



Using your Learning Design Template



Access your Blackboard course through - <http://bbng.polyu.edu.hk/>

The following is a brief overview of the 'Minimum Online Presence Template as well as some guidelines for its use and modification.

After logging on select the COURSES tab to display the listing of the Subjects you are currently teaching.

ADDITIONAL RESOURCES

Blackboard Learn Overview: <http://blackboard.com/Teaching-Learning/Learn-Platform.aspx>

[Blackboard's On Demand Learning Center - Quick Tutorials and Getting Started Guides for Bb 9.1](#)

Table of Contents

Introduction.....	3
1.1 Overview.....	3
1.2 What is a template?	3
1.3 How can you use your template?.....	3
1.4 The pedagogical foundations for the design of the template	3
The ‘Minimum Online Presence Template’	4
2.1 The components of the templates.....	4
2.2 The components of the ‘Minimum Online Presence’ templates	4
2.3 Modifying your Minimum Online Presence Template.....	5
2.4 Benefits.....	8
Feedback	9



LEARNING DESIGN TEMPLATES FOR BLENDED LEARNING

1 Introduction

1.1 Overview

The move to a 4 year curriculum structure and a new Learning Management System at PolyU represents an ideal opportunity to analyze and reinvigorate our current practice for the integration of blended learning approaches into teaching, learning and assessment at the Hong Kong Polytechnic University (PolyU). With this goal in mind a series of Learning Design templates have been developed. These will assist PolyU staff to use learning technologies in their teaching by providing a structured and simplified overview of possible options available to them through the institutional Learning Management System Blackboard.

1.2 What is a template?

A template provides an **initial structure** for a course in the LMS, helping PolyU staff to start using their online course in a more time efficient way. It contains;

- a predefined structure and sample content to guide best teaching practice,
- relevant links to PolyU resources (as provided by Faculties / Departments / Schools / ITS / Lib / ELC / SAO..etc).

All the items in a template can be further customized by PolyU staff to suit their context and needs. For teachers new to using online learning, the templates can be a good starting point for adopting a blended learning approach as they will be simple to implement.

1.3 How can you use your template?

When a subject is created within the various systems at PolyU the 'minimum online presence' template will be automatically created for staff OR staff can request to use a template as a starting point for existing courses in the LMS.

1.4 The pedagogical foundations for the design of the template

Reviewing the e- learning related literature (e.g. Bonk & Graham, 2005; Latchem & Jung, 2009), it is possible to establish a basic categorisation regarding the different approaches to technology integration within a blended learning delivery mode, where the course consists of a combination of face-to-face and online presence. These categories are a MINIMUM online presence and a BLENDED online presence:

- **MINIMUM:** Face-to-face sessions constitute the primary space for the teaching, learning and assessment activities, and the **online component is used mainly for managerial and administrative tasks**, for example to provide useful documents and links to the students, a basic calendar and brief notes on the topics.
- **BLENDED:** Face-to-face sessions are the central element of the course and with the **online components integrated into the teaching and learning activities** of the course. online tasks run in between sessions, as preparation for the face-to-face sessions or as follow up.



2 The 'Minimum Online Presence Template'

2.1 The components of the templates

In order to present the templates in a consistent and easy to understand way, a typical subject has been broken into various components, which will then be used as a structure for forming the templates and associated pedagogical benefits. The components are:

- **Subject administration:** refers to all aspects of administration, including the management and coordination of all subject components, such as distributing resources, coordinating learning activities, marking etc.
- **Subject content:** refers to documents, information, guides, learning resources etc that constitute the key reference for teaching, learning and assessment.
- **Learning activities:** refer to all planned and executed activities in the subject, either in groups or individually.
- **Communication:** refers to the communication between teachers and students and among students themselves.
- **Assessment:** refers to any form of summative or formative assessment created and implemented during the subject to measure students' level of achievement of the learning outcomes.

2.2 The components of the 'Minimum Online Presence' templates

The following table presents the 'minimum online presence' template structure with examples of online components and corresponding LMS tools.

Subject component	Online	LMS Tool
Subject administration	Contact information for teachers and students; Welcome message, tasks, and deadlines; announcements of events, seminars, tutorials.	Home Page Email Tool Calendar Tool
Subject content	Electronic copies of: study guide, list of readings, list or useful websites / resources from subject, Department, Faculty, ELC, SAO, ITS, LIB..	Content Module / Online file repository
Learning activities (OPTIONAL)	Induction (icebreaking) activities,; reflections and discussions around readings and work or life experiences. Key Resources for this subject	Customized by Lecturer Use of Discussion Forum
Communication (OPTIONAL)	Frequently Asked Questions (FAQ)	Discussion Forum
Assessment (OPTIONAL)	Mid-Semester Formative Feedback Post-Class Formative Feedback	Quiz Tool




2.3 Modifying your Minimum Online Presence Template

STEP 1 – Become Familiar with the Blackboard Navigation.

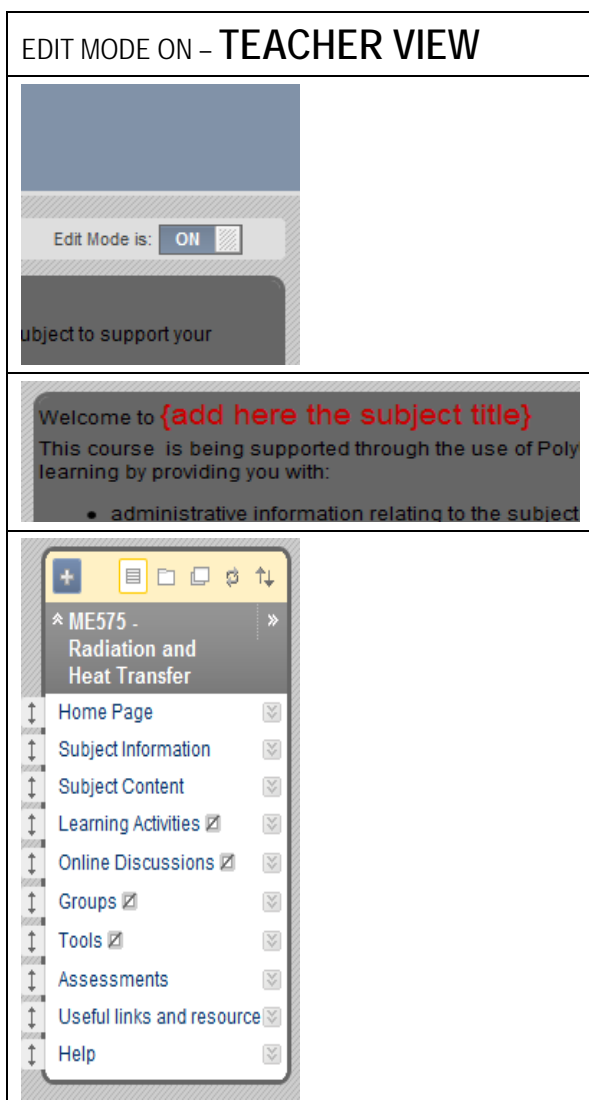
Blackboard displays two views; the TEACHER VIEW is used to modify any aspect of your course.

The STUDENT VIEW shows the Course website as the Student would see it.

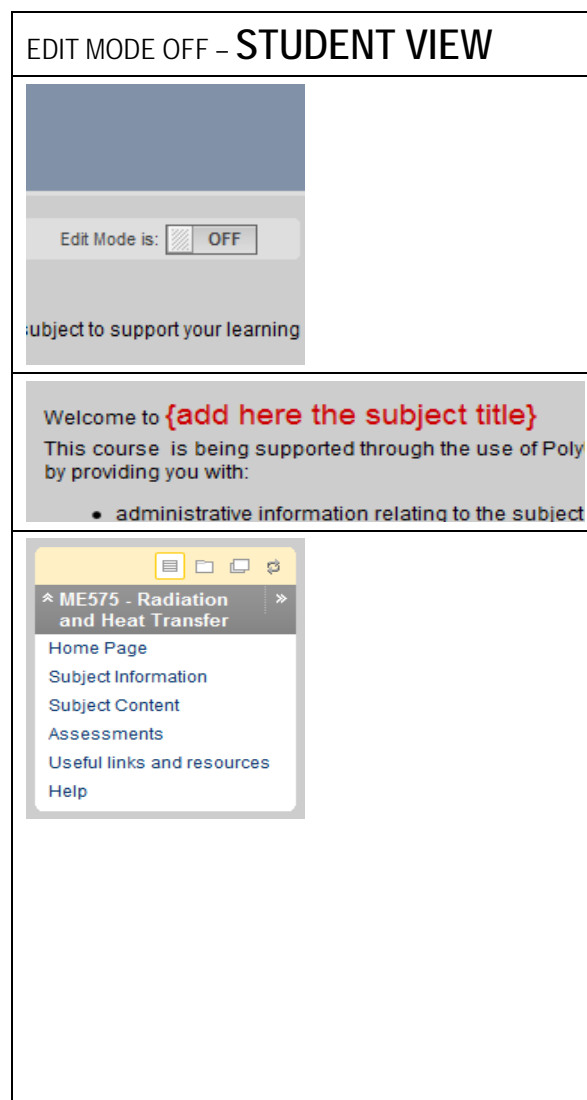
Notice the differences below as you move between the TEACHER and STUDENT VIEW by turning EDIT MODE ON or OFF.

This symbol -  indicates areas of the LMS only visible to the TEACHER.

EDIT MODE ON – TEACHER VIEW



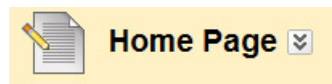
EDIT MODE OFF – STUDENT VIEW



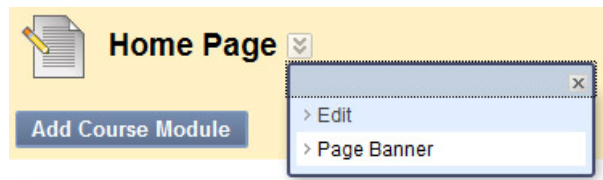


STEP 2 – Personalizing your Banner.

The next step after becoming familiar with the Blackboard interface is to modify the text in your Page Banner. To do this click on the double down arrow just next to the words Home Page..



Then select - PAGE BANNER....



Now you can edit the RED text by selecting it and typing your own message and / or deleting any part of this default you do not wish to include. Click SUBMIT to save your changes.

Page Banner: Home Page

Add a custom page banner for any Module Page using the Text Editor. [More Help](#)

Cancel Submit

1. Page Banner Content

Banner

Text Editor is: ON

Normal 3 Arial B I U abe x₂ x² [List icons]

Welcome to {add here the subject title}

This course is being supported through the use of PolyU's Learning Management System, Blackboard. The Learning Management System will be used in this subject to support your learning by providing you with:

- administrative information relating to the subject
- online Announcements
- access to Subject Notes and Content
- relevant ~~weblinks~~ and other ~~resources~~ a Discussion Forum for Frequently Asked Questions ~~(delete if not appropriate)~~
- a Discussion Forum to support the Learning Activities ~~(delete if not appropriate)~~
- self-test opportunities ~~(delete if not appropriate)~~

Path: body

Use Default Banner Use Custom Page Banner

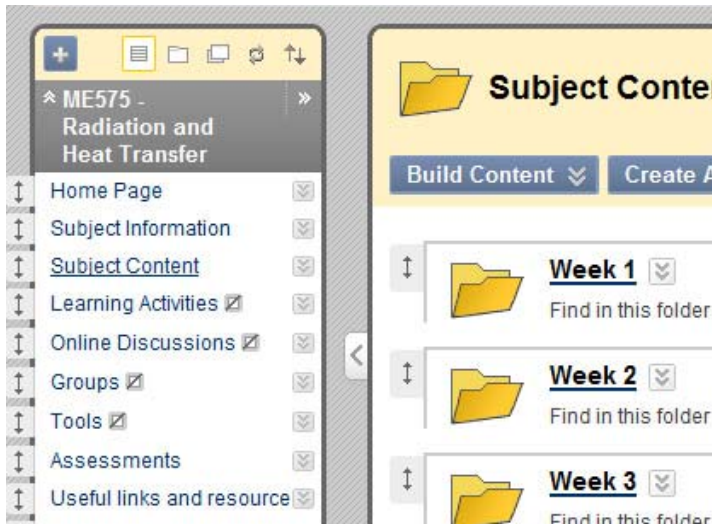
2. Submit

Cancel Submit

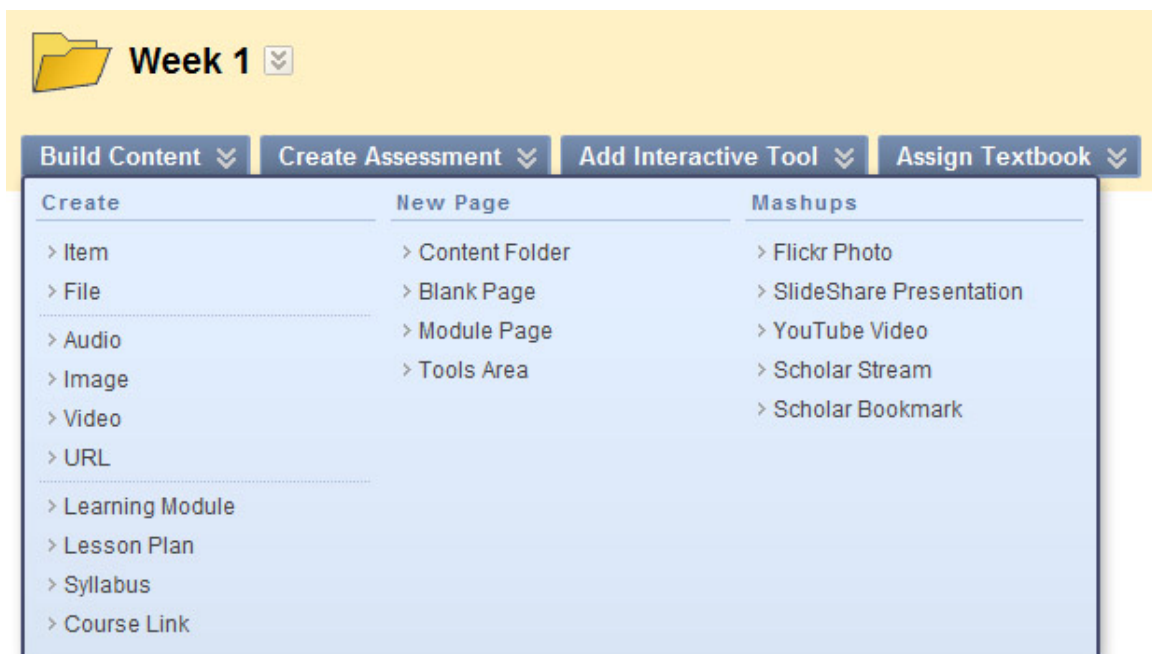


STEP 3 – Adding Content.

Add content to your site by selecting the navigation link called – SUBJECT CONTENT



Then select the week you wish to add content too by clicking on the week. Then move the mouse pointer over the double down arrow next to the words "BUILD CONTENT" and select the relevant type of content you wish to add.





STEP 4 – Modifying Useful Links and Resources.

There are some default links to resources already added to the Blackboard site for you. If you wish to add others select the Useful links and resources navigation and move the mouse over the Double Down arrow next to the words Build Content and select the relevant type of content you wish to add.

Useful links and resources ▾

Build Content ▾ Create Assessment ▾ Add Interactive Tool ▾ Assign Textbook ▾

▾ **Library Catalogue** ▾

▾ **Centre for Independent Language Learning** ▾

▾ **e-portfolio** ▾

▾ **ITS** ▾

2.4 Benefits

Some of the benefits of establishing and maintaining a minimum online presence may include:

- 24/7 access to subject resources and materials, which is also a reliable backup that can later be archived.
- A one stop shop for all subject materials
- A coherent channel of communication with students with all subject-related communication through various channels (problems forum, announcement/news).

A teacher should consider this approach if the students come weekly to the face-to-face sessions but there is a need to distribute information, news, and announcements etc to them over the week. It can also be beneficial to manage a large number of resources and materials to a large number of students.

REFERENCES:

Bonk, C. J. & Graham, C. R. (2005). *Handbook of blended learning: Global perspectives, local designs*. San Francisco, CA: Pfeiffer Publishing.

Latchem, Colin. & Insung Jung. (2010). *Distance and Blended Learning in Asia*, New York: Routledge



3 Feedback

We would appreciate some feedback on the suggested templates. Please e-mail Peter Duffy at etpeterd@inet.polyu.edu.hk with your feedback.

A. Overall comment on the need for 'Learning Design Templates' :

I think that the introduction of 'Learning Design Templates' will assist academic and professional staff across PolyU with the implementation of blended learning in their subjects.
(If possible please give reasons below by saying how the templates can be used in your School, Faculty, subject etc)

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B. Specific comments on the Minimum Online Presence Template. (Please tick as appropriate)

I think that this template is a useful tool for people who just starting using the LMS in their teaching or only need the minimum online presence in their course.

I think that this template is useful but also needs:
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I don't think that this template is useful because:
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C. Are there any **specific resources** that should be included in the templates (e.g. a link to the Library Catalogue, link to core departmental or faculty resources).

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Other comments:

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