

# Ultra Courses Creating Content

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# Workshop Learning Objectives

## Participants will be able to...

- Define new terminology in Ultra courses
- Describe the general structure of an Ultra course
- Summarize how Learning Modules and Folders work
- Create Content in a course
- Edit Content in a course
- Copy content from a previous course into an Ultra course



# TERMINOLOGY IN ULTRA



# Comparison

Course is Unavailable  Course is Private

Course is Available  Course is Open

Content is Available  Content is Visible to Students

Content is Unavailable  Content is Hidden from Students

Adaptive Release  Release Conditions

Item  Document



# Comparison

Tools menu → Books and Tools

Build Content menu → Content Market

Users menu → Roster

Email → Messages

Course Reports → Progress Tracking, Analytics

Grade Center → Gradebook



# ULTRA COURSE STRUCTURE



# The CONTENT Area

EDE484.1.FALL2023WSE

## Online Teaching and Learning (EDE484.1.FALL2023WSE)

Course Settings

Content | Calendar | Announcements | Discussions | Gradebook | Messages | Analytics | Groups

Student Preview

Course Faculty

Lisa Brown  
INSTRUCTOR

Details & Actions

### Course Content

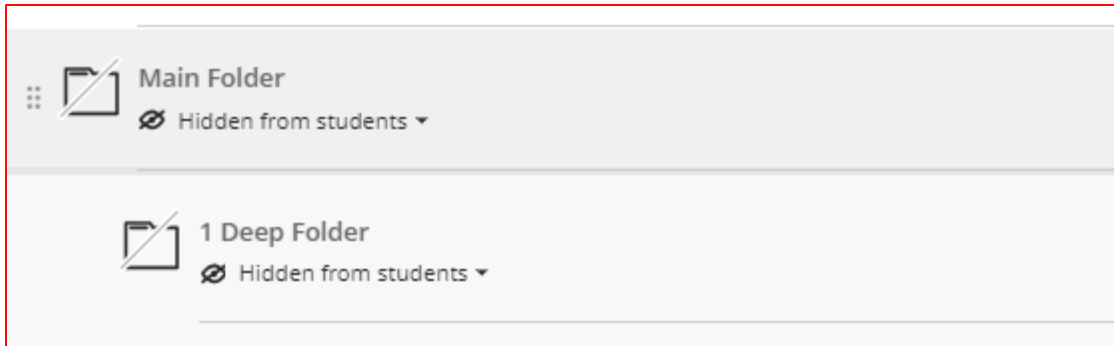
Important - Read This! About Blackboard Ultra  
Visible to students

Course Overview - Start Here

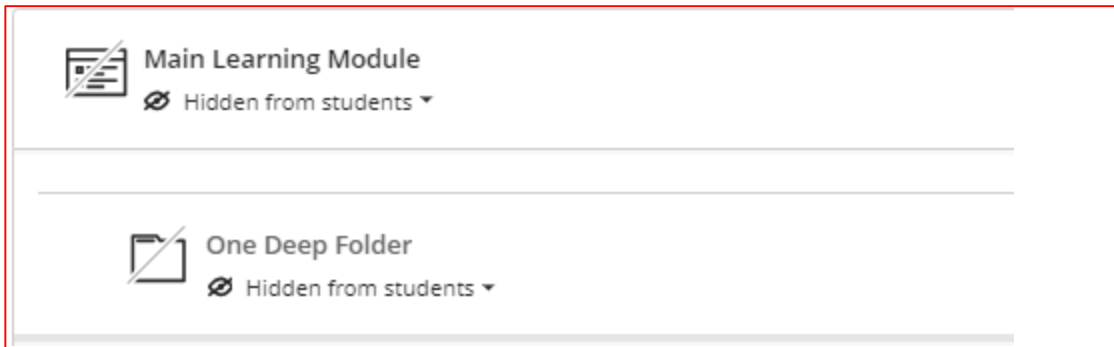


# Nesting Content

Ultra only allows 2 levels DEEP



Folder inside a Folder



Folder inside a Learning Module



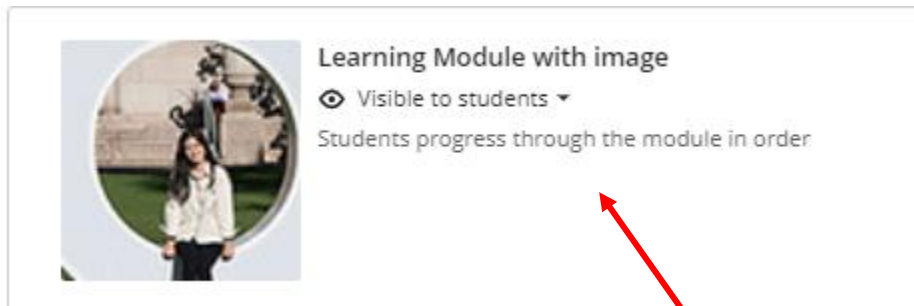


# Learning Modules vs. Folders

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



# Features of Learning Modules



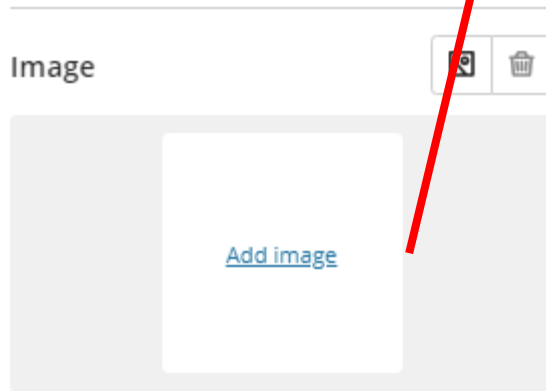
Learning Module with image

Visible to students ▾

Students progress through the module in order

This screenshot shows a learning module card. On the left is a circular image of a woman. To the right of the image, the text reads "Learning Module with image", "Visible to students" with a dropdown arrow, and "Students progress through the module in order".

Image



Add image

This screenshot shows the image upload interface. It includes a "Image" label, a trash icon, and a large "Add image" button.

## 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



# Limited Text



Module 2 - Experience as Learners - September 4 - 10

Visible to students

In person class on September 6

Module Name

Description (750 chars)



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

Description (750 chars)



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

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

Visible to students

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



# Recommendations

- Use Learning Modules structure as your main containers
- Use Folders within Learning Modules for further organization
- Use thoughtful naming conventions
- Be concise in descriptions
  - 750 chars, no line breaks



# Implications

- Organization of your course may need to be reconsidered if you use the left hand menu for a lot of different content areas and links
- Ask for help about how to best organize your course!



# Example in Original



## Module 2 - Creating Datasets in SPSS

Availability: Item is available, but some students or groups may not have access.

Enabled: Adaptive Release

Learn how to organize your data in preparation for use in SPSS.



Time Required: **About 2 hours**

Recommended Complete by: **March 31, 2023**

Must Complete by: **April 19, 2023**



# Example in Ultra



## Module 2 - Creating Datasets in SPSS - Complete by October 30

🔒 Release conditions ▾ [Performance](#)

Students progress through the module in order

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



## Module 3 - Preparing Data for Analysis - Complete by November 3

🔒 Release conditions ▾ [Performance](#)

Learn useful things about your data and record them. Manipulate your data in order to learn more interesting things. Time Required: 1.5 - 2 hours



## Module 4 - Generate a Report - Complete by November 8

🔒 Release conditions ▾ [Performance](#)

Learn how to present your findings. Time required: About 1.5 to 2 hours.



# HOW TO CREATE CONTAINERS






# Creating Content





Content Calendar Announcements Discussions Gradebook Messages Analytics Groups

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## 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

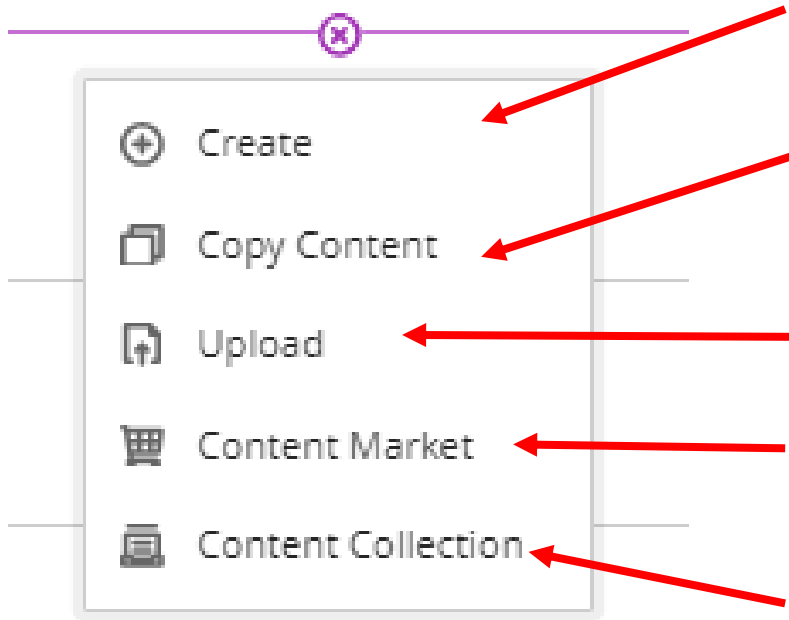


-  **Course Overview - Start Here**  
 Visible to students ▾  
To get started, review the information in this mode
-  **University Policy and Support**  
 Visible to students ▾
-  **Technology Support Information**  
 Visible to students ▾

-  Create
-  Copy Content
-  Upload
-  Content Market
-  Content Collection



# Create Options



Blackboard Basic Building Tools objects

Copy from another course

Upload from your computer

Integrated Tools

Blackboard Content Collection



# Basic Building Tools for Content

## Course Content Items



Learning module



Folder



Document



Link

Containers

Informational

Replaces Item and File in Original

Direct Web Link  
Course Link



# 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 a Learning Module

The screenshot displays the Canvas LMS interface for a course titled "Course Prep for EDE486". The course is managed by Eric Fredericksen, the instructor. The main content area shows a list of course items, including "Course Overview - Start Here", "University Policy and Support", "Technology Support Information", "Module 1 - Faculty and Institutional Perspectives", "Module 2 - Conceptual Frameworks for Online Learning", and "Module 3 - Instructional Design Concepts".

A "Create Item" dialog box is open on the right side of the screen. It features a close button (X) in the top left corner. The dialog is divided into several sections:

- Course Content Items**: This section is expanded and contains the following options:
  - Learning module**: This option is highlighted with a red arrow.
  - Folder
  - Document
  - Link
  - Teaching tools with LTI connection
  - SCORM package
- Assessment**: This section is collapsed and contains:
  - Test
  - Assignment
- Participation and Engagement**: This section is collapsed and contains:
  - Discussion
  - Journal



# Setting up a Learning Module

Course Prep for EDE486

**Name**

**Visibility**

**Description**  
Limit 750 characters  
No line breaks or formatting

**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



# Additional Options Learning Module

Forced Sequence  
Students must advance  
through in order

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

Course Prep for EDE486  
New Learning Module 10%

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

#### Insert image

##### Image Source

Upload from Device

Upload from Device

Stock images from Unsplash

Supports: JPEG, PNG  
Maximum size: 1,000 MB

or

Upload file

Cancel

Next >



# Create a Folder

The screenshot displays a course management interface for 'Course Prep for EDE486'. The main content area shows a list of course items under 'Course Content', including 'Course Overview - Start Here', 'University Policy and Support', 'Technology Support Information', and three modules. A sidebar on the right, titled 'Create Item', lists various content types: Learning module, Folder, Document, Link, Teaching tools with LTI connection, SCORM package, Assessment (Test, Assignment), and Participation and Engagement (Discussion, Journal). A red arrow points to the 'Folder' option in the 'Create Item' sidebar.

CoursePrep.EDE486.Fredericksen  
Course Prep for EDE486

Content Calendar Announcements Discussions Gradebook Messages Analytics Groups

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

The image shows a screenshot of the Canvas LMS interface. On the left, the course page for 'Course Prep for EDE486' is visible, showing the instructor Eric Fredericksen and a list of course content items. A modal dialog box is open on the right, titled 'Course Prep for EDE486', for creating a new folder named 'New Folder 10/26/23'. The dialog has three main sections: a visibility dropdown menu set to 'Hidden from students', a description text area with the placeholder 'Add a description', and a 'Maximum 750 characters' warning. At the bottom are 'Cancel' and 'Save' buttons. Red arrows point from text labels to these specific elements in the dialog.

Course Prep for EDE486

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



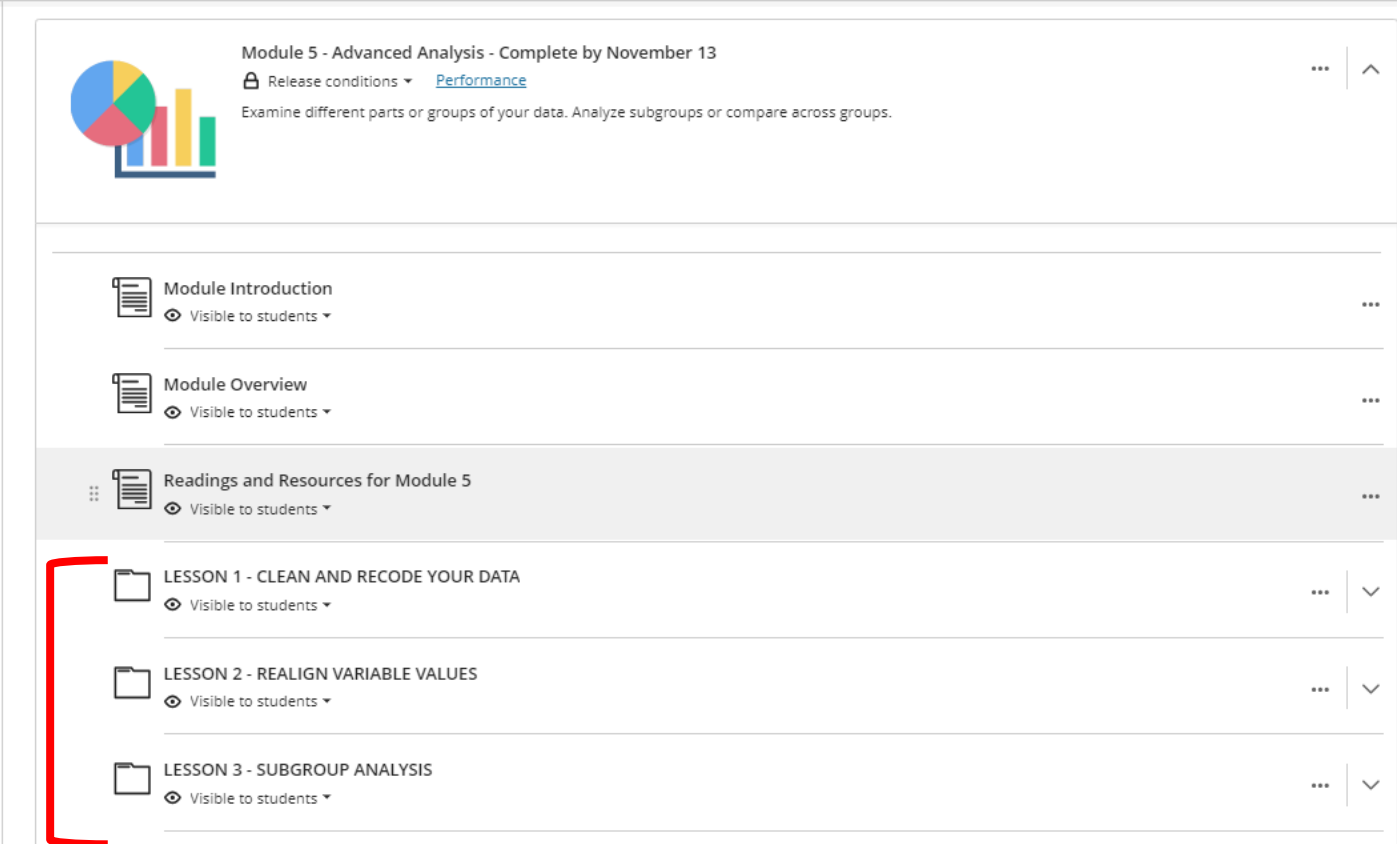
# Recommendations

- Use Learning Modules for your Main Containers
  - Allow easy student navigation
- Use a Folder within a Learning Module
  - Nice for grouping things in the content view



# Example

## Folders within Learning Modules



The screenshot displays a learning module interface. At the top, there is a header for "Module 5 - Advanced Analysis - Complete by November 13" with a "Performance" link and a description: "Examine different parts or groups of your data. Analyze subgroups or compare across groups." Below the header, there is a list of items:

- 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)

A red bracket highlights the three lesson folders.



# HOW TO CREATE INFORMATIONAL CONTENT




# Creating Content From Files





Content Calendar Announcements Discussions Gradebook Messages Analytics Groups

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**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**



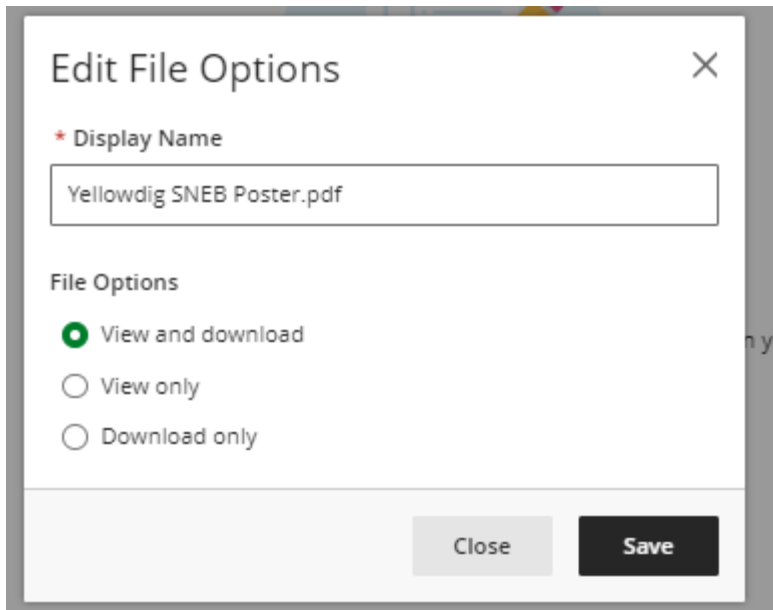
-  **Course Overview - Start Here**  
Visible to students ▾  
To get started, review the information in this module.
-  **University Policy and Support**  
Visible to students ▾
-  **Technology Support Information**  
Visible to students ▾

**Dropdown Menu:**

-  Create
-  Copy Content
-  Upload
-  Content Market
-  Content Collection



# Adding / Uploading Files



Edit File Options

\* Display Name

Yellowdig SNEB Poster.pdf

File Options

View and download

View only

Download only

Close Save

New feature to restrict how students view/access your files.

View and Download


View Only


Download Only





# View and Download

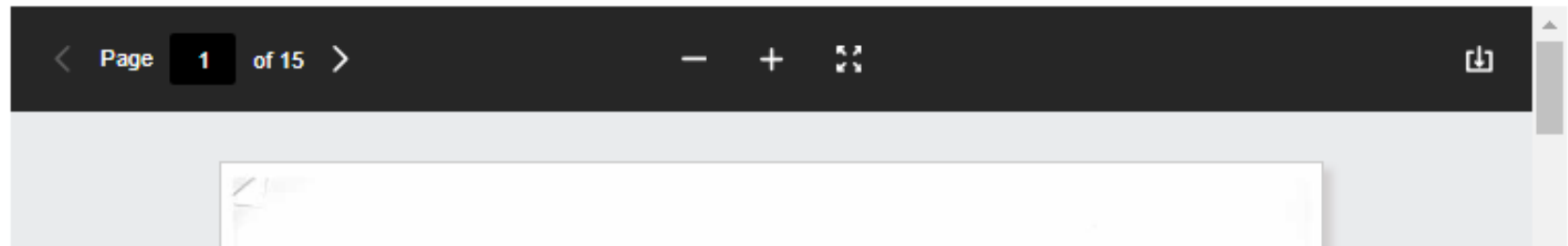
## Course Content

○  ConditionsLearning\_Ch4.pdf View and Download

●  ConditionsLearning\_Ch11.pdf view only


●  Pages\_ch11.pdf download only


 Download Original File




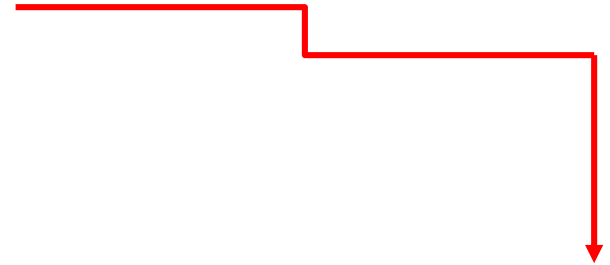
# View Only

## Course Content

 ConditionsLearning\_Ch4.pdf View and Download

 ConditionsLearning\_Ch11.pdf view only


 Pages\_ch11.pdf download only








# Download Only

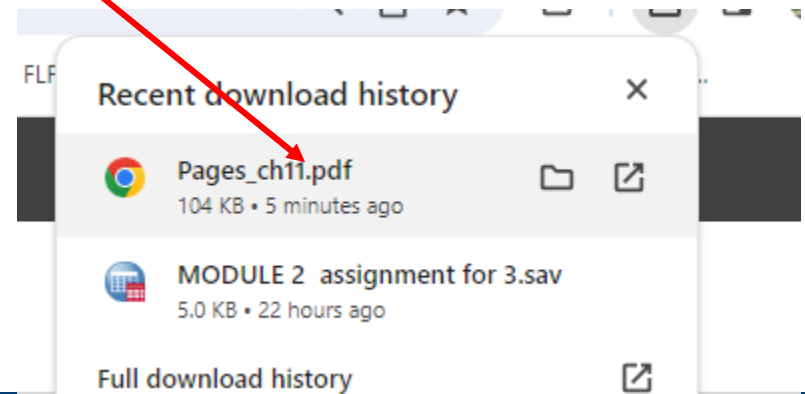
## Course Content

○  ConditionsLearning\_Ch4.pdf View and Download





●  ConditionsLearning\_Ch11.pdf view only


●  Pages\_ch11.pdf download only

 Download Original File



Recent download history

	Pages_ch11.pdf 104 KB • 5 minutes ago		
	MODULE 2 assignment for 3.sav 5.0 KB • 22 hours ago		

Full download history 




# Creating Content From Content Collection





Content Calendar Announcements Discussions Gradebook Messages Analytics Groups

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### 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

-  **Course Overview - Start Here**  
 Visible to students ▾  
To get started, review the information in this mode
-  **University Policy and Support**  
 Visible to students ▾
-  **Technology Support Information**  
 Visible to students ▾

-  Create
-  Copy Content
-  Upload
-  Content Market
-  **Content Collection**

UNIVERSITY of ROCHESTER

# Using the Content Collection

Lisa Ultra Test course

Content Collection



## Add items from the Content Collection

Jump in and get started! Browse items in the Content Collection and add them to your Course Content page.  
The content is hidden until you're ready to show it.

Browse Content Collection



## Open Content Collection? ✕

Browse the Content Collection on this page or in a new window.  
You can change this setting later.

- Open in current window
- Open in a new window

Cancel

OK



# Select from your Course Content

Browse Upload Advanced Search View List View Thumbnails

Location: Test.Ultra.LisaBrown2023 Search Content... Search

Available Quota: Unlimited

TYPE	NAME	VERSIONS	LAST MODIFIED	SIZE
Folder	READ_ONLY		May 8, 2023 1:32:40 PM	40.9 MB
Folder	Recycle Bin		Oct 28, 2023 8:07:48 PM	328.5 KB
Folder	Test.Ultra.LisaBrown2023_ImportedContent_20230409063449		Apr 9, 2023 6:34:51 PM	308.6 KB


Displaying 1 to 3 of 3 items Show All Edit Paging...







# Creating Content From Information/Text

Content Calendar Announcements Discussions Gradebook Messages Analytics Groups


## 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



-  Course Overview - Start Here  
Visible to students ▾  
To get started, review the information in this mode
-  University Policy and Support  
Visible to students ▾
-  Technology Support Information  
Visible to students ▾

-  Create
-  Copy Content
-  Upload
-  Content Market
-  Content Collection



# Create a Document

The screenshot shows a course management interface for 'Course Prep for EDE486'. The main content area displays a list of course items, including 'Course Overview - Start Here', 'University Policy and Support', 'Technology Support Information', and three modules. On the right, a 'Create Item' modal is open, showing a list of content types: Learning module, Folder, Document, Link, Teaching tools with LTI connection, and SCORM package. A red arrow points to the 'Document' option. Below these are sections for 'Assessment' (Test, Assignment) and 'Participation and Engagement' (Discussion, Journal).

CoursePrep.EDE486.Fredericksen

## Course Prep for EDE486

Content Calendar Announcements Discussions Gradebook Messages Analytics Groups

### 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 Document

The screenshot shows a document creation interface. At the top left, it says "Course Prep for EDE486" and "New Document 10/26/23". A red arrow points to the text "New Document 10/26/23" with the label "Name". To the right, there is a dropdown menu showing "Hidden from students" and a gear icon. A red arrow points to the gear icon with the label "Settings". Another red arrow points to the dropdown menu with the label "Visibility". A dark tooltip box on the left contains the text "Name your document" and "Engaging and specific titles help students know what to expect. You can edit the title at any time." Below the title bar is a large circular icon with a pencil and a document, labeled "Use this space to build your document." Below this icon is the text "All your work is saved automatically. Just close the document when you're finished." At the bottom, there are three buttons: "Add Content", "Upload from Computer", and "Browse Content Collection". A red arrow points to the "Upload from Computer" button with the text "What do you want to add into this document". A question mark icon is at the bottom right.

Course Prep for EDE486

New Document 10/26/23

Name

Hidden from students

Settings

Visibility

Name your document

Engaging and specific titles help students know what to expect. You can edit the title at any time.

Use this space to build your document.

All your work is saved automatically. Just close the document when you're finished.

Add Content

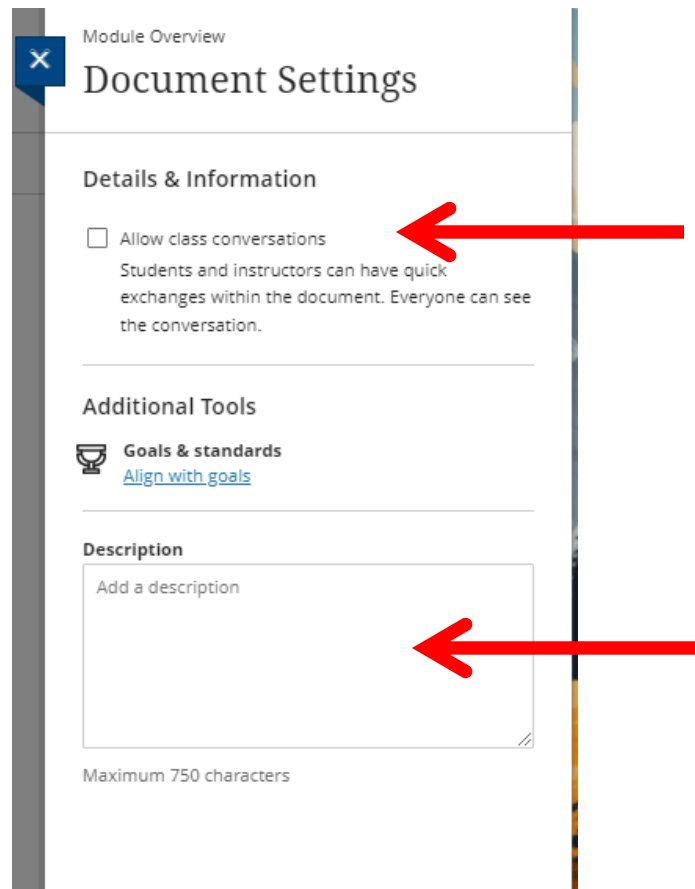
Upload from Computer

Browse Content Collection

What do you want to add into this document



# Document Settings




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





# Document Area

Can contain multiple sections

This example contains

Text

File upload

Text with embedded video

This is a text area.



ED528-OnlineSyllabus-2023Fall.pdf

another text area with video embedded



# File within Document

The image displays two screenshots of a PDF viewer interface. The top screenshot shows a file named "Yellowdig SNEB Poster.pdf" with a red box highlighting a menu icon (three dots) and a dropdown arrow. A red arrow points from this menu to the text "Download" and "View". The bottom screenshot shows the same file with a red box highlighting a download icon (a square with a downward arrow) and the text "Download". Below the screenshots is a yellow banner with the text "Improving Student-to-Student and Student-to-Instructor Connection Through the Use of a Novel Community-Building Platform" and logos for Yellowdig and American University.



# Considerations

- Documents are a place for sharing content in your course or general instructions
- Do not use them for test, assignment or discussion instructions – put those on the actual graded item.
- May want to group multiple items together on a single document “page”



# Recommendation

- A document can also be used to replace a folder that contained Files or Items.
- Consider placing all of those files or items in a single document, rather than inside a folder or directly in Content space.
- **Exceptions: Progress Tracking needs**



# Original vs Ultra

## Folder with individual items

## Single Document

University Policy and Support

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

**Academic Policies by School**

All students are expected to comply with school and University policies as outlined in the Student Handbooks

**Accessibility Accommodations**

The University of Rochester respects and welcomes students of all backgrounds and abilities.

In the event you encounter any barrier(s) to full participation in this course due to the impact of a disability, please contact the [Office of Disability Resources](#) at: [disability@rochester.edu](mailto:disability@rochester.edu); (585) 276-5075; Taylor Hall.

[University Disability Resources](#)

[Accessibility at Rochester](#)

[Equal Opportunity at University of Rochester](#)

For information on accessibility of the University Learning Management System and associated software, see Techno

**Eastman School of Music Accommodations Requests**

It is a personal decision to disclose the existence of a disability and to request an accommodation. A decision n [affairs/disability](#)

**Title IX**

All members of the University community have the right to learn and work in a safe environment free from all f stalking, have the right to receive academic, housing, transportation or other accommodations, to receive couns

For more information please visit [www.rochester.edu/sexualmisconduct](http://www.rochester.edu/sexualmisconduct) or contact the Title IX coordinator.

**UR CARE Services**

If you need any additional help, or are concerned about another student please visit UR Care Network:

**Academic Policies**

All students are expected to comply with school and University policies as outlined in their [handbooks](#).

**Academic Policies for Arts, Sciences and Engineering Undergraduates**

- [Academic Honesty and Plagiarism](#)
- [Student Code of Conduct](#)
- [Other Policies and Handbooks](#)

**Accessibility Resources**

**Accessibility Accommodations**

The University of Rochester respects and welcomes students of all backgrounds and abilities.

In the event you encounter any barrier(s) to full participation in this course due to the impact of a disability, please contact the [Office of Disability Resources](#). The [access coordinators](#) in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations.

You can reach the Office of Disability Resources at: [disability@rochester.edu](mailto:disability@rochester.edu); (585) 276-5075; Taylor Hall.

[University Disability Resources](#)

[Accessibility at Rochester](#)

[Equal Opportunity at University of Rochester](#)

For information on accessibility of the University Learning Management System and associated software, see Technology Support and Information.

**Eastman School of Music Accommodation Requests**

It is a personal decision to disclose the existence of a disability and to request an accommodation. A decision not to disclose will be respected. Students who request an accommodation must provide appropriate documentation to [Eastman's Disability Coordinator](#).



# Original vs. Ultra

## Folder with individual items

Further Content Exploration

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

### MAKE A SELECTION

Review the content in this folder and decide which of these you want to become an "expert" on.

You will be giving a 5 minute presentation in our next Zoom session about that content area. Feel free to make a few slides to help you during your presentation if you would like.

When you have made your selection, use this link to add your name to the spreadsheet for that content item

[https://docs.google.com/spreadsheets/d/1koreuH79ea5bo\\_yhgDmNj4o5tBWU\\_Pu4FJEhOZjkhS0/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1koreuH79ea5bo_yhgDmNj4o5tBWU_Pu4FJEhOZjkhS0/edit?usp=sharing)

One person per content item please! Do not remove someone else's name!

### How People Learn, Chapters

Bransford, J. D., Brown, A. L. & Cocking, R. R. (2000). *How People Learn*. Washington D.C.: National Academy Press.

- Chapter 1 - Learning: From Speculation to Science. p. 3-27.
- Chapter 2 - How Experts Differ from Novices. p. 31-50
- Chapter 3 - Learning and Transfer. p. 51-78

Use this link to take you to the Table of Contents:

<https://www.nap.edu/read/9853/chapter/1#ix>

CHOOSE ONE CHAPTER FOR YOUR REPORT!

### Learning Theory and Online Course Design

Learning Theory and Online Course De... Watch later Share

Constructivism in the Classroom

Rules of Instructors and Students

Learner

- Active participants
- Construct knowledge socially with peers

Instructor

- Instructor as facilitator
- Focus on integration of skills and knowledge in real world practice
- Scaffolding learning experience in ZPD

Watch on YouTube

Time: 14:16

Martha Schwer and Jennifer Lewis  
Madison Area Technical College

## Single Document

Review the content on this page and decide which ONE of these you want to become an "expert" on.

You will be giving a 5 minute presentation in our next Zoom session about that content area. Feel free to make a few slides to help you during your presentation if you would like.

When you have made your selection, use this link to add your name to the spreadsheet for that content item

[https://docs.google.com/spreadsheets/d/1koreuH79ea5bo\\_yhgDmNj4o5tBWU\\_Pu4FJEhOZjkhS0/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1koreuH79ea5bo_yhgDmNj4o5tBWU_Pu4FJEhOZjkhS0/edit?usp=sharing)

One person per content item please! Do not remove someone else's name!

### OPTIONS 1 - 3: How People Learn Chapters

Bransford, J. D., Brown, A. L. & Cocking, R. R. (2000). *How People Learn*. Washington D.C.: National Academy Press.

- Chapter 1 - Learning: From Speculation to Science. p. 3-27.
- Chapter 2 - How Experts Differ from Novices. p. 31-50
- Chapter 3 - Learning and Transfer. p. 51-78

Use this link to take you to the Table of Contents:

<https://www.nap.edu/read/9853/chapter/1#ix>

CHOOSE ONE CHAPTER FOR YOUR REPORT!

### OPTION 4: Learning Theory and Online Course Design

Learning Theory and Online Course... Watch later Share

Constructivism in the Classroom

Rules of Instructors and Students

Learner

- Active participants
- Construct knowledge socially with peers

Instructor

- Instructor as facilitator
- Focus on integration of skills and knowledge in real world practice
- Scaffolding learning experience in ZPD

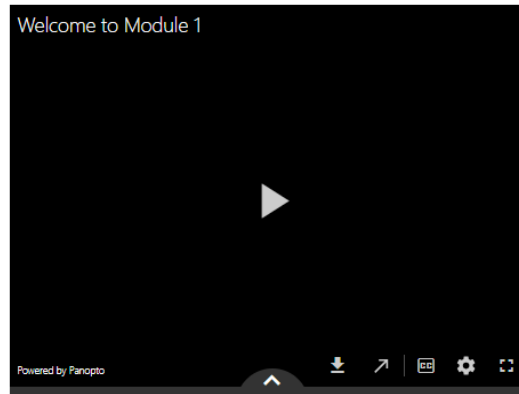


# Welcome page with Video and Text Instructions

Online Teaching and Learning (EDE484.1.FALL2023WSE)

## Welcome to Module 1

[Content](#) [Student Progress](#)



To view full screen, click the [ ] square in the bottom right hand corner of the video. To close the full screen view, hit Escape on your keyboard.

To view in its own browser tab, click the arrow on the bottom section of the video.

To view captions, click on the CC button in the bottom section of the video.

To play the video at a slower or faster speed, use the 1x on the bottom section of the video



# Overview page with Text and File Attachment

Online Teaching and Learning (EDE484.1.FALL2023WSE)

## Module Overview

Content Student Progress

### Overview

We expect students to come to this course with some preconceived ideas about what online teaching and learning (OTL hereafter) is/involves – ideas that we hope will be elaborated and broadened as a result of the course readings and activities. We know from experience that this process will be more productive if we start by making explicit what these prior notions are. In this spirit (and not to evaluate if you “got it right”), we ask you to do some activities before doing any readings or looking at course materials that may influence your thinking.

### Learning Objectives

1. Meet your classmates.
2. Define online classes and online learning in your own words.
3. Become familiar with some tools for online teaching and learning.
4. Prepare for the activities in this course.

### Learning Activities

In preparation for the activities in this course, you are expected to complete the following in Module 1:

1. Post an Introduction in Voicethread.
2. Post an introduction in Yellowdig.
3. Take a quiz covering course expectations.
4. Begin the journal writing process for this course.
5. Complete the Introductory Playposit exercise
6. Respond to classmates in Yellowdig and Voicethread
7. Enroll yourself in the example online lessons course.

### Graded Items

- Reflection Journal Entry (1 point)
- Course Expectations Quiz (Bonus - 1 point)
- Voicethread introductions (Bonus - 1 point)
- Playposit Activity (Bonus - 1 point)
- Yellowdig

Download the checklist for this module below.

In our in-class meeting we will:

1. Review expectations for this course
2. Verify your use of technology



Module 1 Checklist.pdf





# Page with Multiple Text Sections

Online Teaching and Learning (EDE484.1.FALL2023WSE)

## Technologies used in this course

Content Student Progress

### Technology Overview

Below are additional information about technologies used in this course and specific things that I want you to know. Be sure to refer to the page **Technology Support Information** located in this course for troubleshooting and help information if you need it.

### Blackboard

We will make extensive use of Blackboard during this course.

Additionally, we are using the new course format called ULTRA. If you have any questions about how to use the tools in this course, be sure to ask!

### Zoom

All of our synchronous meetings will be held in Zoom. You can access Zoom from the Zoom Meeting Manager on the main Content page of this course.

Be sure to keep your Zoom client updated throughout the semester in order to be able to use the latest features.

Go to <http://rochester.zoom.us> to create your student Zoom account, and be sure to log in with SSO on your Zoom client. You can add your picture to your Zoom profile after you have created your account - this picture will appear whenever you turn off your camera.

<https://support.zoom.us/hc/en-us/articles/7056836613517-Managing-profile-picture-on-the-Zoom-web-portal>

### Panopto

Video content will be streamed through Panopto. Be sure you can play videos in this platform.

### Voicethread

We'll be using a platform called Voicethread in this course.

If you have never used Voicethread before, familiarize yourself with Voicethread's commenting features by




# Creating Content From Web





Content Calendar Announcements Discussions Gradebook Messages Analytics Groups

---


## 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



-  Course Overview - Start Here  
Visible to students ▾  
To get started, review the information in this mode
-  University Policy and Support  
Visible to students ▾
-  Technology Support Information  
Visible to students ▾

-  Create
-  Copy Content
-  Upload
-  Content Market
-  Content Collection



# Create a Link

The screenshot displays a course management interface for 'Course Prep for EDE486'. The main content area shows 'Course Content' with several modules listed, including 'Course Overview - Start Here', 'University Policy and Support', 'Technology Support Information', 'Module 1 - Faculty and Institutional Perspectives', 'Module 2 - Conceptual Frameworks for Online Learning', and 'Module 3 - Instructional Design Concepts'. On the right, a 'Create Item' sidebar is open, listing various content types: Learning module, Folder, Document, Link, Teaching tools with LTI connection, SCORM package, Test, Assignment, Discussion, and Journal. A red arrow points to the 'Link' option in the sidebar.

CoursePrep.EDE486.Fredericksen  
Course Prep for EDE486

Content Calendar Announcements Discussions Gradebook Messages Analytics Groups

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 Web Link

Course Prep for EDE486

## New Link

Web Link Course Link


Hidden from students

\* Display Name

\* Link URL

Open in a new window

Additional Tools

 **Goals & standards**  
*You need to save the link before you can edit the aligned goals. Save the link and return.*

Description

Add a description

Cancel Save

← Visibility

← Name

← URL

Description  
Limit 750 characters  
No line breaks or formatting



# Setting up a Course Link

Lisa Ultra Test course

## New Link

Web Link **Course Link**

Search Criteria ✕  
Clear all

**Keyword** ^  
Type a keyword

**Categories** ^

- Document
- Assessments (all types)
- SCORM
- File
- LTI
- Journal
- Folder
- Learning Module

Search Results: 67 found, 10/67 loaded  
Select one to create a course link

Name	Category
<input type="radio"/> Example Document 1 Hidden from students	Document
<input type="radio"/> Example Document Visible to students	Document
<input type="radio"/> Assignment Overview - Module 2 Visible to students	Document

Assignment Overview - Module 2  
Visible to students

**\* Display Name**  
Assignment Overview - Module 2 **Name**

**Description**  
Add a description  
Maximum 750 characters


**Description**  
Limit 750 characters  
No line breaks or formatting




# HOW TO EDIT EXISTING CONTENT ITEMS






# Edit

 Module Introduction  
Visible to students ▾


 Module Overview  
Visible to students ▾




-  Edit
-  Student Progress
-  Delete






# Delete

 Module Introduction  
Visible to students ▾

 Module Overview  
Visible to students ▾

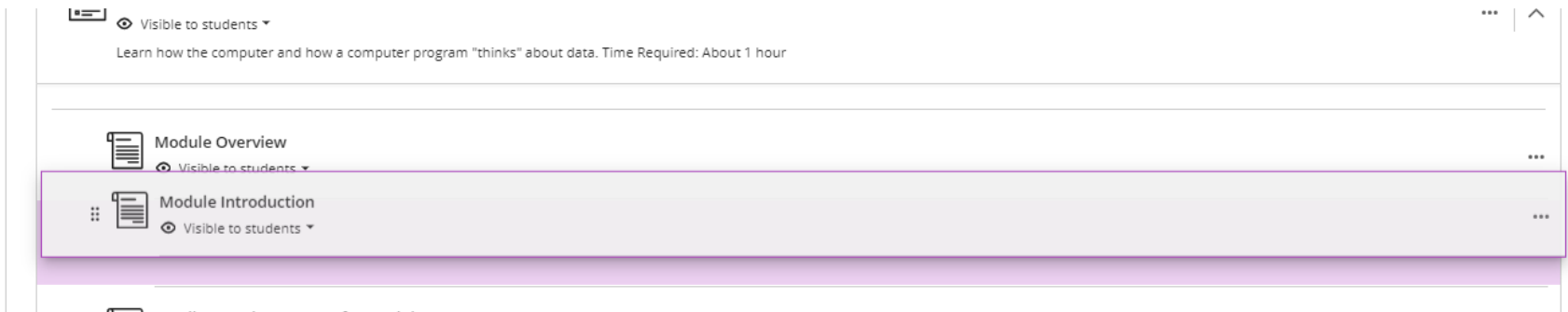


-  Edit
-  Student Progress
-  Delete





# Move and Reorder



Drag and Drop Anything in the Content Area

Be sure a Folder or Learning Module is open to move things INTO them



# Setting Visibility



BestPractice\_NewOTL.docx

 Hidden from students ▲

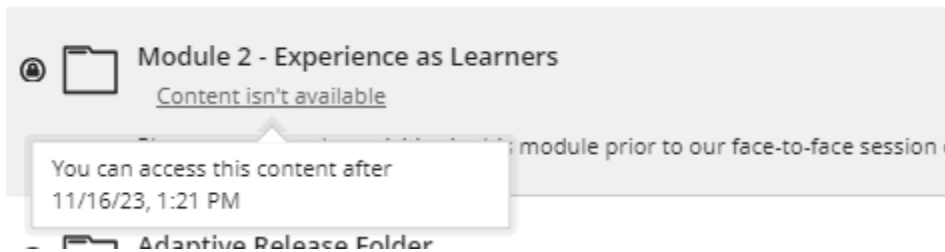
 Visible to students

 **Hidden from students**

 Release conditions



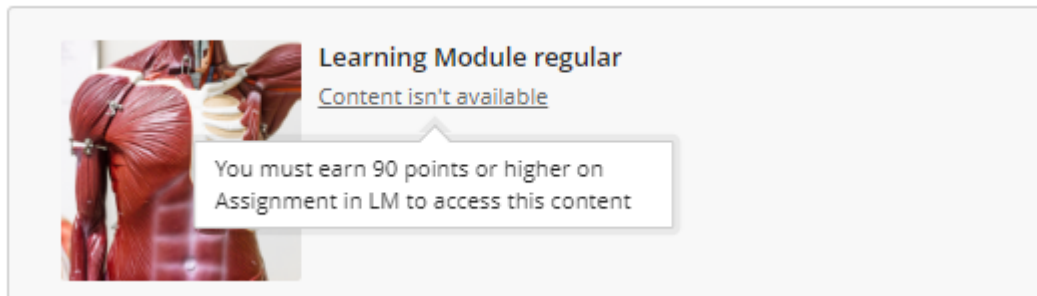
# Setting Release Conditions



Module 2 - Experience as Learners  
Content isn't available

You can access this content after 11/16/23, 1:21 PM

Adaptive Release Folder



Learning Module regular  
Content isn't available

You must earn 90 points or higher on Assignment in LM to access this content

## When will content appear?

Choose if you want the content to appear **before** course members meet the release conditions

- Show  
*All course members can see this item in the content list, but they can't open it until all release conditions are met*
- Hide  
*Hidden items don't appear in the content list until conditions are met*



# HOW TO COPY CONTENT FROM PREVIOUS COURSE



# 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



# 1. Create your Learning Modules

Content Calendar Announcements Discussions Gradebook Messages Analytics Groups

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

- 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 -

Create  
Copy Content  
Upload  
Content Market  
Content Collection

Create Item

Course Content Items

- Learning module
- Folder
- Document
- Link
- Teaching tools with LTI connection
- SCORM package

Course Prep for 10/36

New Learning Module 10/3

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



## 2. Open the Module

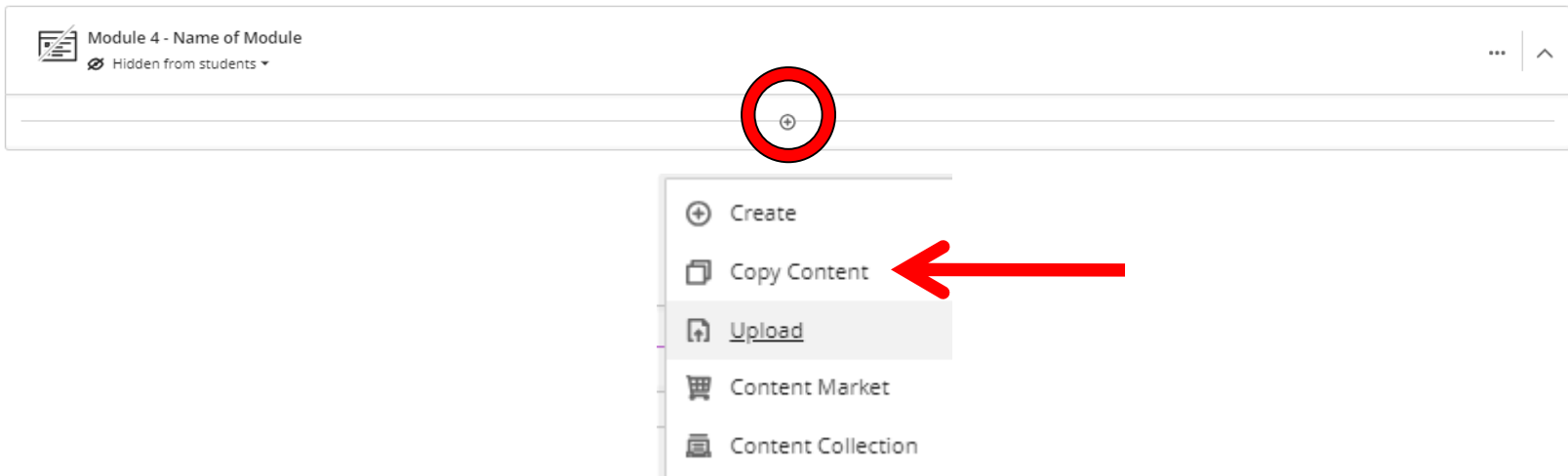


**IMPORTANT**

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

Enter here to help narrow list of courses





Course Prep for EDE486

**Copy Items**

Courses Organizations

Search by course name or ID  
Designing Online Courses

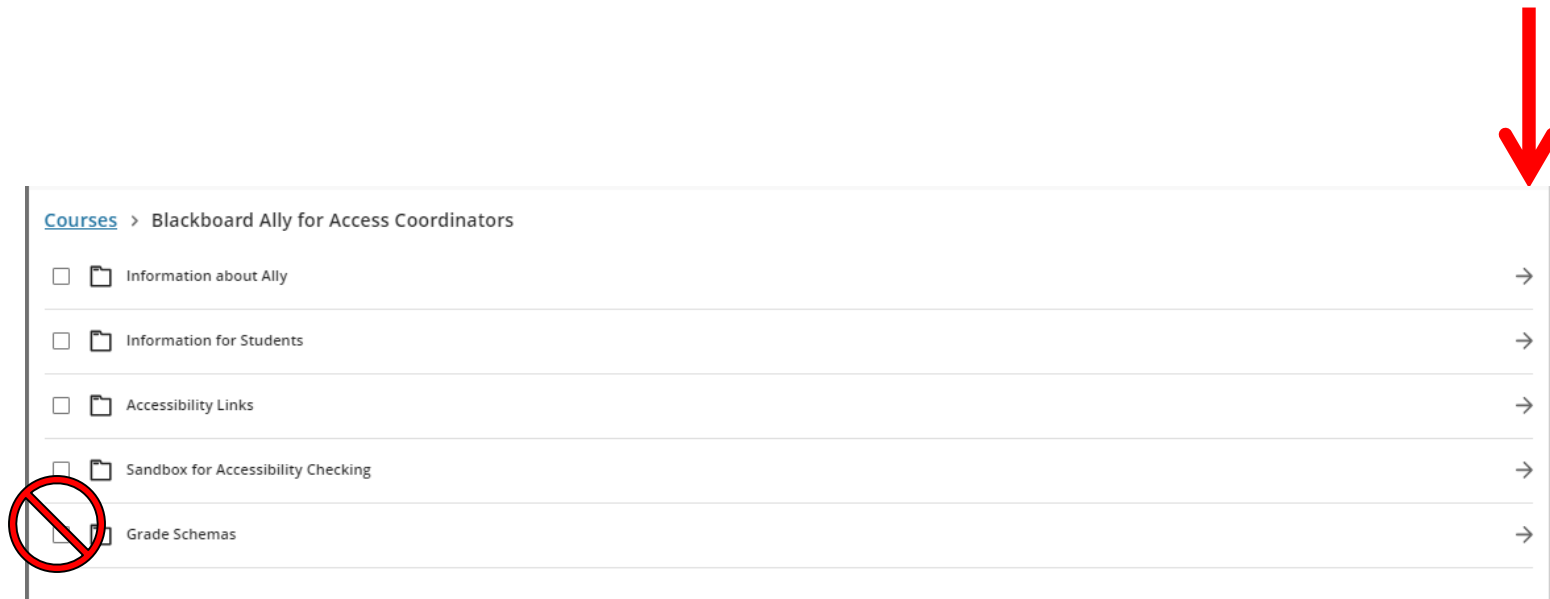
Courses 1-10 of 24 10 items per page Page 1 of 3

<input type="checkbox"/>		Designing Online Courses (EDE486.1.FALL2023WSE) EDE486.1.FALL2023WSE	
<input type="checkbox"/>		Designing Online Courses (EDE486.1.SPRING2023WSE) EDE486.1.SPRING2023WSE	

Click here to open the course



# 5. Navigate into Appropriate Content Area



The screenshot shows a navigation menu for a Blackboard course titled "Blackboard Ally for Access Coordinators". The menu items are:

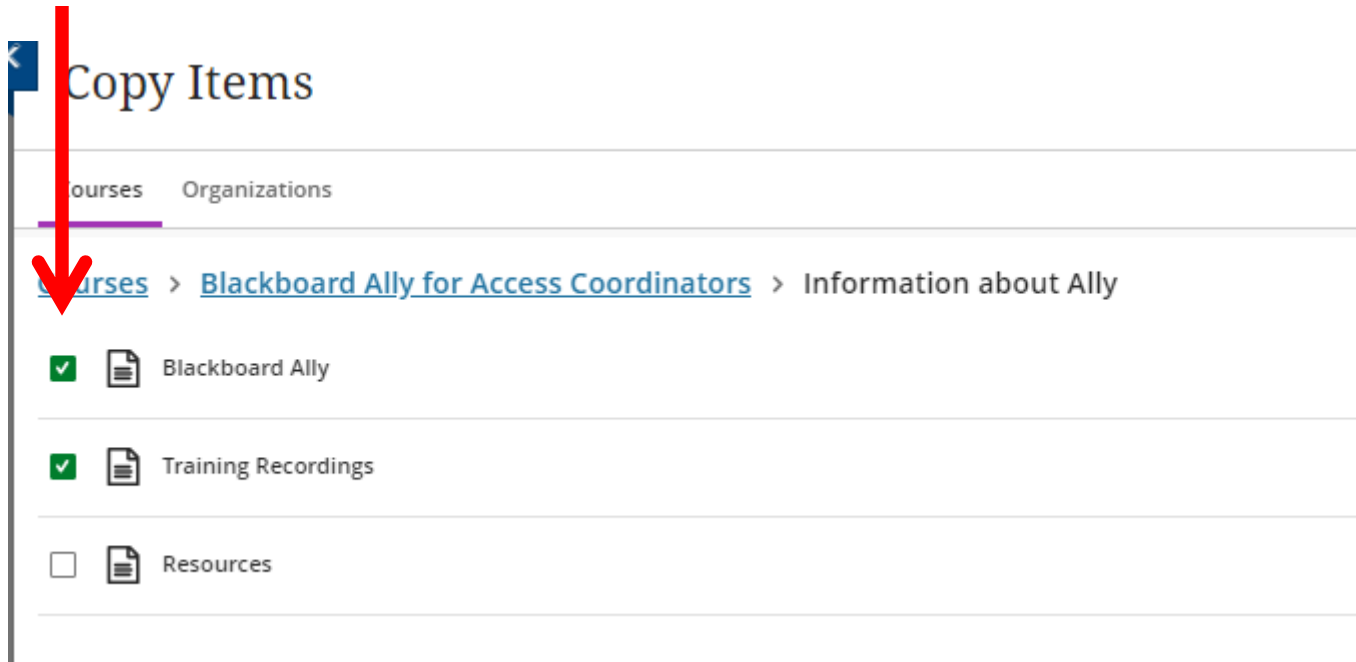
- Information about Ally
- Information for Students
- Accessibility Links
- Sandbox for Accessibility Checking
- Grade Schemas

A red arrow points to the right edge of the menu, and a red prohibition sign is overlaid on the "Grade Schemas" item.

Unless you want everything in the content area!






# 6. Select Specific Items



Copy Items

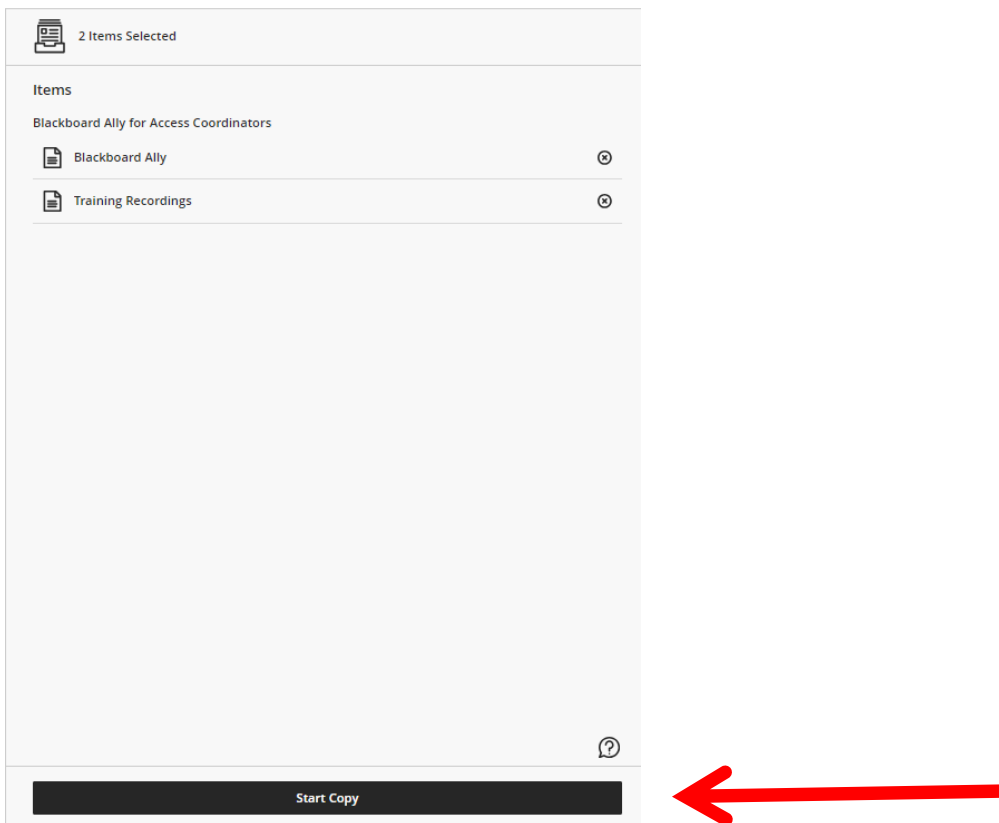
[Courses](#) Organizations

[Courses](#) > [Blackboard Ally for Access Coordinators](#) > Information about Ally

-  Blackboard Ally
-  Training Recordings
-  Resources



# 7. Review List and Copy



2 Items Selected

Items

Blackboard Ally for Access Coordinators

- Blackboard Ally
- Training Recordings

Start Copy

A red arrow points to the 'Start Copy' button.



# 8. Review and Edit

The screenshot shows a course management system interface for 'Module 3 - Instructional Design'. The course is hidden from students and runs from February 13 to February 26. The interface lists several items:

- 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. Includes a note: '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. Includes a note: '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. Includes a note: '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. Includes a note: '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?'

Remember:  
Review Exceptions List



# What's Next - Workshops

- Setting up Graded Items in Ultra Courses
  - December 5 at 12noon
  - December 13 at 2:30pm
- Teaching in Ultra Courses
  - January 10 at 3pm
  - January 11 at 12noon

Register through the Zoom link!



# QUESTIONS?

