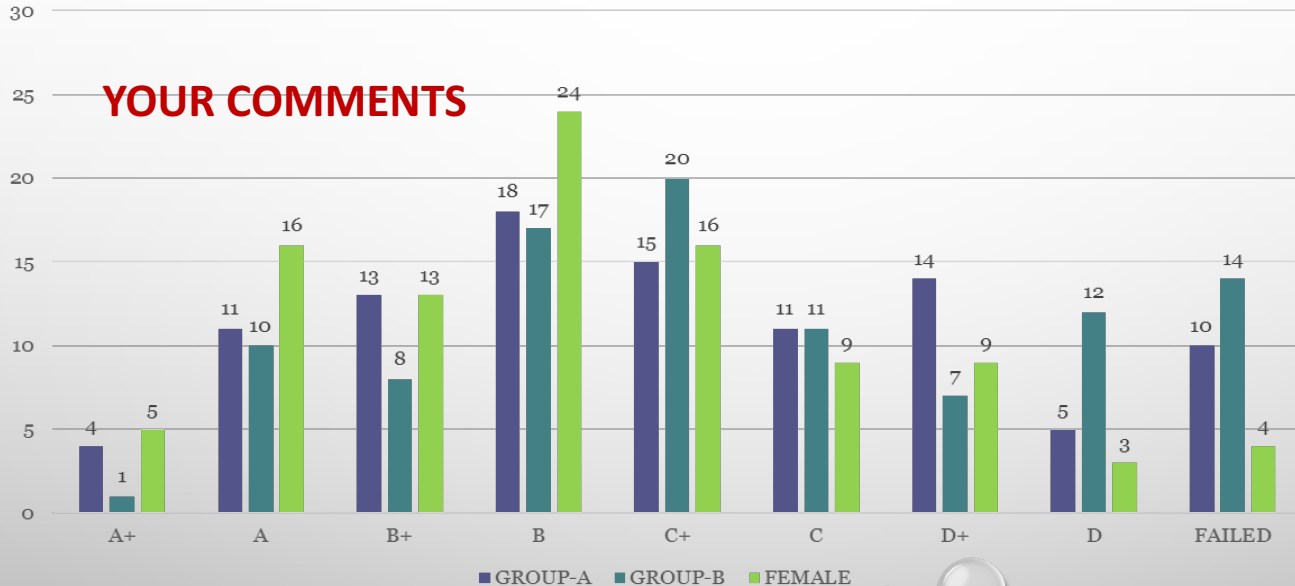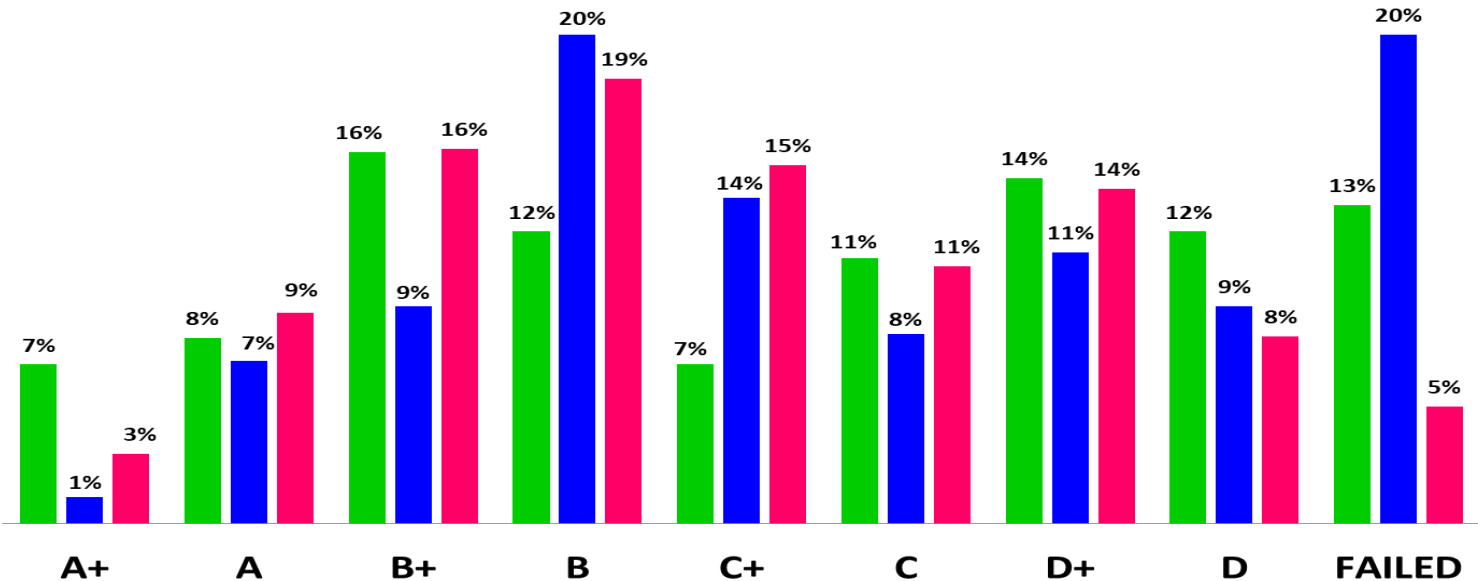# Blackboard training

Learning Skill Course

Dept. of Medical Education

College of Medicine

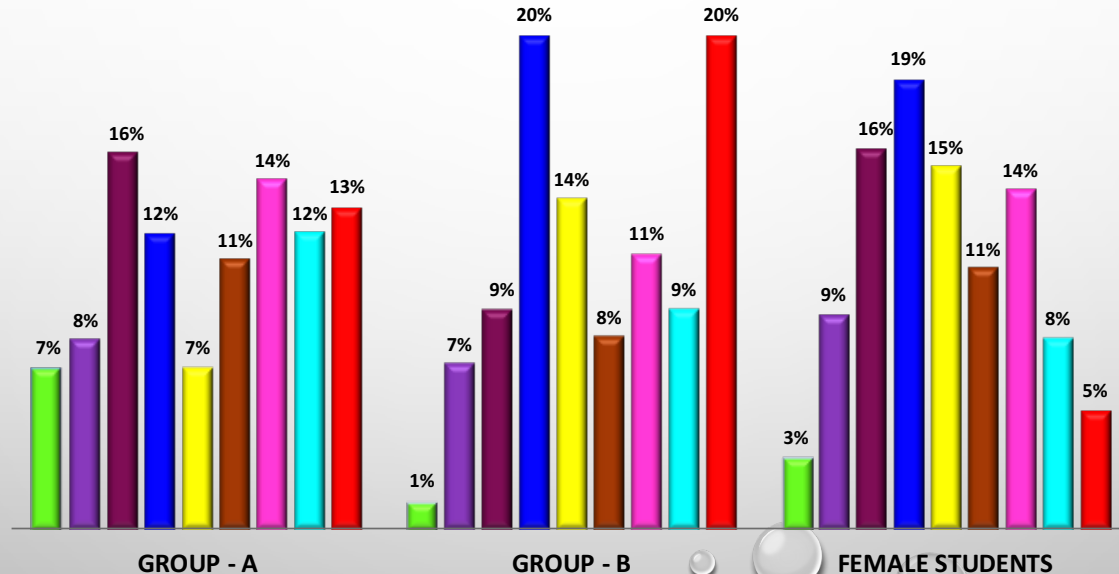COMPARISON OF PERFORMANCE IN FOUNDATION BLOCK AMONG 3 GROUPS OF STUDENTS FOR THE ACADEMIC YEAR 2016-2017

COMPARISON OF GRADES DISTRIBUTION IN FOUNDATION BLOCK AMONG 3 GROUPS OF STUDENTS FOR THE ACADEMIC YEAR 1439 - 40 H.
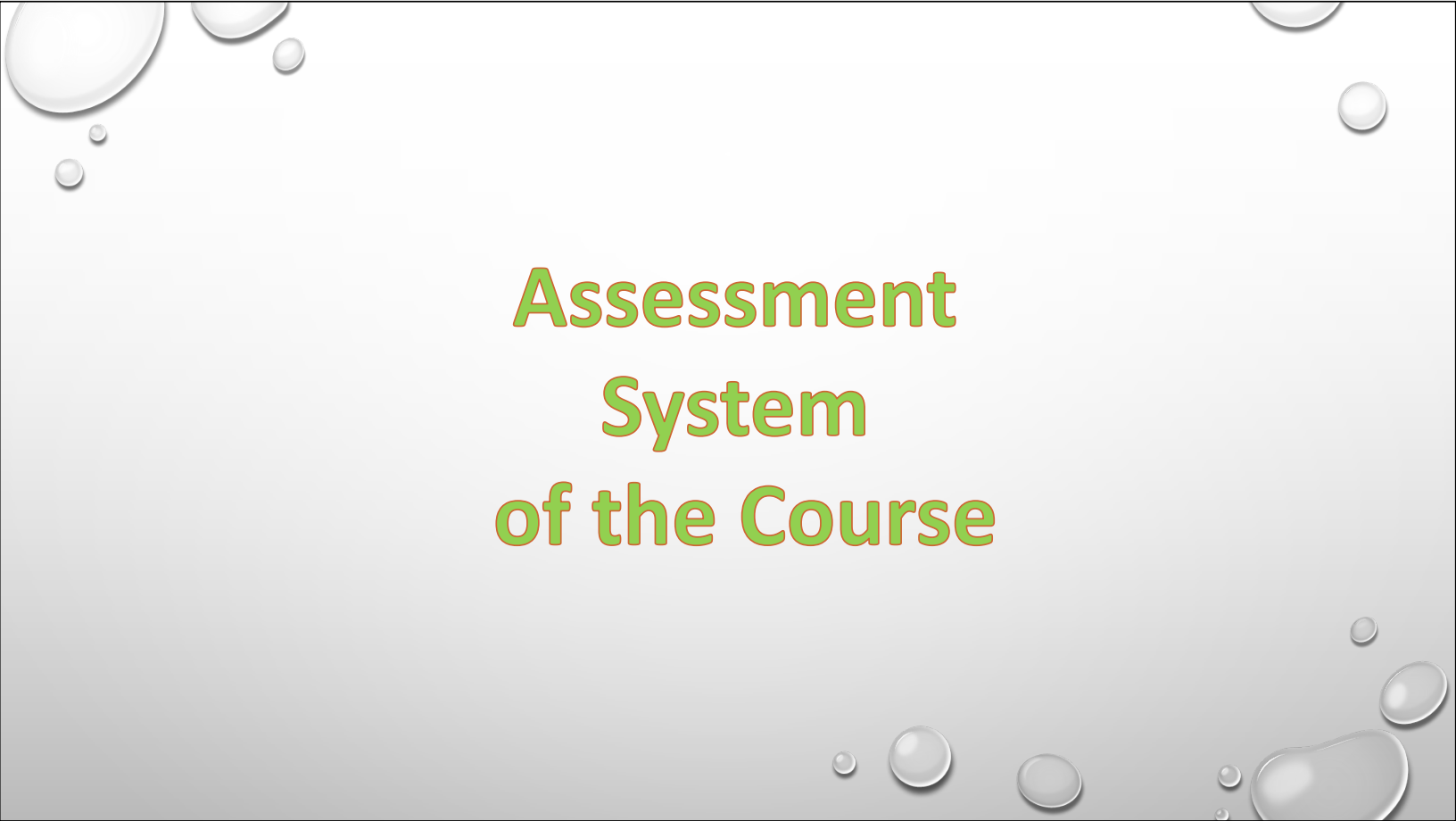
PERFORMANCE OF 3 GROUPS OF STUDENTS IN FOUNDATION BLOCK FOR THE ACADEMIC YEAR 1439 - 40 H.

Assessment System of the Course

ASSESSMENT METHODS

LEARNING SKILLS APPLICATION AND DEMONSTRATING EVIDENCE OF ACHIEVEMENT AND REFLECTION ON ITS REAL PRACTICE

➢ **YOUR PRESENCE IN THE CLASS FOR DISCUSSION……………………………. (10%)**

➢ **GROUP PRESENTATION (ASSIGNMENT) FOR 10 STUDENTS (PBL GROUP): (30%)**

   ➢ **BASED ON AN EDUCATIONAL PUBLISHED ARTICLE**

      ➢ **10-15 SLIDES**

      ➢ **SHOW YOUR APPLICATION FOR THOSE SKILLS**

      ➢ **CLEAR REFLECTIVE IDEAS ON APPLICATION**

      ➢ **WHAT YOU HAVE LEARNED/SUMMARY**

➢ **SHORT ANSWER QUESTIONS …………………………………………………(60%)**

SUGGESTED TOPICS FOR GROUP PRESENTATION

1. Learning Theory
2. Adult learning
3. Goal setting
4. Learning strategies
5. Learning styles
6. Self Directed Learning
7. Superficial and deep learning
8. Active and Passive learning
9. Students centered learning

1. Reading strategies of a scientific book
2. Note taking during large group (lecture) teaching
3. Learning in small group
4. Learning in Practical Lab
5. Learning in Anatomy lab
6. Learning in Skills Lab

7. Any other topic related to Learning

GROUP PRESENTATION STERATEGIES & CRITERIA

1. POWER POINT PRESENTATION

2. 10-15 SLIDES

3. BASED ON AT LEAST ONE-TWO IMPORTANT PUBLISHED ARTICLES

4. PRESENTED BY GROUP OF STUDENTS (PBL 10 TO 12)

5. ALL STUDENTS SHOULD SHOW THE CONTRIBUTION

6. FORMAT OF THE INTERACTIVE PRESENTATION:
    1. INTERESTING TITLE
    2. OBJECTIVES OF THE PRESENTATION
    3. SUBTOPICS
    4. INTRODUCTION
    5. MAIN TALK
    6. REFLECTION
    7. SUMMARY
    8. REFERENCES

GROUP PRESENTATION MARKING CRITERIA (30%)

1. **15% OF MARKS AS A GROUP PERFORMANCE**
   - SEARCHING SUITABLE ARTICLES FOR GROUP PRESENTATION
   - FORMATS OF PRESENTATION SLIDES
   - ADD PROPER REFERENCES IN SLIDES
2. **15% OF MARKS AS A INDIVIDUAL PERFORMANCE IN GROUPS**
   - WAY OF PRESENTATION
   - QUESTIONS AND ANSWERS
   - **REFLECTIONS**

Session-2: Blackboard training objective.

1. History of Blackboard (Bb)
2. Literature about Blackboard
3. Explain the content of Blackboard learning management system and it configuration
4. Enumerate the different uses of Blackboard.
5. What is discussion board? And how to open it (**Live**).
6. Log on the system to explore its utilization.
7. References

History of Blackboard

- Founded in **1997**
- Founded as a **powerful educational tool**
- 1998-Released first software program at Cornell University
- Since then, expanding and changing software while making four more software applications

Literature about Blackboard

- Bb is a **multimedia curriculum-driven** learning system that provides instructors with control and flexibility.

- Worldwide educational institutions started using e-learning tools such as Bb as a part of their instructional setting.

- Chawdhry et al. (2011)showed that **students preferred using Bb** as it improves communication with the course instructor and other students.

- Robert et al (2004) reported that Bb adaptation by students in **US (78.1%)and UK(74.3%)**

- Abuloum et al (2006) **95% students agreed** about Bb was useful in submitting **homework, assignments and discussion** with others , **even though some technical problems.**

Explain the content of Blackboard learning management system and it configuration

- Learning management system (LMS) is a comprehensive system to manage learning and is the **central hub of the educational process** on the Internet.

- Where courses are delivered in **electronic format to all users** of the system.

- Learning management system is easy to use and you can **access it anytime and anywhere.**

- Students can login to the system and access to the contents of the courses, and conduct academic activities.

  A. Discussion sessions

  B. Delivery responsibilities

  C. The performance of examinations. etc.

Different uses of Blackboard.

- An online learning tool used by both teachers and students

- Online accessible course materials through Bb can help student to study anywhere and anytime (both on and off campus).

- Allows students to see the course information, course material, exam dates etc. So students can retrieve it online
  - Grades
  - Student guide
  - Syllabus
  - Assignments
  - Lectures
  - Calendars and due dates
  - Tests

1. **Providing interactive tools for learners:**

- **An announcement**: this tool enables learner to know the latest news, notifications or announcement that faculty members want to send to learners.

- **Calendar:** this tool is provided to the learner the time of events related to the subject of learning and remind him when due, time and the learner can add to it whatever he wants.

- **Tasks:** informing the learner what he has to do of tasks, it also allows him to organize them according to subject or   to his personal vision.

- **Grades:** this task is for grades, whether for midterms or final exams.

- **User manual:** this tool provides list of participating students to know each other.

2. Content display: the main function of the system is to provide educational content to learners

3. Contact: the system provides three ways of communication between students and between students and the teacher as follows:-

- Send and receive mail messages, which provide a list of names and mailing addresses of the learners.

- Discussion boards: asynchronous interaction tools.

- Virtual classroom.

4. **Follow students**' progresses with the entrance to the material and held the evaluation tests.
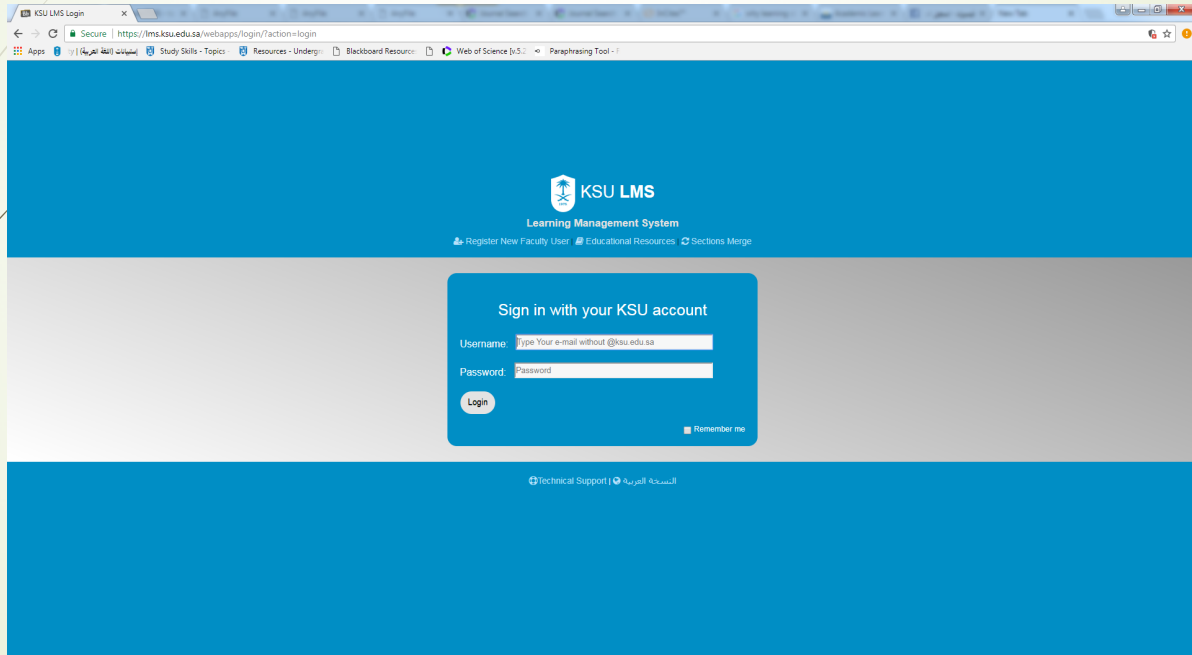
5. Provide time to the faculty member, where he/she can create tests that can automatically correct. Also, the System can collect all grades from all resources (assignments-tests..Etc.)

Blackboard: Discussion Board

- **A whole class** can form a study group without being **physically gathered in one place**
- Students can **help each other**
- **Instructor can provide help**
- Students can be connected rather being alone and isolated when they study.
- Great help for online courses and regular courses

Online session and live demo how to use LMS

Course Content Area

SKLL-101 Content Area

References

- Robert W, Bakerb JD, Hopperc D. Hybrid structures: facultyuse and perception of web-based courseware as a supplement to face-to-face instruction. Internet High Educ 2004; 7: 281e297.

- Robert W, Bakerb JD, Hopperc D. Hybrid structures: faculty use and perception of web-based courseware as a supplement to face-to-face instruction. Internet High Educ 2004; 7: 281e297.

- Webster J, Hackley P. Teaching effectiveness in technology mediated distance education.Acad Manag J 1997; 40: 1282e1309.

- Chawdhry A, Paullet K, Benjamin D. Assessing Bb: improving online instructional delivery. Information Systems Educators Conference, 2011.

- Abuloum AM, Khasawne AS. The use of blackboard as an elearning tool: a study of attitudes and technical problems. J Fac Educ 2006;(2): 1e19.