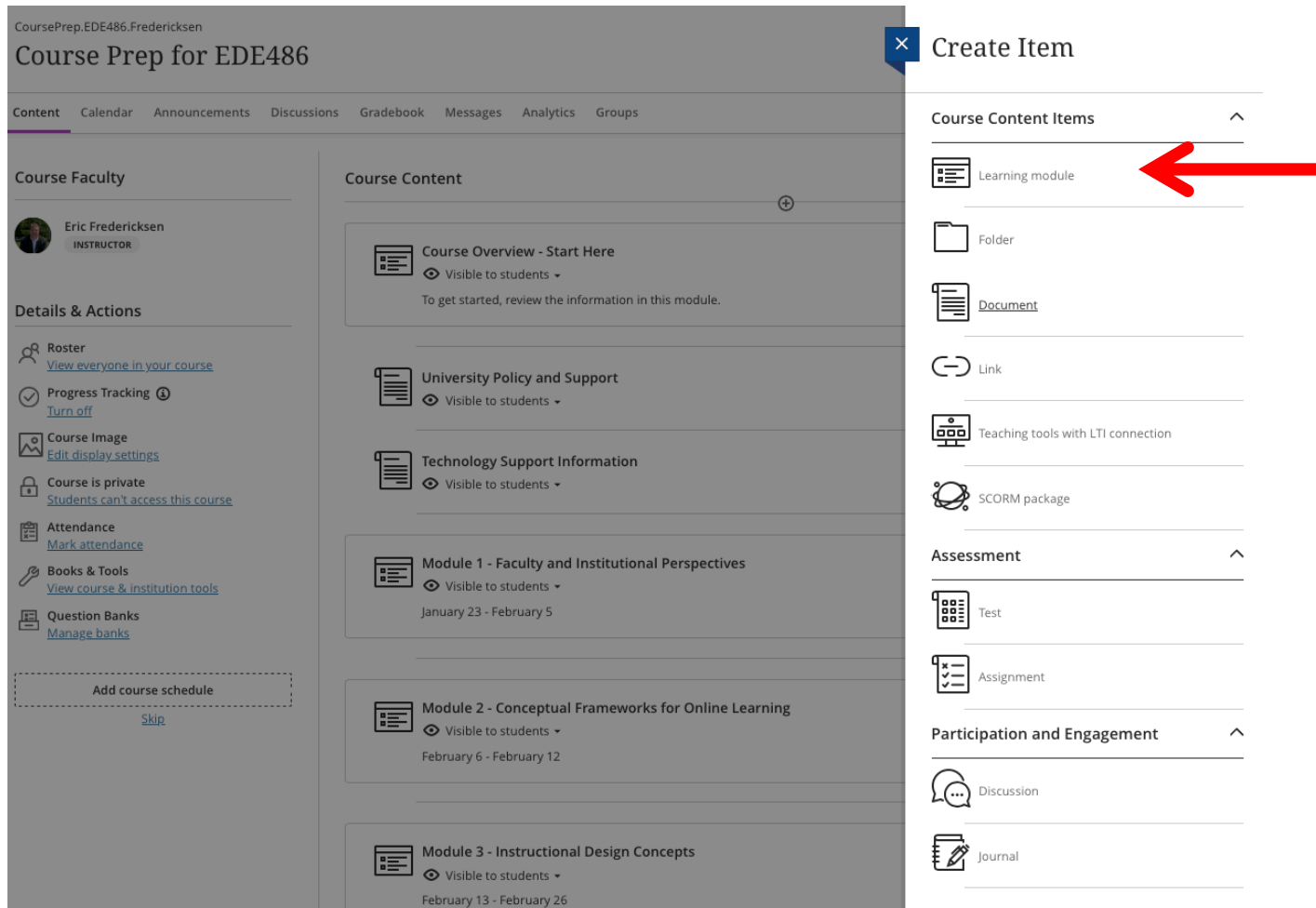
Module 2 - Experience as Learners

👁 Visible to students ▼

Please complete the activities in this module prior to our face-to-face session on September 6.

Folder

Create – Learning Module



The screenshot displays the Canvas LMS interface for a course titled "Course Prep for EDE486". The interface is divided into three main sections: a left sidebar, a central content area, and a right-hand "Create Item" dialog box.

Left Sidebar:

- Course Faculty:** Eric Fredericksen (INSTRUCTOR)
- Details & Actions:**
 - Roster: [View everyone in your course](#)
 - Progress Tracking: [Turn off](#)
 - Course Image: [Edit display settings](#)
 - Course is private: [Students can't access this course](#)
 - Attendance: [Mark attendance](#)
 - Books & Tools: [View course & institution tools](#)
 - Question Banks: [Manage banks](#)
- Add course schedule:** [Skip](#)

Central Content Area:

- Course Content:**
 - Course Overview - Start Here**
 - Visible to students
 - To get started, review the information in this module.
 - University Policy and Support**
 - Visible to students
 - Technology Support Information**
 - Visible to students
 - Module 1 - Faculty and Institutional Perspectives**
 - Visible to students
 - January 23 - February 5
 - Module 2 - Conceptual Frameworks for Online Learning**
 - Visible to students
 - February 6 - February 12
 - Module 3 - Instructional Design Concepts**
 - Visible to students
 - February 13 - February 26

Right-hand "Create Item" Dialog Box:

- Course Content Items:**
 - Learning module** (highlighted with a red arrow)
 - Folder
 - Document
 - Link
 - Teaching tools with LTI connection
 - SCORM package
- Assessment:**
 - Test
 - Assignment
- Participation and Engagement:**
 - Discussion
 - Journal

Setting up a Learning Module

CoursePrep.EDE486.Fredericksen

Course Prep for EDE486

Content Calendar Announcements Discussions Gradebook Messages Analytics

Course Faculty

 Eric Fredericksen
INSTRUCTOR

Details & Actions

-  Roster
[View everyone in your course](#)
-  Progress Tracking ⓘ
[Turn off](#)
-  Course Image
[Edit display settings](#)
-  Course is private
[Students can't access this course](#)
-  Attendance
[Mark attendance](#)
-  Books & Tools
[View course & institution tools](#)
-  Question Banks
[Manage banks](#)

[Add course schedule](#)

Course Prep for EDE486

New Learning Module

☒ Hidden from students

Description

Add a description

Maximum 750 characters

Advance in sequence

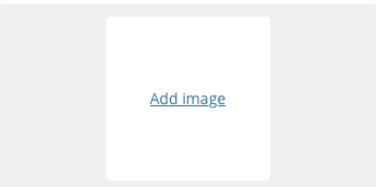
Students can access a module's content in sequence.

A course link cannot be added to a learning module when a forced sequence is activated.

☐ Forced Sequence

Image



[Add image](#)

Name

Visibility

Description
Limit 750
characters
No line breaks or
formatting

Learning Module – Additional Options

CoursePrep.EDE486.Fredericksen

Course Prep for EDE486

Content Calendar Announcements Discussions Gradebook Messages Analytics

Course Faculty

Eric Fredericksen
INSTRUCTOR

Details & Actions

- Roster
[View everyone in your course](#)
- Progress Tracking ⓘ
[Turn off](#)
- Course Image
[Edit display settings](#)
- Course is private
[Students can't access this course](#)
- Attendance
[Mark attendance](#)
- Books & Tools
[View course & institution tools](#)
- Question Banks
[Manage banks](#)

[Add course schedule](#)

Course Content

- New Learning Module**
Hidden from students
- Course Overview - Start Here**
Visible to students
To get started, review the information in this
- University Policy and Support**
Visible to students
- Technology Support Information**
Visible to students
- Module 1 - Faculty and Institutional P**
Visible to students
January 23 - February 5

New Learning Module 10/2

Hidden from students

Description

Add a description

Maximum 750 characters

Advance in sequence

Students can access a module's content in sequence.

A course link cannot be added to a learning module when a forced sequence is activated.

☐ Forced Sequence

Image

[Add image](#)

Cancel

Save

Forced Sequence
Students must advance through in order

Insert image

Image Source

Maximum size: 1000 MB

or

Create a Folder

CoursePrep.EDE486.Fredericksen

Course Prep for EDE486

ContentCalendarAnnouncementsDiscussionsGradebookMessagesAnalyticsGroups

Course Faculty

Eric Fredericksen

INSTRUCTOR

Details & Actions

Roster

[View everyone in your course](#)

Progress Tracking

[Turn off](#)

Course Image

[Edit display settings](#)

Course is private

[Students can't access this course](#)

Attendance

[Mark attendance](#)

Books & Tools

[View course & institution tools](#)

Question Banks

[Manage banks](#)

Add course schedule

[Skip](#)

Course Content

Course Overview - Start Here

Visible to students

To get started, review the information in this module.

University Policy and Support

Visible to students

Technology Support Information

Visible to students

Module 1 - Faculty and Institutional Perspectives

Visible to students

January 23 - February 5

Module 2 - Conceptual Frameworks for Online Learning

Visible to students

February 6 - February 12

Module 3 - Instructional Design Concepts

Visible to students

February 13 - February 26

Create Item

Course Content Items

Learning module

Folder

Document

Link

Teaching tools with LTI connection

SCORM package

Assessment

Test

Assignment

Participation and Engagement

Discussion

Journal

Setting up a Folder

Course Prep for EDE486

Content Calendar Announcements Discussions Gradebook Messages Analytics

Course Faculty

Eric Fredericksen
INSTRUCTOR

Details & Actions

Roster
[View everyone in your course](#)

Progress Tracking ⓘ
[Turn off](#)

Course Image
[Edit display settings](#)

Course is private
Students can't access this course

Course Content

New Folder 10/26/23
Hidden from students ▼

Course Overview - Start Here
Visible to students ▼
To get started, review the information in this course

University Policy and Support
Visible to students ▼

Course Prep for EDE486

New Folder 10/26/23

Hidden from students ▼

Description

Add a description

Maximum 750 characters

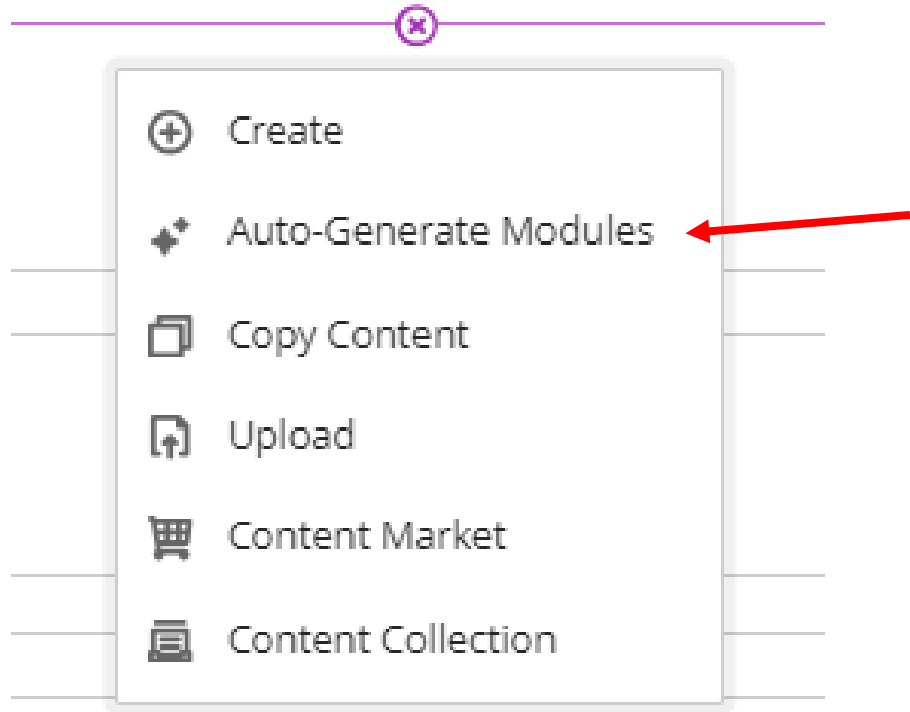
Cancel Save

Name

Visibility

Description
Limit 750
characters
No line breaks or
formatting

Use AI to Generate Containers



AI Generated Modules

Auto-Generated Modules

Auto-Generate Learning Modules

Define Learning Modules

Description

Enter course description or learning objectives...

Select course items

Selected course items will be used to help improve suggestions.

Title prefix

None

☒ Include images

Complexity

Low High

Number of Learning Modules

1 20

Generate

This is auto-generated content and needs to be checked for accuracy and bias



Understanding Online Learning

Explore the benefits and challenges of online learning. Learn about different online learning platforms and the role of technology in creating an effective online learning experience.



Planning Course Objectives

Learn how to set clear and measurable learning objectives for online courses. Understand the importance of aligning course objectives with assessments and instructional materials.



Designing Engaging Content

Discover strategies for creating interactive and engaging online learning content. Explore multimedia tools and techniques to enhance learner engagement and participation.



Building Effective Assessments

Learn how to design assessments that effectively measure student learning in online courses. Explore different types of assessments and assessment strategies to provide valuable feedback to students.

Organization

Once you decide on your course organization, build the structure!

⋮  **Module 1 - Topic**
👁 Visible to students ▼
Weeks 1-3

⋮  **Module 2 - Topic**
👁 Visible to students ▼
Weeks 4-6

⋮  **Module 3 - Topic**
👁 Visible to students ▼
Weeks 7-9

Create Better Course Content

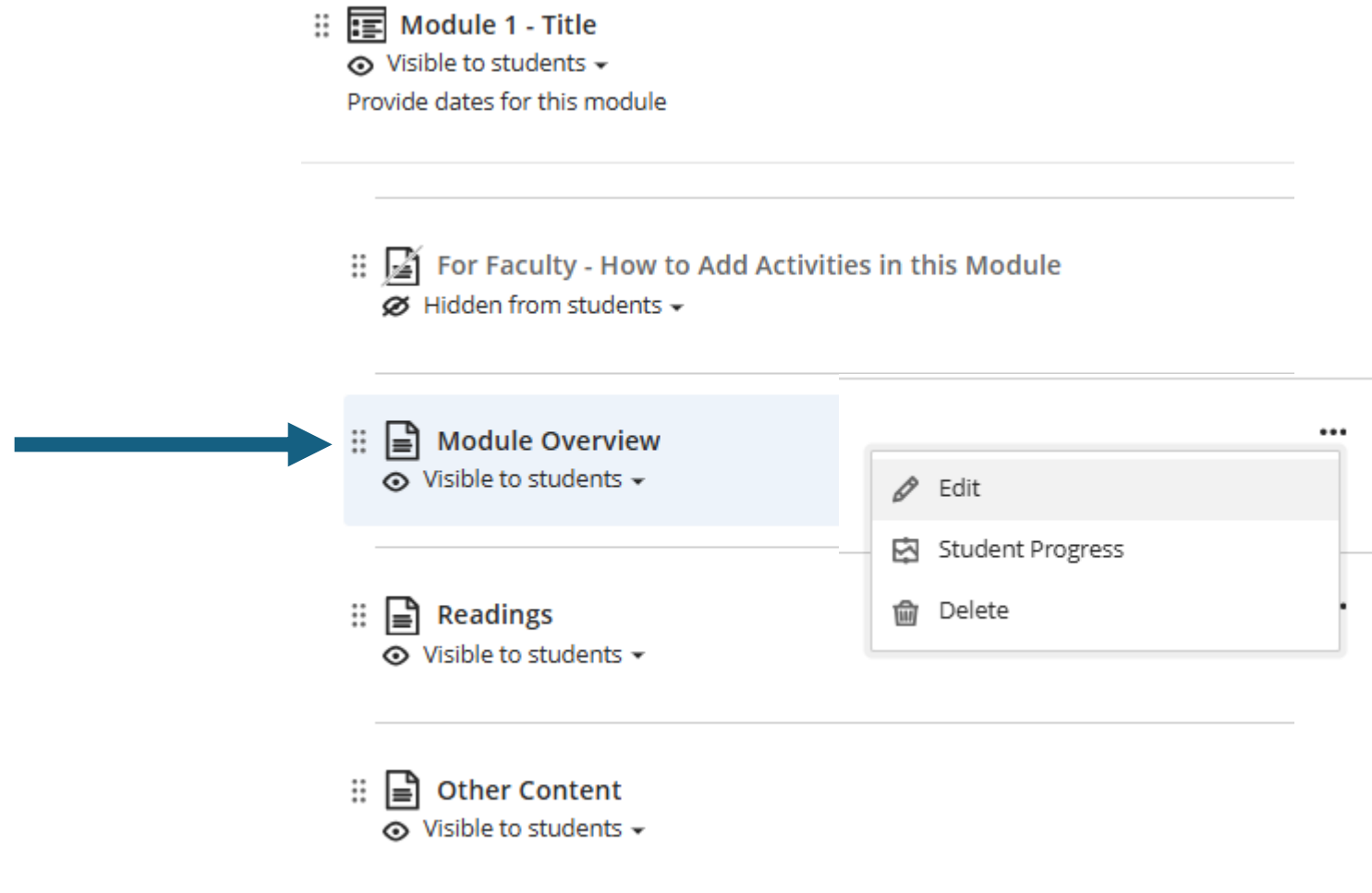
STEP 3

Step 3 - Every Module Should Answer...

- What am I learning?
- What should I do?
- When is it due?

Create your Module Overview

Sample Module



The screenshot displays a list of module items in a user interface. A large blue arrow points to the 'Module Overview' item, which is highlighted with a light blue background. To the right of this item, a context menu is open, showing three options: 'Edit', 'Student Progress', and 'Delete'. Each item in the list includes a grid icon, a document icon, a title, a visibility status (eye icon), and a dropdown arrow. The items are separated by horizontal lines.

-   **Module 1 - Title**
 Visible to students ▾
Provide dates for this module
-   **For Faculty - How to Add Activities in this Module**
 Hidden from students ▾
-   **Module Overview**
 Visible to students ▾
-   **Readings**
 Visible to students ▾
-   **Other Content**
 Visible to students ▾

What will students learn?



**Learning Objectives
Stage 1**

Module 3 - Demonstrate and use basic instructional design concepts.

What will students do?



**Assessment
Stage 2**

- Online Quiz
- Contributions to class discussions
- Learning Objectives Table Assignment
- Contributions to Peer review discussion
- Reflection Journal

**Instructional Activities
Stage 3**

- Read Selected chapters from Textbook and assigned articles
- Participate in Synchronous Class Discussions
- Participate in Asynchronous Class Discussions
- Apply instructional design concepts to student's course project
- Peer Review of classmate assignments
- Reflect on readings, discussions, class activities, and projects from this module



Edit the Overview

Module Overview

59% Visible to students

+ ✨ ↶ ↷ Cancel Save

Edit this information to describe this module

Overview
Provide an overview of the module.

Learning Objectives
At the end of this module, you will be able to:

1. Learning Objectives
2. Learning Objectives

Learning Activities
During this module, you are expected to:

1. Task or Learning Activity
2. Task or Learning Activity

What will students learn?



What will students do?



Example – Module Overview

Overview of module

What will students learn

What will students do

List of graded activities

Expectations for class meeting

Checklist with due dates

Module Overview

Content Student Progress

Overview

*During this module we will begin to explore online lessons as learners. Seeing examples of lessons developed **specifically** for difference between traditional online teaching and pandemic online teaching.*

Learning Objectives

1. Explore different online lessons and activities and be able to discuss opportunities and limitations.
2. Experience a common learning activity and discuss

Learning Activities

During this module, you are expected to:

1. Explore the examples of online activities. Discuss the opportunities and limitations of these online activities.
2. Read assigned chapters and articles.
3. Watch the video lectures about Online Learning.
4. Participate in the Class session.
5. Participate in the discussion board.
6. Reflect on the TedX video.

Graded Items

- Reflection (1 point)
- Harmonize Discussion (2 points)
- Conversations about Online Learning participation (2 points for Module 1-2)

Download the checklist for this Module below.

In our class session, we will:

1. Look at Traditional and Non-traditional formats for Online Learning
2. Begin to discuss best practices.
3. Discuss the Case Study (please read before class)



Module 2 Checklist.pdf



Example - Module Overview

Module Introduction

Visible to students ▾



Content Student Progress



Edit content

Overview of module

Expected due dates

Introduction

In this module, you will learn how a computer "thinks" about data, specifically how SPSS organizes data. You will learn some terminology used throughout the course and have a basic understanding that will help you in the upcoming modules.

Time Required: About 1 hour

Recommended Complete by: May 22, 2026

Must Complete by: June 6, 2026



Learning Objectives

At the end of this module, you will be able to:

- Define an observation and variable.
- Explain the main uses of a codebook.
- Label data types for different variables.
- Describe different types of statistics.



Learning Activities

During this module, you are expected to:

- Watch the course introduction video
- Watch the recorded lecture videos
 - Observations and Variables
 - Codebooks
 - Data Types
 - Basic Statistics
- Take a quiz - you must score 8 or higher to move to the next module

What will students learn / do

Reading for module

Optional Textbook Reading:

IBM SPSS Statistics 29 Step by Step - Chapter 1

Create a “Document”

The image consists of two screenshots from the Blackboard Ultra interface, illustrating the steps to create a document in a course.

Left Screenshot: Course Content Sidebar

- The sidebar is titled "Course Content".
- At the top, there is a link "Important - Read This! About Blackboard Ultra" with a sub-link "Visible to students".
- A red box highlights the "Create" button (a plus icon in a circle).
- Below the "Create" button, there are several options: "Auto-Generate Modules", "Copy Content", "Upload", "Content Market", and "Content Collection".

Right Screenshot: Create Item Dialog

- The dialog is titled "Create Item".
- On the left, there is a list of "Course Content Items" with icons and labels: "Learning module", "Folder", "Document", "Link", "Teaching tools with LTI connection", and "SCORM package".
- A red arrow points to the "Document" option.
- Below this list, there are sections for "Assessment" (containing "Test" and "Assignment") and "Participation and Engagement" (containing "Discussion" and "Journal").

Setting up a “Document”

Using Quantitative Data Analysis Software (1 credit) (EPIDEMIOLOGY 4501)

New Document 11/10/24

Name

Visibility

Settings

Hidden from students

Cancel Save

Select a type of content to add a block

Content HTML Knowledge check File upload Content Collection Image Divider

Convert a file

What do you want to add into this document

The screenshot displays the Canvas LMS 'New Document' setup interface. At the top, the course name 'Using Quantitative Data Analysis Software (1 credit) (EPIDEMIOLOGY 4501)' is visible. Below it, the document title 'New Document 11/10/24' is shown. To the right of the title, there is a 'Name' field and a 'Visibility' dropdown menu set to 'Hidden from students'. A 'Settings' gear icon is located next to the visibility dropdown. Below the title bar, there is a toolbar with icons for adding content. The main area contains a grid of content types: Content, HTML, Knowledge check, File upload, Content Collection, Image, and Divider. A 'Convert a file' option is also present. A red arrow points to the 'Convert a file' option, with the text 'What do you want to add into this document' next to it. Another red arrow points to the 'Settings' gear icon, with the text 'Settings' above it. A third red arrow points to the 'Visibility' dropdown, with the text 'Visibility' above it. A fourth red arrow points to the 'Name' field, with the text 'Name' above it. The 'Cancel' and 'Save' buttons are located at the bottom right of the interface.

Add Text to Document

Using Quantitative Data Analysis Software (1 credit) (ED528.1.FALL2024WSE)

New Document 11/10/24

Hidden from students

Cancel Save

Select a type of content to add a block

Content HTML Knowledge check File upload Content Collection Image Divider Convert a file

Add text directly

link

image

attachment

Special add-ins

Content Editor

Word count: 0

Cancel

Math

Image from URL

Media

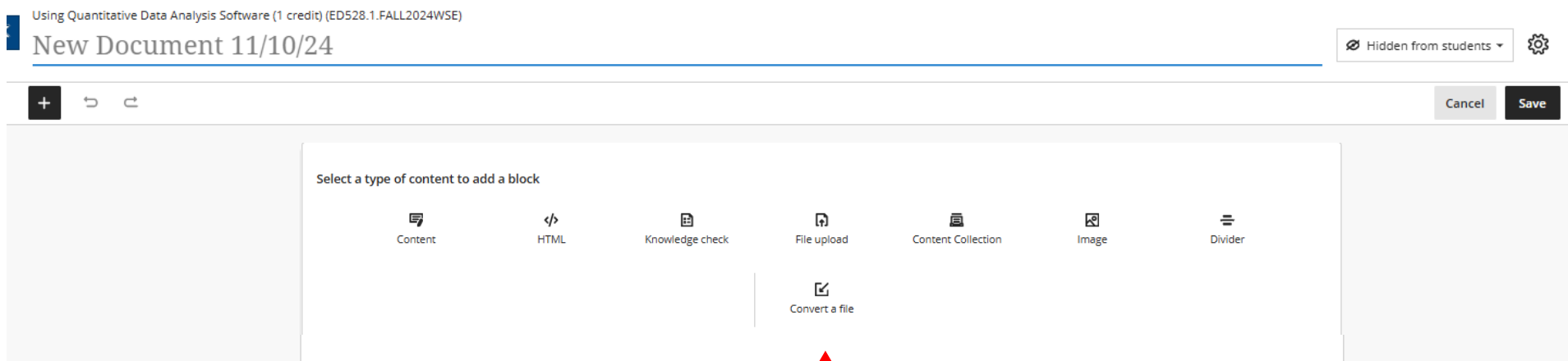
YouTube video

Content Collection

Content Market

The screenshot displays a document editor interface. At the top, there's a header with the course name 'Using Quantitative Data Analysis Software (1 credit) (ED528.1.FALL2024WSE)' and the document title 'New Document 11/10/24'. Below the header is a toolbar with icons for adding content. A red arrow points to the 'Content' icon, labeled 'Add text directly'. Another red arrow points to the 'link' icon, labeled 'link'. A third red arrow points to the 'image' icon, labeled 'image'. A fourth red arrow points to the 'attachment' icon, labeled 'attachment'. A fifth red arrow points to the 'Special add-ins' menu, which is open and shows options like 'Math', 'Image from URL', 'Media', 'YouTube video', 'Content Collection', and 'Content Market'. The main editing area is labeled 'Content Editor' and shows a word count of 0. The interface also includes a 'Hidden from students' toggle and 'Cancel' and 'Save' buttons.

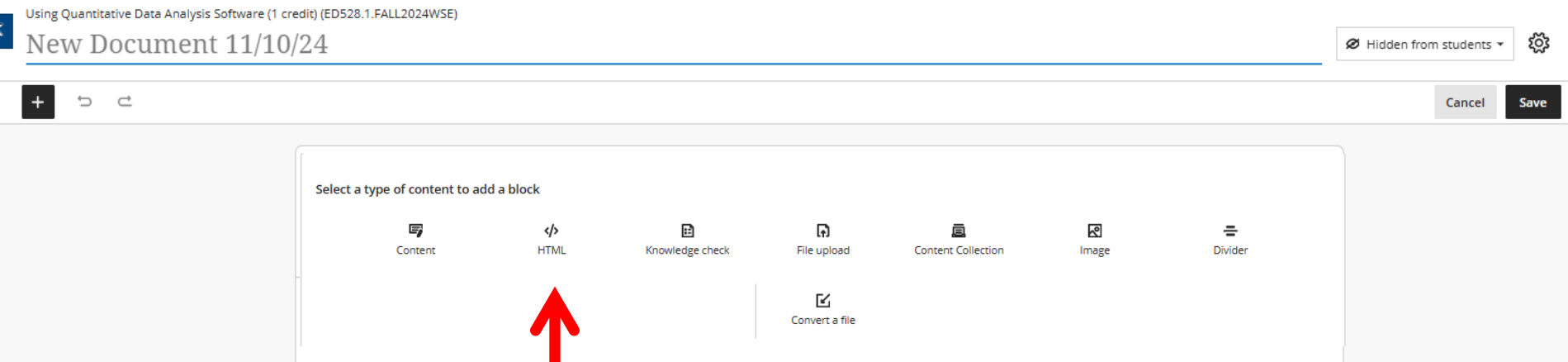
Import Text from a File



Supports:
PDF
Word
Powerpoint

Import a File as Text

Add HTML Code



Add Images

Using Quantitative Data Analysis Software (1 credit) (ED528.1.FALL2024WSE)

New Document 11/10/24

Hidden from students

Cancel Save

Select a type of content to add a block

Content HTML Knowledge check File upload Content Collection Image Divider

Convert a file

Add Images

Insert image

Image Source

Upload from Device

Drag files here

Supports: JPEG, PNG

Maximum size: 1,000 MB

or

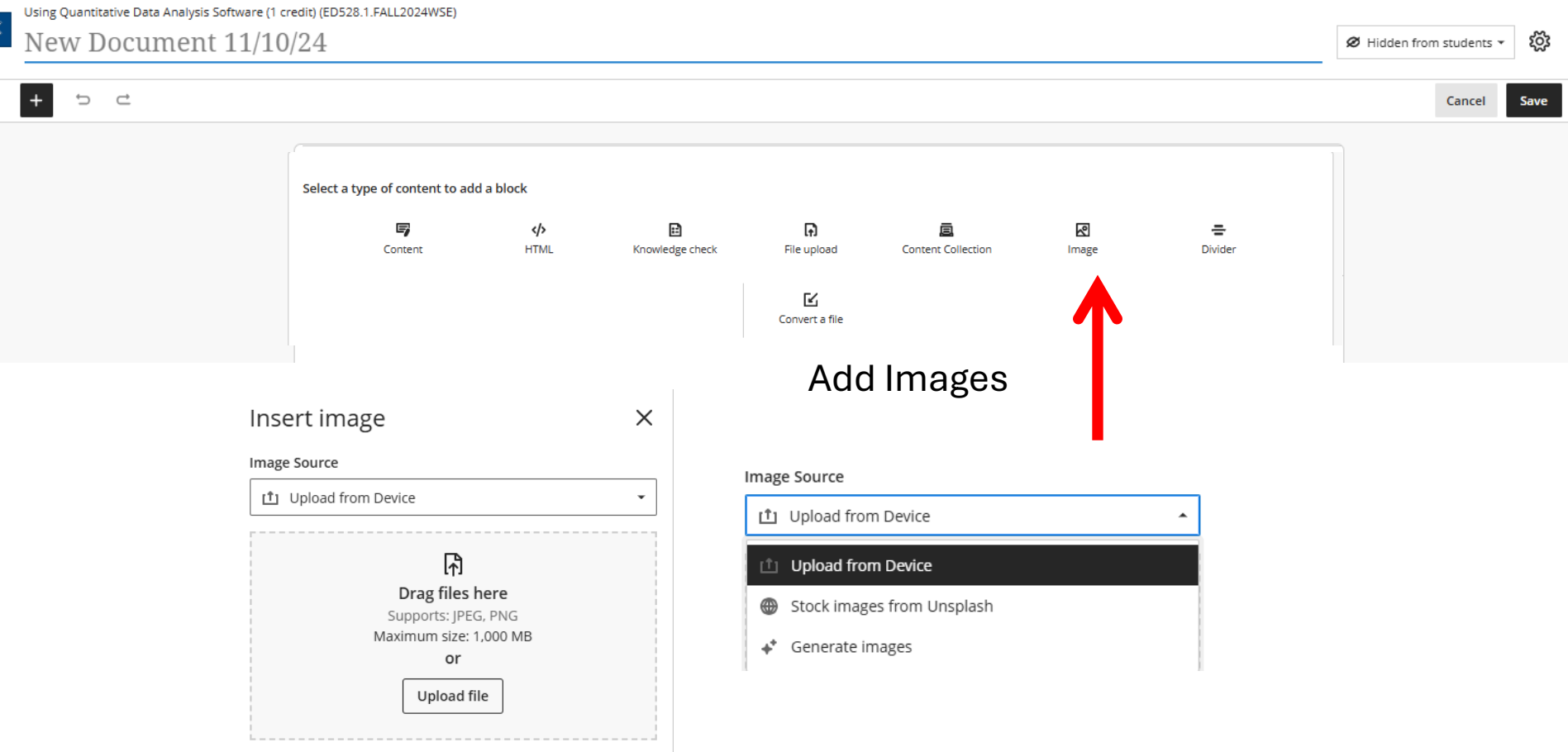
Upload file

Image Source

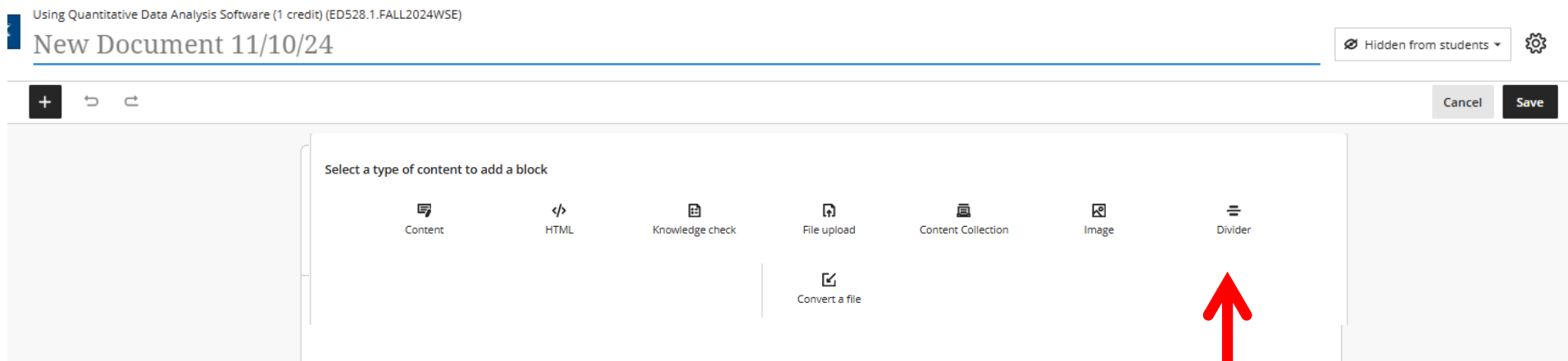
Upload from Device

Stock images from Unsplash

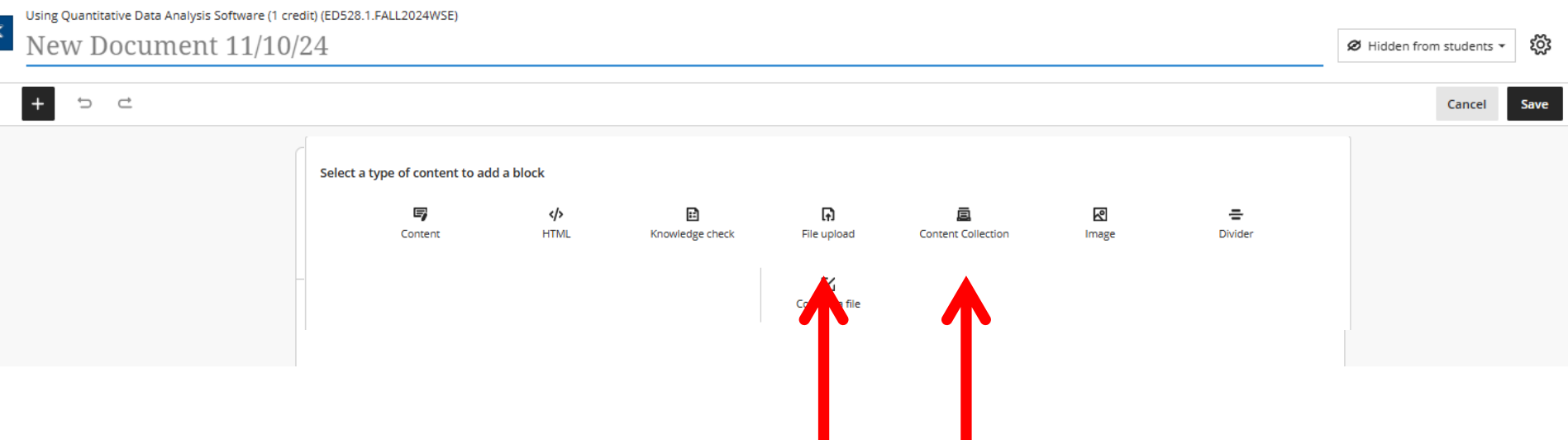
Generate images



Add Divider



Add File Attachments



Upload or from Content Collection

Add Additional Content Types

The screenshot displays a user interface for adding content blocks. At the top, a toolbar contains a plus icon, a back arrow, and a forward arrow. On the right side of this toolbar are 'Cancel' and 'Save' buttons. A red arrow points from the 'Save' button to the 'Add another block' text. Below the toolbar, a 'Blocks' sidebar is visible on the left, listing various content types: 'Content' (highlighted with a purple border), 'HTML', 'Knowledge check', 'File upload', 'Content Collection', and 'Image'. The main workspace area contains the text 'Add another block' and 'Save when Finished'. A second red arrow points from the 'Add another block' text to the 'Add' button (plus icon) in the top toolbar.

Cancel Save

Blocks

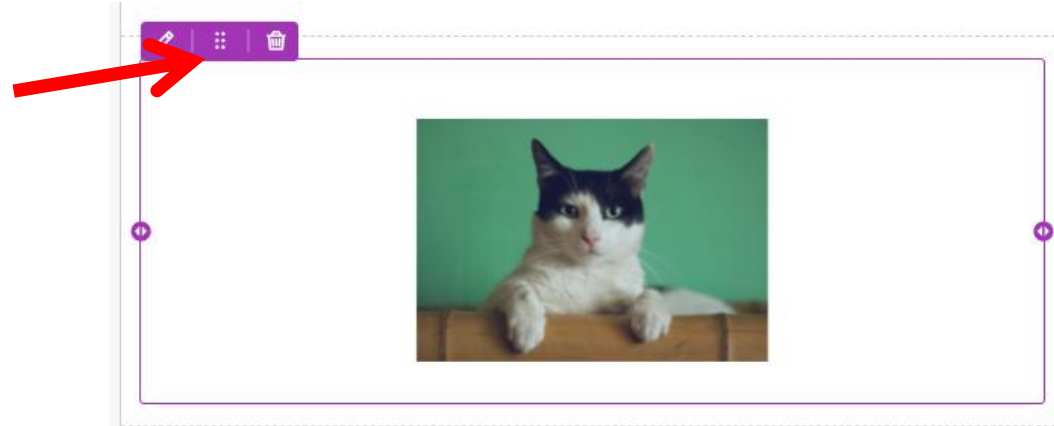
- Content
- HTML
- Knowledge check
- File upload
- Content Collection
- Image

Add another block

Save when Finished

Rearrange Layout

Hold and Drag into space



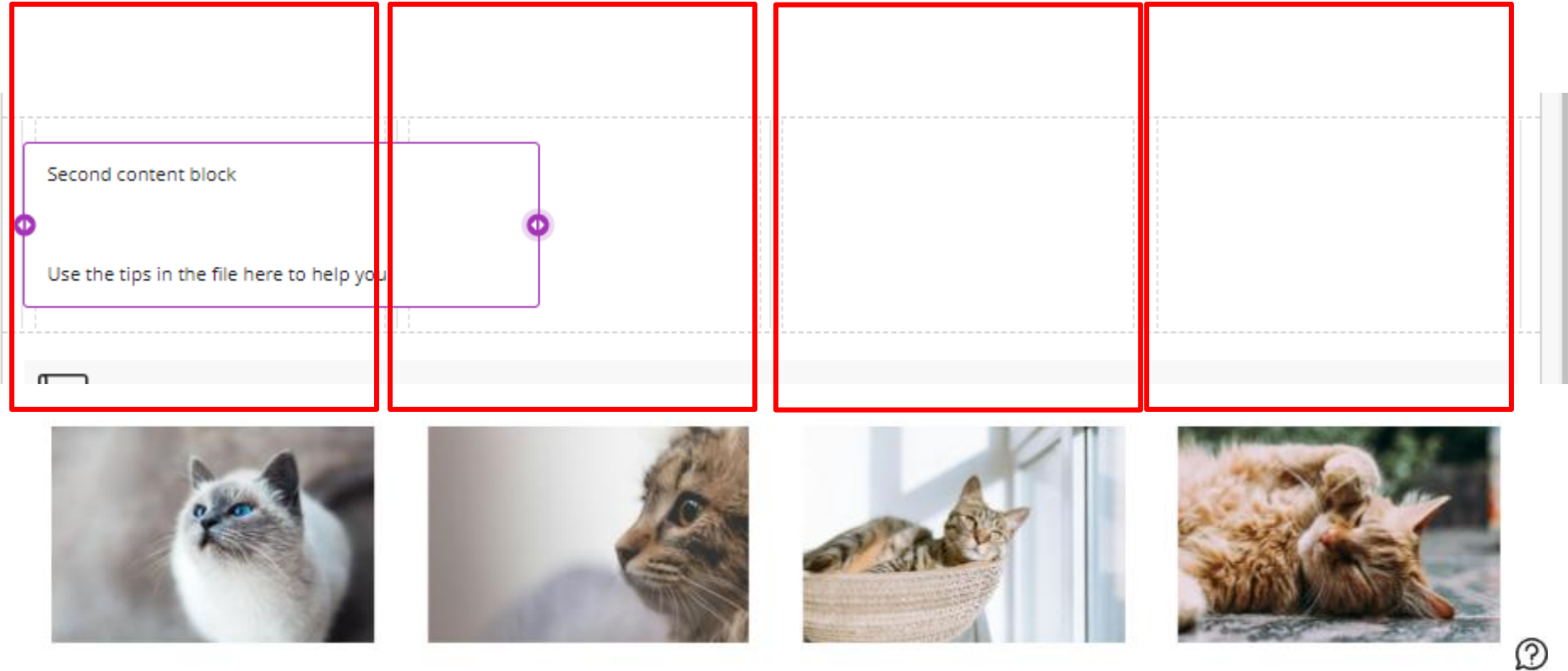
First content block

About the cat

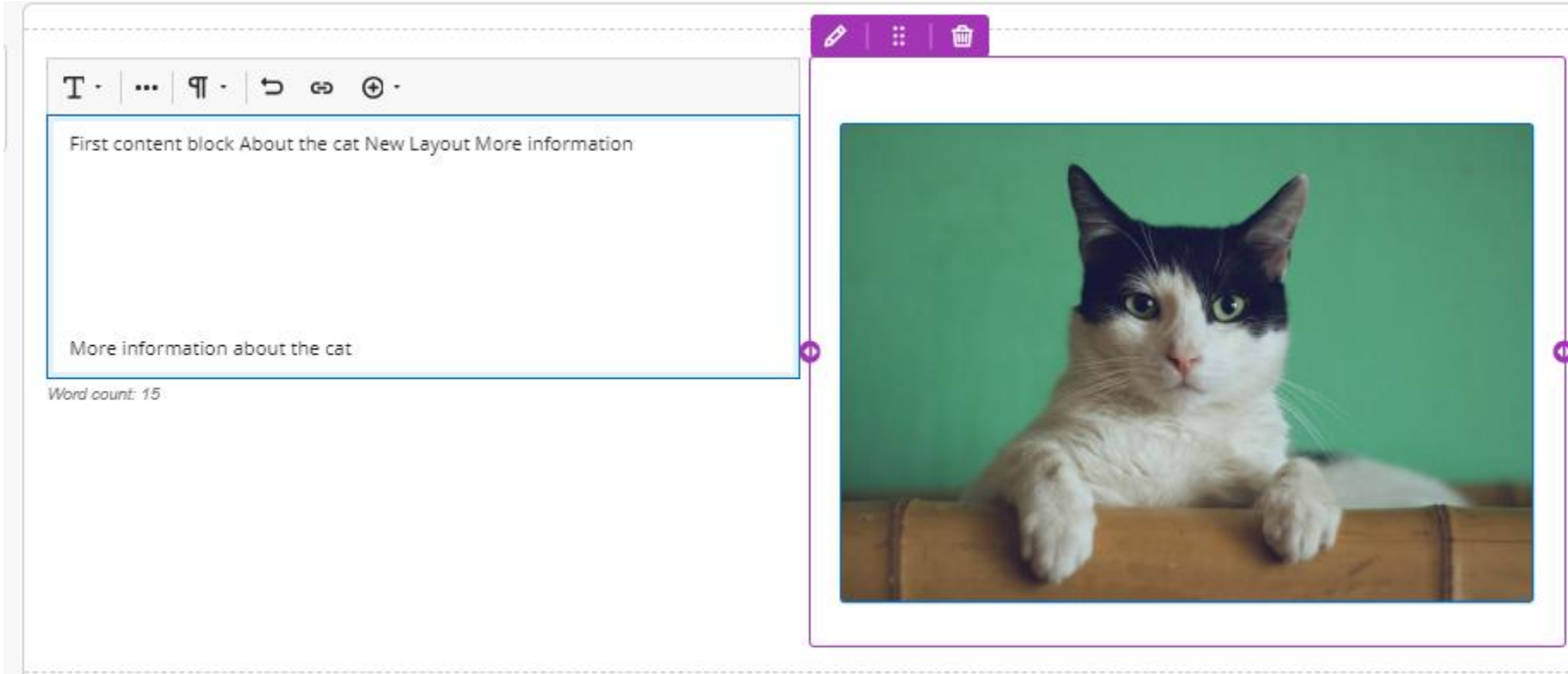
New Layout



Layout Option – Four Blocks Across



Layout Option – Two double blocks



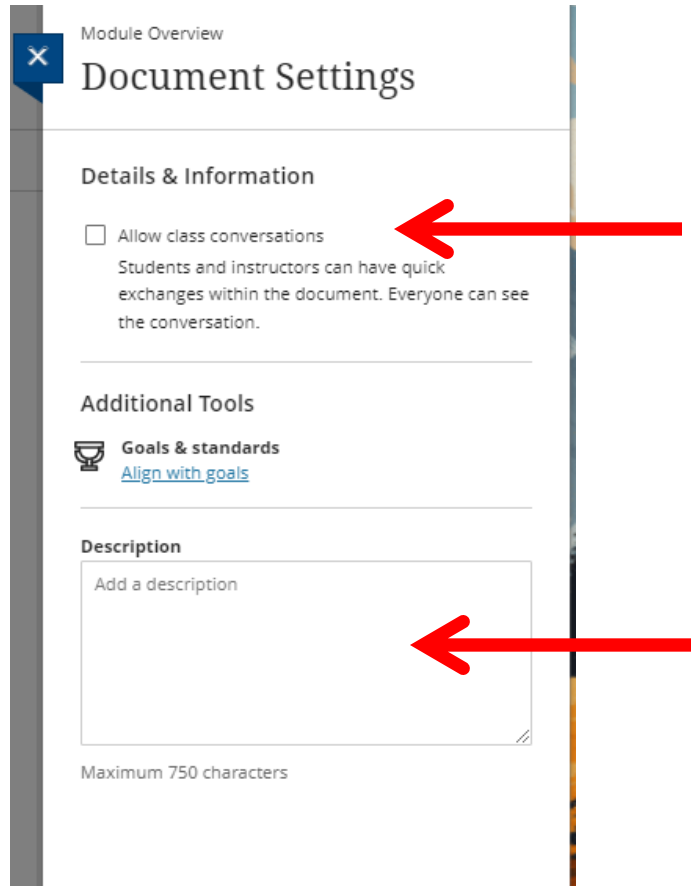
Layout Option – One/Three Blocks

Second content block

Watch the video



Settings for Document



Module Overview

Document Settings

Details & Information

☐ Allow class conversations
Students and instructors can have quick exchanges within the document. Everyone can see the conversation.

Additional Tools

 **Goals & standards**
[Align with goals](#)

Description

Add a description

Maximum 750 characters

Class Conversations
Ad hoc discussion board
attached to this content

Description
Limit 750
characters
No line breaks or
formatting

Reuse Content from a Previous Course



Copy from Original to Ultra

Recommendation

- Be selective and rebuild your course with intention
- Do not copy everything at once
- Make new Learning Modules and copy only the content for that module

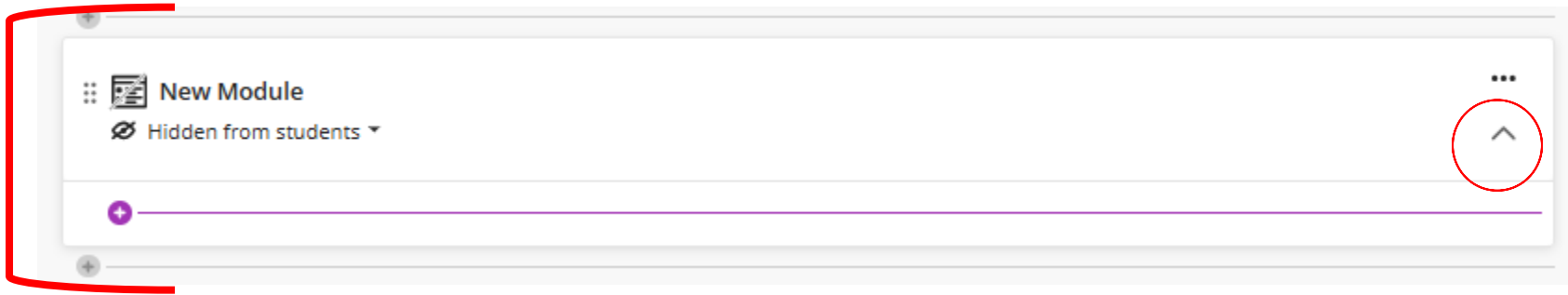
Note: This is for moving from Original to Ultra

1. Create your Learning Modules

The image consists of three sequential screenshots from the Blackboard Ultra interface, illustrating the process of creating a learning module. Red arrows highlight the specific actions to be taken in each step.

- Course Content Screenshot:** Shows the 'Course Content' area with a dropdown menu open. The 'Create' option is highlighted with a red arrow.
- Create Item Screenshot:** Shows the 'Create Item' dialog box. The 'Learning module' option is highlighted with a red arrow.
- New Learning Module Screenshot:** Shows the 'New Learning Module' form. The 'Description' field is highlighted with a red arrow.

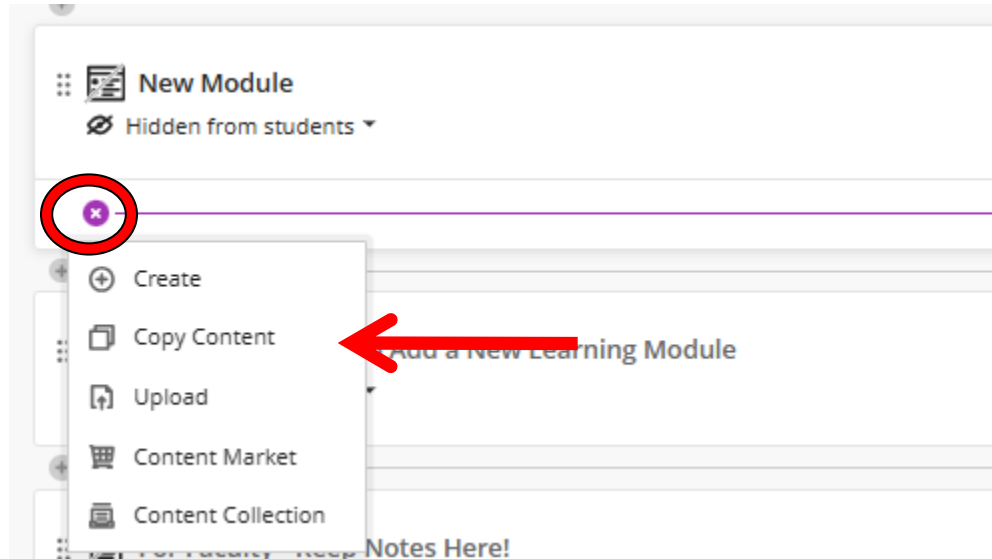
2. Open the Module



IMPORTANT

Click on the Module to Open it

3. Add INTO the Module



IMPORTANT

Click on the + within the Module

4. Find the Course you want to copy FROM

Course Prep for EDE486

Copy Items

Enter here to help narrow list of courses

Courses Organizations

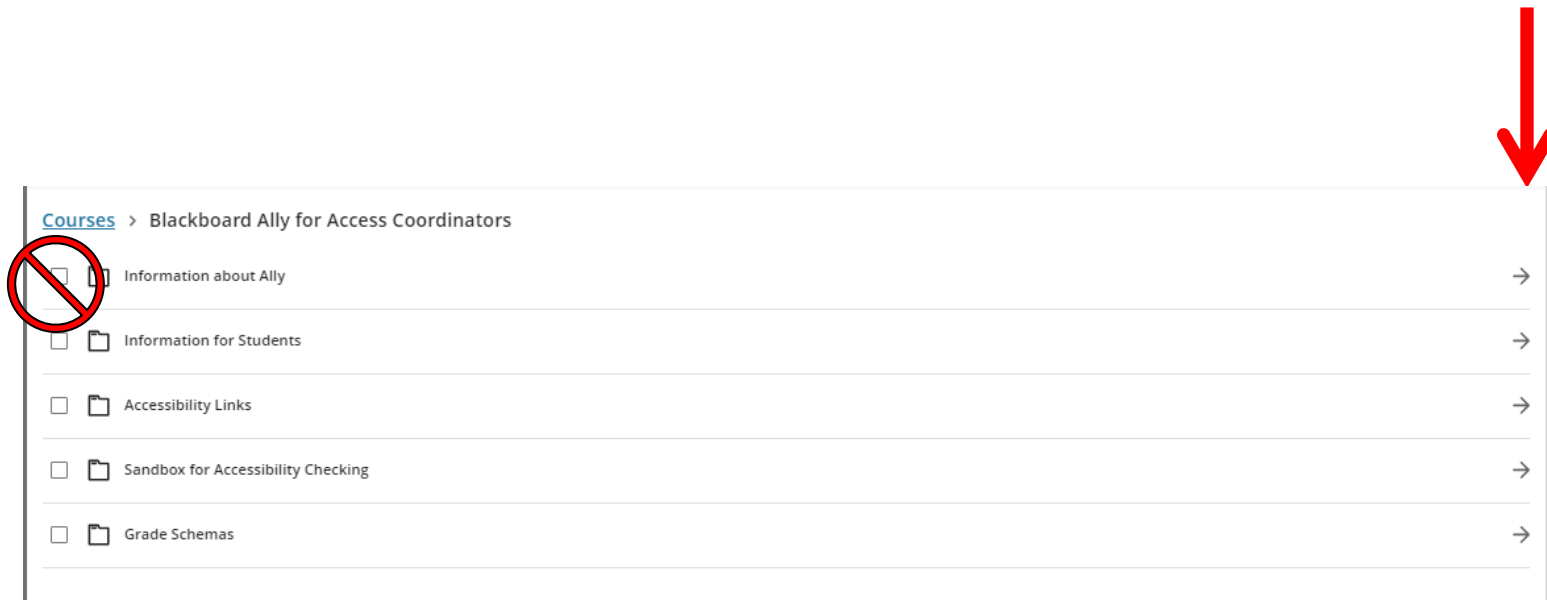
Search by course name or ID
Designing Online Courses

Courses 1-10 of 24 10 items per page Page 1 of 3

☒		Designing Online Courses (EDE486.1.FALL2023WSE) EDE486.1.FALL2023WSE	
☐		Designing Online Courses (EDE486.1.SPRING2023WSE) EDE486.1.SPRING2023WSE	

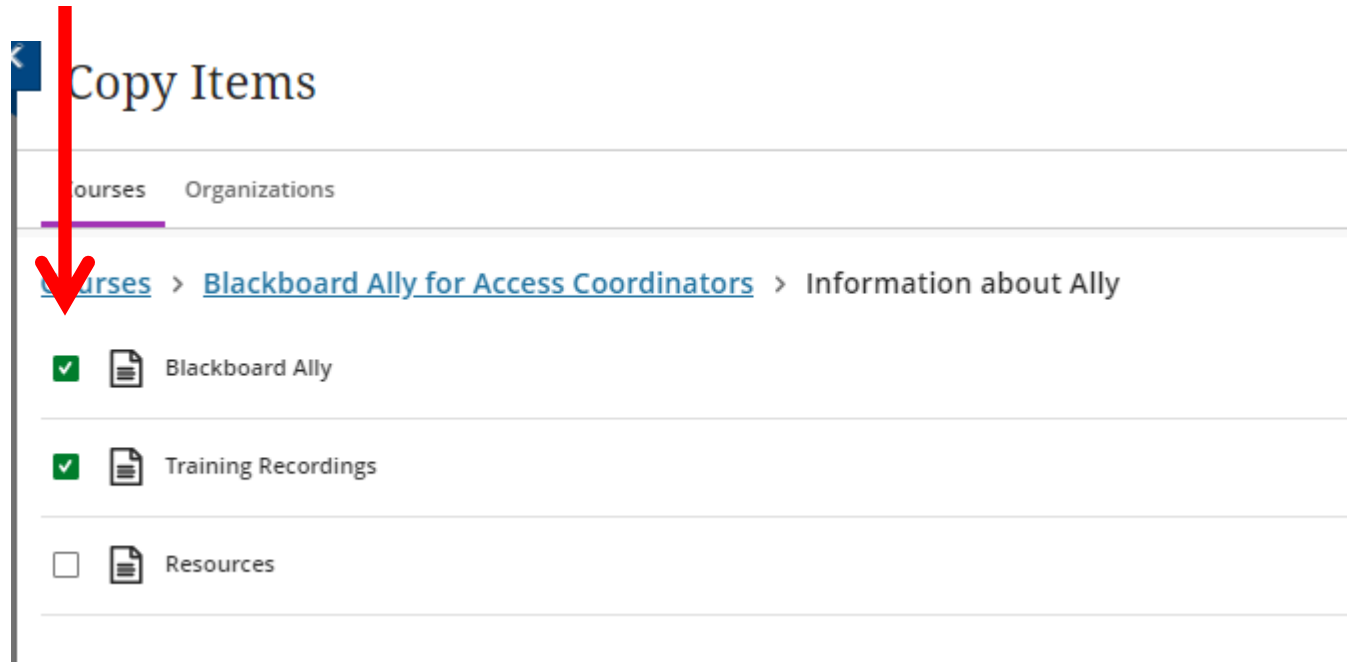
Click here to open the course

5. Navigate into the Appropriate Content Area

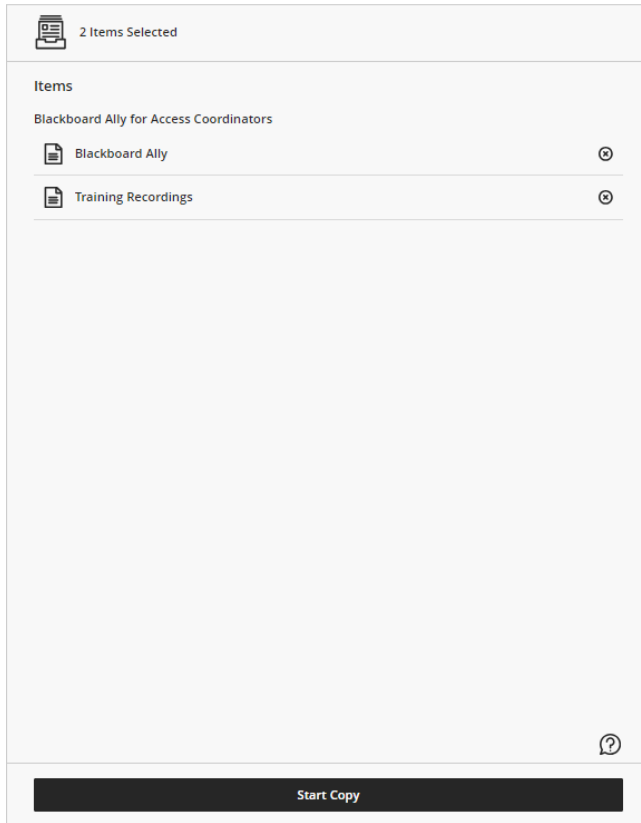


Unless you want everything in the content area!

6. Select Specific Items to Copy



7. Review List and Start Copy



8. Review Exception List

Course Content

Q ...

 There were 11 exceptions with your copy.
[View Exceptions](#)

Clinical Teaching in Health Care Professions Educatio...
X

X

Exception Report

Select a category to view exceptions during the copy, import, or conversion process.

Content from Clinical Teaching in Health Care Professions Education: Teaching and Instructional Methods
(EDU581.1.SPRING2023WSE)

 Content
11 exceptions to review

Examples of Exceptions

Shortened Descriptions

Content: Lectures and Video Module 3

The folder description was shortened or lost formatting.

Loss of formatting

Problem Based Learning

You may see a loss of formatting for text or files that you added in the text editor.

Attachments changed to Files

Lecture Slides

Files that you added as attachments are grouped together in alphabetical order at the end of the content.

Lecture Slides

You may see a loss of formatting for text or files that you added in the text editor.

9. Review and Edit your Content

Module 3 - Instructional Design

Hidden from students

Weeks 4 & 5 - February 13- February 26

Module Overview

Hidden from students

Required Reading Assignments

Hidden from students

Optional Reading Assignments - For Your Reference

Hidden from students

Writing Learning Objectives

Hidden from students

Here is some guidance on how to write learning objectives.

Model LOT Assignments

Hidden from students

Taxonomies - Cognitive Affective Psychomotor

Hidden from students

Quiz - Module 3

Due date: 10/9/23, 11:59 PM

Hidden from students

Here is the Quiz for Module 3 that is due by the last day of the module.

Learning Objectives Table Assignment and Peer Discussion

Due date: 10/7/23, 11:59 PM

Release conditions

[Date/time](#)

Please post your Learning Objectives Table Assignment in this discussion area. Please review the assignments from your classmates and provide them with constructive and supportive feedback by the last day of the module.

Journal - Module 3

Due date: 10/9/23, 11:59 PM

Hidden from students

The reflection journal is done last after you have completed all of the other assigned activities. Please be concise and contribute no more than two paragraphs for each Reflection Journal and submit it on the last day of the module. The first paragraph in your journal should be reflective of the readings, discussions, class activities, and projects from this module and should capture the most meaningful and important elements of the module for you. The second paragraph should capture your thoughts about the design of learning activities that will be in the course you are developing: What specific activities are you planning? What will be a unique affordance and what will be a challenge?



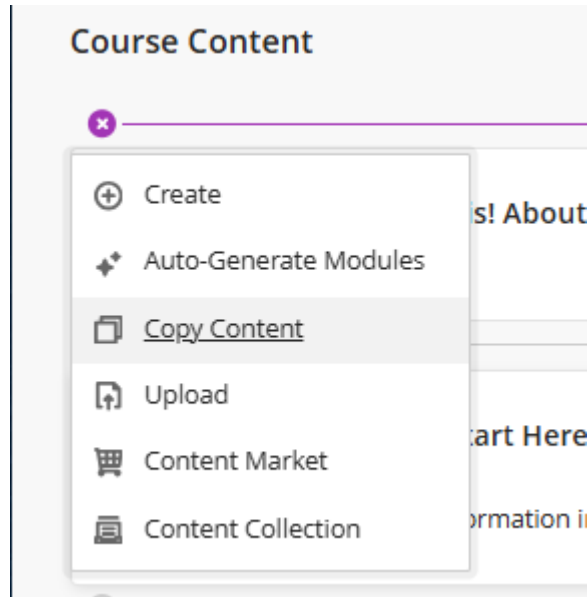


Full Copy of Ultra Course

Decision about Panopto

- Does your course have Panopto videos that you do NOT want/need copied over into this term?
 - YES? Provision Panopto NOW, before you copy.
- Does your course have persistent / enduring video materials that are linked in the course and need to continue to work correctly?
 - YES? Wait to provision Panopto until after the copy finishes.

1. Start in New Course



2. Find the Course you want to copy FROM

Courses Organizations

Search by course name or ID
practicu

1-10 of 28 10 items per page Page 1 of 3

☐	 PRACTICUM IN ONLINE TEACHING - 2016FALL EDF488.2016FALL.46650	→
☐	 Practicum in Online Teaching (EDF488.01.SPRING2026WSE) EDF488.01.SPRING2026WSE	→
☐	 Practicum in Online Teaching (EDF488.01.SUMMER2026WSE) EDF488.01.SUMMER2026WSE	→
☐	 Practicum in Online Teaching (EDF488.1.FALL2023WSE) EDF488.1.FALL2023WSE	→
☐	 Practicum in Online Teaching (EDF488.1.FALL2024WSE) EDF488.1.FALL2024WSE	→
☐	 Practicum in Online Teaching (EDF488.1.FALL2025WSE) EDF488.1.FALL2025WSE	→

3. Select Entire Course

Courses Organizations

Search by course name or ID
practicu

Courses

1-10 of 28 10 items per page Page 1 of 3

☐

PRACTICUM IN ONLINE TEACHING - 2016FALL
EDF488.2016FALL.46650

→

☐

Practicum in Online Teaching (EDF488.01.SPRING2026WSE)
EDF488.01.SPRING2026WSE

→

☐

Practicum in Online Teaching (EDF488.01.SUMMER2026WSE)
EDF488.01.SUMMER2026WSE

→

☐

Practicum in Online Teaching (EDF488.1.FALL2023WSE)
EDF488.1.FALL2023WSE

→

☐

Practicum in Online Teaching (EDF488.1.FALL2024WSE)
EDF488.1.FALL2024WSE

→

☐

Practicum in Online Teaching (EDF488.1.FALL2025WSE)
EDF488.1.FALL2025WSE

→

4. Review List and Start Copy

 1 Item Selected

 Copied LTIs may require reconfiguration or relinking.

Courses

 Practicum in Online Teaching (EDF488.01.SPRING2026WSE)
EDF488.01.SPRING2026WSE

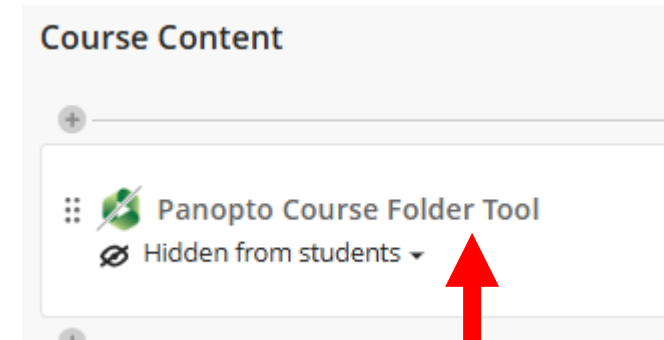
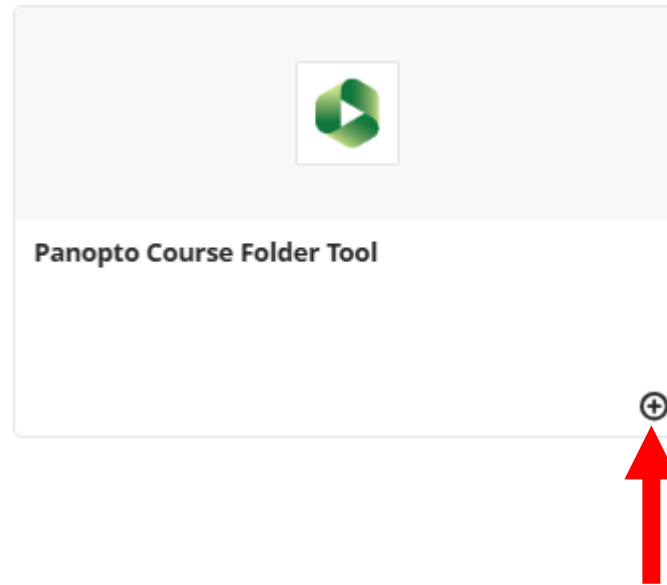
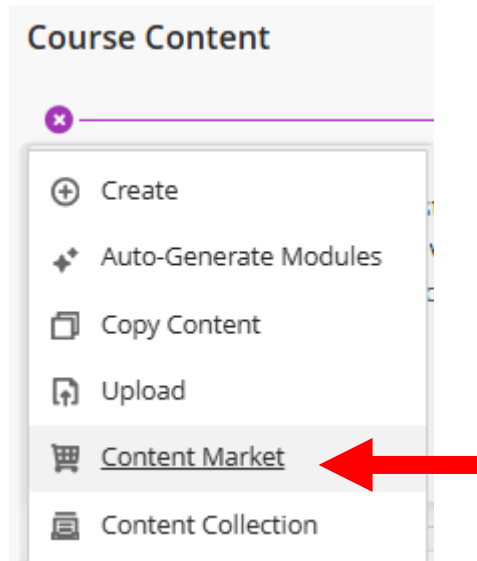




Start Copy



Create a Panopto Folder



Additional Workshops

- Setting up Graded Items in Ultra Courses (STEP 4)
 - August 18, 12noon
- Teaching in Ultra Courses (STEP 5)
 - August 25, 12noon





University
of Rochester

Questions?

