

Report II

Instructional Strategies

Sequence of Instruction

The instruction for this learning module is broken down into three different Captivate videos. The purpose of this is to present the material in a way so that the learner can follow the instructions easily without be bombarded by information. Each video used in this module breaks down the main tasks into step-by-step procedures that will help the learner reach the main performance goal. The videos used in this module have built in tasks that require learner participation to complete the training module. Throughout the videos, learners are asked to complete simple tasks to demonstrate their understanding of the material. At the same time, the learner will have an assessment booklet that reviews the steps that they have completed within the module. This ensures that the learner has completed each step by filling out a checklist or answering assessment questions. The assessment book makes sure that they have learned the material that is being presented to them and requires the learner to check to whether or not they have missed a step. The sequence of module is designed to show the proper steps required to perform the task. Therefore, the module teaches the learner how to complete a procedure that has multiple steps. In the end, it is important that all steps are completed in order for the learner to be able to complete the task independently without the assistance of this learning module.

Informing the Learner of the Goal

The learner is presented with the main performance task at the beginning of the video and the end of the video. Also, the assessment book that accompanies the learning module videos presents the learner with the instructional goals that they are trying to achieve. While watching the video and using the assessment book, the learner can stop and review the learning goals and outcomes whenever they desire.

Attention of the Learner

The learner's attention is held throughout the instructional videos because they require active learner participation. The learner also completes self-assessment checklists and review items to ensure knowledge acquisition.

Presenting the Problem

The learner is presented with the main problem at the beginning of the assessment book that accompanies the module videos. The learner will be provided with both the video and the assessment book at the beginning of the instruction. The videos are then used to provide step-by-step procedures to complete the tasks. The videos use narration, text, and visuals to show the learner how to resolve the problem. The assessment book also provides the learner with checklists and questions that assess the learner's knowledge of the material that has been presented in the instructional videos.

Structure and Content of Instruction

Captivate videos are used to present new material and a PDF file is used to present the assessment book that accompanies the instructional videos. The videos all use Mayer's instructional strategies such as: color, bold type, captions, highlights, repetition, consistency, animation with narration, worked-out examples, and motion.

Bold type, highlights, and color are used to help learners pick out relevant information. All of steps that require the learner to select information in Blackboard vista shell are demonstrated. Then highlights, captions, bold type, and color are used when the learner has to perform the similar tasks that they have just observed. For example, a caption shows up when the learner will be asked to select information in the instructional video. This way the student knows what the important information is and where to find it on the screen.

Repetition and consistency is used in the videos and the assessment book checklists and questions. Checklists are used to help the learner assess their performance and ability to complete the tasks in each instructional video. Repeating the types of assessment items helps the learner and provides a consistent way of assessing performance. Also, the same LMS system is used in all of the instructional modules to provide both consistency and repetition for the learner.

Animation with narration helps the learner hear and see the relevant information. The learner sees the procedures demonstrated in the video, and then the narration guides the learner when it is their turn to complete the same procedures. Worked-out examples are used at the beginning of each assessment book section. These worked-out examples provide the learner with a screen shot that depicts the final result of the instructional videos. For example, a screen shot of an electronic calendar will be presented before the learner starts to assess their performance when creating an electronic calendar. By seeing the worked-out example the students will be motivated to complete the module. Motion will also be used to gain and retain the learner's attention. Using motion in the video and showing the motion of the mouse helps the learner follow along with the video. When the mouse moves to a specific place on the screen the learner knows that it is part of the procedure for completing the task.

Each task that needs to be completed is presented as a rule or concept. In the video, each rule and concept is demonstrated and the student is asked to complete a task within the module or complete an assessment item from the assessment book. Screenshots will be used to reinforce the rules and concepts and they will be used in the instructional videos and in the assessment book. They will be used to make sure that the learner knows what steps they are completing. A checklist will also be available to assess the learner's knowledge of the information.

This module is designed to be self-instructional. The learner should be able to use the videos and assessment book to learn the new material. After the completion of the assessment book and the videos, the learner should be able perform the tasks independent of the module. Using the instructional strategies that Mayer developed in his model helps the designer develop an instructional module that gains and retains the learner's attention. By doing this, the learner has a

better chance of achieving problem-solving transfer. Therefore, the strategies used in this module are intended to provide the learner with methods that help them select relevant material, organize the material into a step-by-step procedure, and integrate their previous knowledge with the new information that they were learning

Teaching and Assessing the Terminal Objective

The terminal objective for this module is broken down into three instructional videos. This chunks the relevant information together so that the learner can perform the tasks. While utilizing the instructional videos, the learner will use the assessment book to stop and determine whether not they have learned the material that has been presented in the videos. Then the learner will complete a post-test that evaluates whether or not the learner can perform the tasks independently. A checklist will be provided to guide the learner through the step-by-step procedures of performing the task for themselves. This final post-assessment ties all three of the instructional videos together. Upon completion the learner will have completed all the tasks and can assess whether or not they have reached the terminal objective.

Performance Objectives

Goals/Task	Performance Objectives	Assessment task/item
Terminal goal: Learners will generate strategies for students to utilize within an online course that will help students manage time IS-PS	Terminal Objective: Given an LMS account and the task of generating time management strategies the learner will generate an assignment, assessment, and electronic calendar in order to help students manage time by creating strategies in their LMS account.	Use your Blackboard vista account to log on to your course shell. Use the materials that you have developed for an assignment, assessment, and calendar to develop an assignment page, an assessment and an electronic calendar for at least one lesson. Once finished use the attached checklist to assess your work.
1.0 Create an assignment using a LMS R	Given a set of assignments and a LMS account, the learner will demonstrate creating an assignment using the LMS by creating at least one assignment using the assignment tool in the LMS.	Use your Blackboard vista account to log on to your course shell. Use the materials that you have developed for an assignment to create an assignment for at least one lesson on the assignment page in the LMS course shell. Once finished use the attached

		checklist to assess your work.
1.1 Demonstrate how to access the assignment page in a LMS R	Given a LMS course shell, the learner will demonstrate how to access the assignment page by completing the steps to access the assignment page in the LMS.	Use your Blackboard vista account to log on to your course shell and follow the proper steps to access the assignment page in the LMS shell. Once finished use the attached checklist to assess your work.
1.1.1 Identify assignment tab in a LMS C	Given a list of tabs on a LMS, the learner will identify the assignment tab by clicking on the correct tab on the navigation bar in the LMS.	The following is a list of tabs that you would see in blackboard vista course site. Find the assignment tab by placing a checkmark close to the tab.
1.2 Demonstrate how to create an assignment. R	Given LMS course shell, the learner will demonstrate creating an assignment by entering at least one assignment using the assignment tool in the LMS.	Within the instructional module assignment video, click on the create assignment link to demonstrate how to create an assignment using the LMS.
1.2.1 Classify a good assignment C	Given a LMS course shell, the learner will classify a good assignment by classifying components of a good assignment for at least one assignment using the assignment tool in the LMS.	The following is a list of assignment components. Classify the components according to whether or not they are good components for an online assignment.
1.3 Demonstrate entering an assignment to assignment page in a LMS R	Given a LMS account, the learner will demonstrate entering an assignment to the assignment page by posting at least one assignment on the assignment page using the assignment tool in the LMS.	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assignment, enter at least two assignments into the assignment page in the LMS shell. Once finished

		use the attached checklist to assess your work.
1.3.1 Identify title C	Given a LMS a course shell, the learner will identify a title by typing a title for at least one assignment using the assignment tool in the LMS.	Using a screen shot of a Blackboard course shell, circle the title box and write the following title “Module One” for the assignment.
1.3.2 Identify description C	Given a LMS a course shell, the learner will identify a description by typing a description for at least one assignment using the assignment tool in the LMS.	Using a screen shot of a Blackboard course shell, circle the description box and write the following description “Reading and Summary Assignment” for the assessment.
1.3.3 Identify timeline C	Given a LMS a course shell, the learner will identify a timeline by typing a timeline for at least one assignment using the assignment tool in the LMS.	Using a screen shot of a Blackboard course shell, circle the due date box and the due date time box and write the following due date and due date time in the appropriate boxes, “12/10/2008”and “12:00pm” for the assignment.
1.4 Demonstrate how to save an assignment on assignment page in a LMS R	Given a LMS course shell, the learner will demonstrate saving an assignment on assignment page by saving at least one assignment using the assignment tool in the LMS.	Within the instructional module assignment video, click on the save button at the bottom of the page to demonstrate how to save an assignment using the LMS.
2.0 Create an assessment using a LMS R	Given a set of assessment items and a LMS account, the learner will demonstrate creating an assessment by creating a four-item assessment using the assessment tool in the LMS.	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assessment, to create a four-item assessment for at least one lesson on the assessment page in the LMS course shell. Once

		finished use the attached checklist to assess your work.
2.1 Demonstrate how to access the assessment page in a LMS R	Given a LMS course shell, the learner will demonstrate how to access the assessment page by completing the steps to access the assessment page in the LMS.	Use your Blackboard vista account to log on to your course shell and follow the proper steps to access the assessment page in the LMS shell. Once finished use the attached checklist to assess your work.
2.1.1 Identify assessment tab in a LMS C	Given a list of tabs on a LMS, the learner will identify the assessment tab by clicking on the correct tab on the navigation bar in the LMS.	The following is a list of tabs that you would see in blackboard vista course site. Find the assessment tab by placing a checkmark close to the tab.
2.2 Demonstrate how to create an assessment R	Given LMS course shell, the learner will demonstrate creating an assessment by entering a four-item assessment using the assessment tool in the LMS.	Within the instructional module assignment video, click on the create assessment link to demonstrate how to create an assessment using the LMS.
2.2.1 Identify title C	Given a LMS a course shell, the learner will identify a title by typing a title for at least one four-item assessment using the assessment tool in the LMS.	Using a screen shot of a Blackboard course shell, circle the title box and write the following title “Module 4” for the assessment.
2.2.2 Identify description C	Given a LMS a course shell, the learner will identify a description by typing a description for at least one four-item assessment using the assessment tool in the LMS.	Using a screen shot of a Blackboard course shell, circle the description box and write the following description “A four-item assessment” for the assessment.
2.2.3 Identify timeline	Given a LMS a course shell, the learner will identify a	Using a screen shot of a Blackboard course shell, circle

C	<p>timeline by typing a timeline for at least one four-item assessment using the assessment tool in the LMS.</p>	<p>the due date box and the due date time box and write the following due date and due date time in the appropriate boxes, “12/10/2008” and “5:00pm” for the assessment. Then circle the cutoff date box and cutoff date time box and write the following cutoff date and cutoff date time in the appropriate boxes, “12/12/2008” and “5:00pm” for the assessment.</p>
<p>2.3 Demonstrate entering an assessment to assessment page in a LMS</p> <p>R</p>	<p>Given a LMS account, the learner will demonstrate entering an assessment to assessment page by posting a four-item assessment on the assessment page using the assessment tool on the assessment page in the LMS.</p>	<p>Within the instructional module assignment video, click on the save and add questions link to demonstrate how to enter an assessment using the LMS assessment tool.</p>
<p>2.3.1 Create a four-item assessment</p> <p>R</p>	<p>Given a LMS course shell, the learner will create a four-item assessment by creating one open-ended quiz item, one multiple choice quiz item, one matching quiz item, and one true/false quiz item using the assessment tool in the LMS.</p>	<p>Within the instructional module assignment video, click on the create question link to demonstrate how to create a four-item assessment using the LMS assessment tool.</p>
<p>2.3.1.1 Demonstrate creating matching item using quiz tool in LMS</p> <p>R</p>	<p>Given a LMS course shell, the learner will create a matching quiz item by creating one matching quiz item using the assessment tool in the LMS.</p>	<p>Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assessment, create a matching assessment item for at least one topic using the LMS assessment tool. Once finished use the</p>

		attached checklist to assess your work.
2.3.1.2 Demonstrate creating multiple choice item using quiz tool in LMS R	Given a LMS course shell, the learner will create a multiple choice quiz item by creating one multiple choice quiz item using the assessment tool in the LMS.	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assessment, create a multiple choice assessment item for at least one topic using the LMS assessment tool. Once finished use the attached checklist to assess your work.
2.3.1.3 Demonstrate creating open-ended item using quiz tool in LMS R	Given a LMS course shell, the learner will create an open-ended quiz item by creating one open-ended quiz item using the assessment tool in the LMS.	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assessment, create an open-ended assessment item for at least one topic using the LMS assessment tool. Once finished use the attached checklist to assess your work.
2.3.1.4 Demonstrate creating true/false item using quiz tool in LMS R	Given a LMS course shell, the learner will create a true/false quiz item by creating one true/false quiz item using the assessment tool in the LMS.	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assessment, create a true/false assessment item for at least one topic using the LMS assessment tool. Once finished use the attached checklist to assess your work.
2.4 Demonstrate how to save an assessment in assessment	Given a LMS account, the learner will demonstrate saving assessment in the	Use your Blackboard vista account to log on to your course shell. Using the

<p>page in a LMS</p> <p>R</p>	<p>assessment page by saving a four-item assessment on the assessment page using the assessment tool in the LMS.</p>	<p>materials that you have developed for an assessment, save an assessment in the assessment page using the assessment tool in the LMS shell. Once finished use the attached checklist to assess your work.</p>
<p>3.0 Create an electronic calendar using a LMS</p> <p>R</p>	<p>Given an assignment, a four-item assessment, and a LMS account; the learner will create an electronic calendar by creating at least one assessment event and at least one assignment event using the electronic calendar tool in the LMS.</p>	<p>Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assignment, an assessment, and a calendar to develop an electronic calendar for at least one lesson using the electronic calendar tool in the LMS shell. Once finished use the attached checklist to assess your work.</p>
<p>3.1 Demonstrate how to access the electronic calendar page in a LMS</p> <p>R</p>	<p>Given a LMS account and access to the electronic calendar, the learner will demonstrate how to access the electronic calendar page by completing the steps to access the electronic calendar page in the LMS.</p>	<p>Using your Blackboard vista account to log on to your course shell and follow the proper steps to access the electronic calendar page in the LMS shell. Once finished use the attached checklist to assess your work.</p>
<p>3.1.1 Identify calendar tab in a LMS</p> <p>C</p>	<p>Given a list of tabs on a LMS, the learner will identify the calendar tab by clicking on the correct tab on the navigation bar in the LMS.</p>	<p>The following is a list of tabs that you would see in blackboard vista course site. Find the calendar tab by placing a checkmark close to the tab.</p>
<p>3.2 Demonstrate how to schedule an event on the</p>	<p>Given an assignment list, a four-item assessment, and a LMS account, the learner will</p>	<p>Use your Blackboard vista account to log on to your course shell. Using the</p>

<p>electronic calendar</p> <p>R</p>	<p>demonstrate scheduling an event on the electronic calendar by adding a calendar entry for at least one assignment and one four-item assessment using the electronic calendar tool in the LMS.</p>	<p>materials that you have developed for an assignment, an assessment, and a calendar; schedule a calendar event for one assignment and one four-item assessment for at least one lesson on the electronic calendar page in the LMS shell. Once finished use the attached checklist to assess your work.</p>
<p>3.2.1 Demonstrate how to schedule an assignment in the electronic calendar</p> <p>R</p>	<p>Given a LMS account and an assignment list, the learner will demonstrate scheduling an assignment on the electronic calendar by scheduling an assignment event using the electronic calendar tool in the LMS.</p>	<p>Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assignment, schedule an assignment event using the electronic calendar tool on the electronic calendar page in the LMS shell. Once finished use the attached checklist to assess your work.</p>
<p>3.2.1.1 Demonstrate entering the assignment event to the electronic calendar</p> <p>R</p>	<p>Given a LMS account and access to the electronic calendar the learner will demonstrate entering assignment to the electronic calendar by entering assignment information using the electronic calendar tool in the LMS.</p>	<p>Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assignment, entering the assignment information in the LMS electronic calendar page using the electronic calendar tool. Once finished use the attached checklist to assess your work.</p>
<p>3.2.1.1.1 Identify title of event</p> <p>C</p>	<p>Given a LMS course shell and an assignment list, the learner will identify a title in the electronic calendar for the assignment that they are</p>	<p>Using a screen shot of a Blackboard course shell, circle the title box and write the following title in the title box “Module 3 Team Activity” for</p>

	scheduling by typing the title of the assignment event using the electronic calendar tool in the LMS.	the assignment entry on the electronic calendar.
3.2.1.2 Demonstrate how to schedule the assignment due date R	Given a LMS account and an assignment list, the learner will demonstrate scheduling assignment due date on the electronic calendar by entering an assignment due date using the electronic calendar tool in the LMS.	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assignment, enter an assignment due date event using the electronic calendar tool in the LMS shell. Once finished use the attached checklist to assess your work.
3.2.1.2.1 Identify start date for the calendar entry C	Given a LMS course shell and an assignment list, the learner will identify the appropriate start date in the electronic calendar by typing the start date and time for the assignment that they are scheduling using the electronic calendar tool in the LMS.	Using a screen shot of a Blackboard course shell, circle the start date box and the start date time box and write the following start date and start date time in the appropriate boxes, “12/4/2008”and “12:00 PM” for the assignment.
3.2.1.2.2 Identify end date for the calendar entry C	Given a LMS course shell and an assignment list, the learner will identify the appropriate end date in the electronic calendar by typing the end date and time for the assignment that they are scheduling using the electronic calendar tool in the LMS.	Using a screen shot of a Blackboard course shell, circle the end date box and the start end time box and write the following end date and end date time in the appropriate boxes, “12/10/2008”and “11:59 PM” for the assignment.
3.2.1.2.3 Identify course with public access entry type	Given a LMS course shell, the learner will identify the public access setting in the electronic calendar for the assignment	Using a screenshot of a Blackboard course shell, identify the course with public access entry type by circling

C	that they are scheduling by selecting the course public access setting using the electronic calendar tool in the LMS.	the course and public entry types.
3.2.1.3 Demonstrate how to link calendar event to the assignment page R	Given LMS account and access to the electronic calendar the learner will demonstrate hyperlinking a calendar event to the assignment page by creating a hyperlink between the assignment event and the appropriate assignment on the assignment page using the electronic calendar tool in the LMS.	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assignment, create a hyperlink between the electronic calendar event and the appropriate assignment on the assignment page in the LMS shell using the electronic calendar tool. Once finished use the attached checklist to assess your work.
3.2.1.4 Demonstrate how to save the calendar event R	Given a LMS account and access to the electronic calendar the learner will demonstrate saving the calendar event	Within the instructional module calendar video, click on the save button at the bottom of the page to demonstrate how to save an assignment entry to the electronic calendar.
3.2.2 Demonstrate how to schedule an assessment in the electronic calendar R	Given a LMS account and a four-item, the learner will demonstrate scheduling an assessment on the electronic calendar by scheduling an assessment event using the electronic calendar tool in the LMS.	Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assessment, schedule an assessment event using the electronic calendar tool on the electronic calendar page in the LMS shell. Once finished use the attached checklist to assess your work.
3.2.2.1 Demonstrate entering the assessment event to the	Given a LMS account and access to the electronic	Use your Blackboard vista account to log on to your

<p>electronic calendar</p> <p>R</p>	<p>calendar the learner will demonstrate entering a four-item assessment to the electronic calendar by entering assessment information using the electronic calendar tool in the LMS.</p>	<p>course shell. Using the materials that you have developed for an assessment, entering the assessment information in the LMS electronic calendar page using the electronic calendar tool. Once finished use the attached checklist to assess your work.</p>
<p>3.2.2.1.1 Identify title of event</p> <p>C</p>	<p>Given a LMS course shell and a four-item assessment, the learner will identify a title in the electronic calendar for the assessment that they are scheduling by typing the title of the assessment event using the electronic calendar tool in the LMS.</p>	<p>Using a screen shot of a Blackboard course shell, circle the title box and write the following title in the title box “Module 3 Quiz” for the assessment entry on the electronic calendar.</p>
<p>3.2.2.2 Demonstrate how to schedule the assessment due date</p> <p>R</p>	<p>Given a LMS account and a four-item assessment, the learner will demonstrate scheduling assessment due date on the electronic calendar by entering an assessment due date using the electronic calendar tool in the LMS.</p>	<p>Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assessment, enter an assessment due date event using the electronic calendar tool in the LMS shell. Once finished use the attached checklist to assess your work.</p>
<p>3.2.2.2.1 Identify start date for the calendar entry</p> <p>C</p>	<p>Given a LMS course shell and a four-item assessment, the learner will identify the appropriate start date in the electronic calendar by typing the start date and time for the assessment that they are scheduling using the electronic calendar tool in the LMS.</p>	<p>Using a screen shot of a Blackboard course shell, circle the start date box and the start date time box and write the following start date and start date time in the appropriate boxes, “12/4/2008”and “12:00 PM” for the assessment.</p>

<p>3.2.2.2.2 Identify end date for the calendar entry</p> <p>C</p>	<p>Given a LMS course shell and a four-item assessment, the learner will identify the appropriate end date in the electronic calendar by typing the end date and time for the assessment that they are scheduling using the electronic calendar tool in the LMS.</p>	<p>Using a screen shot of a Blackboard course shell, circle the end date box and the start end time box and write the following end date and end date time in the appropriate boxes, “12/10/2008”and “11:59 PM” for the assessment.</p>
<p>3.2.2.2.3 Identify course with public access entry type</p> <p>C</p>	<p>Given a LMS course shell, the learner will identify the public access setting in the electronic calendar for the assignment that they are scheduling by selecting the course public access setting using the electronic calendar tool in the LMS.</p>	<p>Using a screenshot of a Blackboard course shell, identify the course with public access entry type by circling the course and public entry types.</p>
<p>3.2.2.3 Demonstrate how to link calendar event to the assessment</p> <p>R</p>	<p>Given LMS account and access to the electronic calendar the learner will demonstrate hyperlinking a calendar event to the assessment page by creating a hyperlink between the assessment event and the appropriate assessment on the assessment page using the electronic calendar tool in the LMS.</p>	<p>Use your Blackboard vista account to log on to your course shell. Using the materials that you have developed for an assessment, create a hyperlink between the electronic calendar event and the appropriate assessment on the assessment page in the LMS shell using the electronic calendar tool. Once finished use the attached checklist to assess your work.</p>
<p>3.2.2.4 Demonstrate how to save the calendar event</p> <p>R</p>	<p>Given a LMS account and access to the electronic calendar the learner will demonstrate saving the calendar event</p>	<p>Within the instructional module calendar video, click on the save button at the bottom of the page to demonstrate how to save an assessment entry to the</p>

		electronic calendar.
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Assessment Tasks (Appendix B)

The assessment checklists and questions are in a separate book. They will be included in the appendix. The pre-test and post-test are also in this document.

**Appendix B
Assessment Book**

ROC'D

Rapid Online Course Development Project

Assessment Book

**Checklists and Assessment Questions
For the Time Management Instructional Module:
Creating an Assignment
Creating and Assessment
Creating an Electronic Calendar**

Use this book along with the instructional module.

**Designed by:
Erin Gunter
Kevin Wicker**

Assessment Items

Pre-Test (Assessment tools for Entry Behaviors):

1. Do you know how to login to a Blackboard LMS account?
____ Y or ____ N

2. What are the qualities of a good assignment?
 - A.
 - B.
 - C.
 - D.

3. What are the qualities of a good assessment?

4. What is an open-ended item?

5. What is a multiple choice item?

6. What is a matching item?

7. What is a true/false item?

Assessment Checklists and Questions that Accompany the Creating an Assignment Video

1.1 Demonstrate how to access the assignment page

- Log on the Blackboard Account
- Access the Course
- Make sure you are in the build tab
- Locate the course tools navigation bar
- Click on the Assignment link

1.1.1 Find the assignment tab by placing a checkmark close to the tab.



1.2 Click on the create assignment link within the instructional video.

1.2.1 Classify the following components into whether or not they are good components for an online assignment.

- Timeline
- Description
- Multiple Ways to complete the assignment
- Title
- Unlimited submissions

1.3 Demonstrate entering an assignment to access the assignment page

- Identify a title in the title box

- ___ Identify a description in the description box
- ___ Identify a timeline for the assignment using the date and time boxes

1.3.1 Identify title – Circle the title box in the following screen shot and write the title “Module One” in the title box.

Create Assignment

*Title:

Description:

Item Visibility: Show Item
 Hide Item
(This item cannot be made visible until it is assigned to an individual or group of Students)

Instructions:

1.3.2 Identify description – Circle the description box in the following screen shot and write the description “Reading and Summary Assignment” in the description box.

Create Assignment

*Title:

Description:

Item Visibility: Show Item
 Hide Item
(This item cannot be made visible until it is assigned to an individual or group of Students)

Instructions:

- 1.3.3 Identify timeline – Circle the due date box and due date time box in the following screen shot and write the following due date and due date time “12/10/2008” and “12:00 PM” in the appropriate boxes.

Groups of Students

Dates

* Due Date (Submissions are accepted after this date but are marked 'late')





Create a corresponding event in the Calendar tool

* Cutoff Date (Submissions are not accepted after this date and are marked 'missed')





- 1.4 Click on the save button at the bottom of the page within the instructional video.

Assessment Checklists and Questions that Accompany the Creating an Assessment Video

2.1 Demonstrate how to access the assessment page

- Log on the Blackboard Account
- Access the Course
- Make sure you are in the build tab
- Locate the course tools navigation bar
- Click on the Assessment link

2.1.1 Find the assessment tab by placing a checkmark close to the tab.



2.2 Click on the create assessment link within the instructional video.

2.2.1 Identify title – Circle the title box in the following screen shot and write the title “Module 4” in the title box.

Create Assessment

*Title:

Description:

Item Visibility: Show Item
 Hide Item
(This item cannot be made visible until at least one question is added)

Grade Book column name

The Grade Book column name appears in Grade Book as a column header for this assessment.

Type

Quiz
Quizzes are online assessments for which grades are assigned.

2.2.2 Identify description – Circle the description box in the following screen shot and write the description “A four-item assessment.” in the description box.

Create Assessment

*Title:

Description:

Item Visibility: Show Item
 Hide Item
(This item cannot be made visible until at least one question is added)

Grade Book column name

The Grade Book column name appears in Grade Book as a column header for this assessment.

Type

Quiz
Quizzes are online assessments for which grades are assigned.

- 2.2.3 Identify timeline – Circle the due date box and due date time box in the following screen shot and write the following due date and due date time “12/10/2008” and “5:00 PM” in the appropriate boxes.

Dates

* Due Date (Submissions are accepted after this date but are marked 'late')





Create a corresponding event in the Calendar tool

* Cutoff Date (Submissions are not accepted after this date and are marked 'missed')





Circle the cutoff date box and cutoff date time box in the following screen shot and write the following cutoff date and cutoff date time “12/12/2008” and “5:00 PM” in the appropriate boxes.

- 2.3 Click on the save and add questions button at the bottom of the page within the instructional video.

- 2.3.1 Click on the create question button within the instructional video.

- 2.3.1.1 Demonstrate creating a matching item using the quiz tool

- ___ Click on the matching link in the drop down menu
- ___ Fill in the title
- ___ Fill in the matching statements
- ___ Fill in the matching answers
- ___ Save the matching item

- 2.3.1.2 Demonstrate creating a multiple choice item using the quiz tool

- ___ Click on the multiple choice link in the drop down menu
- ___ Fill in the title
- ___ Fill in the multiple choice question
- ___ Fill in the multiple choice answers
- ___ Select the correct multiple choice answer
- ___ Save the multiple choice item

2.3.1.3 Demonstrate creating an open-ended item using the quiz tool

- Click on the short answer link in the drop down menu
- Fill in the title
- Fill in the open-ended question
- Fill in the open-ended answer
- Save the open-ended item

2.3.1.4 Demonstrate creating a true/false item using the quiz tool

- Click on the true/false link in the drop down menu
- Fill in the title
- Fill in the true/false statement
- Fill in the whether the statement is true or false
- Save the true/false item

2.4 Demonstrate how to save an assessment in the assessment page

- Finish creating all the questions
- Save all the questions
- Select show assessment in assessment page

Assessment Checklists and Questions that Accompany the Creating an Electronic Calendar

3.1 Demonstrate how to access the electronic calendar page

- ___ Log on the Blackboard Account
- ___ Access the Course
- ___ Make sure you are in the build tab
- ___ Locate the course tools navigation bar
- ___ Click on the Calendar link

3.1.1 Find the calendar tab by placing a checkmark close to the tab.



3.2 Click on the add entry link within the instructional video.

Assessment Checklists and Questions that Accompany the Creating an Assignment Entry in the Electronic Calendar

3.2.1.1 Click on the add entry button within the instructional video.

3.2.1.1.1 Identify title – Circle the title box in the following screen shot and write the title “Module 3 Team Activity” in the title box.

Add Entry

*Title:

Description:

Use HTML

3.2.1.2 Schedule an assignment due date on the electronic calendar.

- ___ Identify the start date
- ___ Identify the end date
- ___ Identify course with public access entry type

3.2.1.2.1 Identify Start Date for assignment calendar entry - Circle the start date box and the start date time box and write the following start date and start date time in the appropriate boxes, “12/4/2008”and “12:00 PM” for the assignment.

Dates

* Start Date:

Start Time:

End Date:

End Time:

3.2.1.2.2 Identify End Date for assignment calendar entry - Circle the end date box and the start end time box and write the following end date and end date time in the appropriate boxes, “12/10/2008”and “11:59 PM” for the assignment.

Dates

* Start Date:

Start Time:

End Date:

End Time:

3.2.1.2.3 Identify course with public access entry type - Circling the course and public entry types.

Entry Type

Personal (Only you can see this entry.)

Course (Allows you to link to content in this course.)

Access: Public (All course members can see this entry.)

Private (Only you can see this entry.)

3.2.1.3 Demonstrate creating a hyperlink between the calendar entry and the assignment in the assignment page.

___ Click on More Options

___ Click on the Add Content Link

___ Select Assignments

___ Select the Assignment “Module 3 Team Activity”

___ Click Add Selected

3.2.1.4 Click on the save button within the instructional video.

**Assessment Checklists and Questions that Accompany the
Creating an Assessment Entry in the Electronic Calendar**

3.2.2.1 Click on the add entry button within the instructional video.

3.2.2.1.1 Identify title – Circle the title box in the following screen shot and write the title “Module 3 Quiz” in the title box.

Add Entry

*Title:

Description:

Use HTML

3.2.2.2 Schedule an assignment due date on the electronic calendar.

- ___ Identify the start date
- ___ Identify the end date
- ___ Identify course with public access entry type

3.2.2.2.1 Identify Start Date for assessment calendar entry - Circle the start date box and the start date time box and write the following start date and start date time in the appropriate boxes, “12/3/2008”and “8:00 PM” for the assessment.

Dates

* Start Date:

Start Time:

End Date:

End Time:

3.2.2.2.2 Identify End Date for assessment calendar entry - Circle the end date box and the start end time box and write the following end date and end date time in the appropriate boxes, “12/4/2008”and “8:00 PM” for the assessment.

Dates

* Start Date:

Start Time:

End Date:

End Time:

3.2.2.2.3 Identify course with public access entry type - Circling the course and public entry types.

Entry Type

- Personal (Only you can see this entry.)
 - Course (Allows you to link to content in this course.)
- Access:
- Public (All course members can see this entry.)
 - Private (Only you can see this entry.)

3.2.2.3 Demonstrate creating a hyperlink between the calendar entry and the assignment in the assignment page.

- ___ Click on More Options
- ___ Click on the Add Content Link
- ___ Select Assessments
- ___ Select the Assessment “Module 3 Quiz”
- ___ Click Add Selected

3.2.2.4 Click on the save button within the instructional video.

Final Assessment (Post-Assessment of the Terminal Objective)

At this point you should have completed the instructional module and all the assessments for each of the videos. Your task at this time is to create an assignment, and assessment, and an electronic calendar using your Blackboard Vista LMS account using the following checklist below to track your progress.

Create an assignment using a LMS with information from a pre-existing assignment that you have developed.

- Demonstrate how to access the assignment page in a LMS
 - Identify the Assignment tab in a LMS
- Demonstrate how to create an assignment
 - Classify a good assignment
- Demonstrate entering an assignment to the assignment page in a LMS
 - Identify the title
 - Identify the description
 - Identify a timeline
- Demonstrate how to save an assignment to assignment page in a LMS

Create an assessment using a LMS with information from a pre-existing assessment.

- Demonstrate how to access the assessment page in a LMS
 - Identify the assessment tab in a LMS
- Demonstrate how to create an assessment
 - Identify a title for the assessment
 - Identify a description for the assessment
 - Identify a timeline for the assessment
- Demonstrate entering an assessment to the assessment page in a LMS
 - Create a four-item assessment
 - Demonstrate creating a matching item using the quiz tool
 - Demonstrate creating a multiple choice item using the quiz tool
 - Demonstrate creating an open-ended item using the quiz tool
 - Demonstrate creating a true/false item using the quiz tool
- Demonstrate how to save an assessment to the assessment page in a LMS

Create an electronic calendar using a LMS.

- Demonstrate how to access the electronic calendar page in a LMS
 - Identify the calendar tab in a LMS

- ___ Demonstrate how to schedule an event on the electronic calendar
 - ___ Demonstrate how to schedule an assignment in the electronic calendar
 - ___ Demonstrate entering the assignment event to the electronic calendar
 - ___ Identify a title for the event
 - ___ Demonstrate how to schedule the assignment due date
 - ___ Identify start date for the calendar entry
 - ___ Identify end date for the calendar entry
 - ___ Identify course with public access entry type
 - ___ Demonstrate how to link a calendar event to the assignment
 - ___ Demonstrate how to save the calendar event
 - ___ Demonstrate how to schedule an assessment in the electronic calendar
 - ___ Demonstrate entering the assessment event to the electronic calendar
 - ___ Identify a title for the event
 - ___ Demonstrate how to schedule the assessment due date
 - ___ Identify start date for the calendar entry
 - ___ Identify end date for the calendar entry
 - ___ Identify course with public access entry type
 - ___ Demonstrate how to link a calendar event to the assessment
 - ___ Demonstrate how to save the calendar event