Blackboard 9.1 Tool Guide

Discussion Board May be used for many types of learning activities

Blog Can be individual or course wide and not accessible outside course

Wiki A place for students to collaboratively create online projects

Journal Designed to be a self-regulated tool for students

Glossary Instructors are able to create or upload a course glossary

Groups Instructors can create groups of students and provide them with their own tools

Collaboration – Chat, Virtual Classroom, Synchronous communication tools

Rubrics Assessment tool listing evaluation criteria for students

Discussion Board

Information Transfer
- Easy. Forums have usable default settings. Students can add Forums in Groups.
- Yes. Great for sharing information, resources, links or files. Subsection feature sends messages to email.
- Yes. Forums have a setting for grading.

Assess Learning
- Yes. Open to all course participants or groups. Discussions take place in forums and threads are the conversations.

Communication and Interaction
- Yes. Great for getting students to be creative. More open-ended and flexible than Discussion Board.
- Yes. Use as an open forum for students to write about course topics. Course blog allows all students to contribute.

Collaboration
- Yes. Students can collaborate, explore and discuss topics as well as write together in Forums.

Bloom’s Revised Taxonomy

Creating
- Generating new ideas, products, or ways of viewing things
- Designing, constructing, planning, producing, inventing

Evaluating
- Justifying a decision or course of action
- Checking, hypothesizing, critiquing, experimenting, judging

Analyzing
- Breaking information into parts to explore understandings and relationships
- Comparing, organizing, deconstructing, interrogating, finding

Applying
- Using Information in another familiar situation
- Implementing, carrying out, using, executing

Understanding
- Explaining ideas or concepts
- Interpreting, summarizing, paraphrasing, classifying, explaining

Remembering
- Recalling information
- Recognizing, listing, describing, retrieving, naming, finding

Legend

Great Fit
Not the best tool for the job
Can work with some learning design

TILT Blackboard 9.1 Tool Guide

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. The taxonomy was updated during the 1990’s to reflect relevance to 21st century work. The graphic is a representation of the new terms associated with the long familiar Bloom’s Taxonomy.

Need Blackboard 9.1 Help?
- Check out the User Guide in your Blackboard class
- Contact an Instructional Designer - 279-8892
- Come to training - http://www.cats.mnnesota.edu/tilt/training_opportunities

Modified from Moodle Tool Guide for Teachers (http://www.cats.mnnesota.edu/tilt/training_opportunities)
## Blackboard 9.1 Tool Guide

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Information Transfer</th>
<th>Assessment Learning</th>
<th>Communication and Interaction</th>
<th>Collaboration</th>
<th>Bloom’s Revised Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcements</td>
<td>Use to send out information to all students enrolled in the course.</td>
<td>- Yes. Include course updates, encouragement, relevant links, etc.</td>
<td>- No. Announcements are limited and only instructors can post.</td>
<td>- No. Communication is one way – Instructor to student. Great for keeping students updated.</td>
<td>- No. This is a one way communication tool for instructors only.</td>
<td>- RU (Remember) - Understand</td>
</tr>
<tr>
<td>Item</td>
<td>Typical way to add content to BB</td>
<td>- Yes. Instructors can upload files (word, ppt, etc) as well as provide students with instructions or content.</td>
<td>- No. An Item can only be added by an instructor.</td>
<td>- No. An image can only be added by an instructor however, students can add images in the text editor.</td>
<td>- None.</td>
<td>- None - This is not a learning activity.</td>
</tr>
<tr>
<td>File</td>
<td>Used for adding content to BB</td>
<td>- Yes. Provides instructors with an easy way to create a directory of files.</td>
<td>- No. A file can only be added by an instructor however, students can add files in the text editor.</td>
<td>- No. A file can only be added by an instructor however, students can add files in the text editor.</td>
<td>- None.</td>
<td>- None - This is not a learning activity.</td>
</tr>
<tr>
<td>Image</td>
<td>Used for adding visual interest or as content</td>
<td>- Yes. Only instructors can upload an image.</td>
<td>- No. An image can only be added by an instructor however, students can add images in the text editor.</td>
<td>- No. An image can only be added by an instructor however, students can add images in the text editor.</td>
<td>- None.</td>
<td>- None - This is not a learning activity.</td>
</tr>
<tr>
<td>Web Link</td>
<td>Link to a web page</td>
<td>- Yes. Great way to lead students to information by giving them a quick access point.</td>
<td>- No. URLs can only be added by the instructor however, students can add links in the text editor.</td>
<td>- No. URLs can only be added by the instructor however, students can add links in the text editor.</td>
<td>- Potentially. Link to collaborative sites, such as Google Docs and students can add URL’s from Text Editor.</td>
<td>- RUAAEC - Depends on how images are used in assessment.</td>
</tr>
<tr>
<td>Learning Module</td>
<td>Used to organize content in a simple intuitive manner.</td>
<td>- Yes. Offers instructors a way to organize content in a logical sequential manner.</td>
<td>- No. However, all assessment types may be included in a Learning Module.</td>
<td>- No. However, all communication and interactive student tools may be included in a Learning Module.</td>
<td>- No. However, all tools allowing students to collaborate, discuss and publish may be placed inside.</td>
<td>- RUAAEC - Depends on where you link and the assessment design.</td>
</tr>
<tr>
<td>Content Folder</td>
<td>Typically used to organize course content</td>
<td>- Yes. Acts as a “container” for information. Clear descriptions are important.</td>
<td>- No. However, assessments may be placed inside.</td>
<td>- No. However, interactive and communication student tools may be placed inside.</td>
<td>- None.</td>
<td>- None - This is not a learning activity.</td>
</tr>
<tr>
<td>Blank Page</td>
<td>Can be created as an Item on Course Menu or as a Content Area</td>
<td>- Yes. Blank Pages are Content Areas that are limited to text, images, and attached files.</td>
<td>- No.</td>
<td>- No.</td>
<td>- Potentially. External links could lead to collaborative sites, such as Google Docs or a blog.</td>
<td>- RUAAEC - This is not a learning activity.</td>
</tr>
<tr>
<td>Home Page/Module</td>
<td>Can be customized to include a variety of resources and tools</td>
<td>- Yes. Resources and tools such as Alerts, Calendar Events, Announcements, etc. can be added.</td>
<td>- No.</td>
<td>- No.</td>
<td>- Only the instructor can add module to the course Module Page.</td>
<td>- RUAAEC - This is not a learning activity.</td>
</tr>
<tr>
<td>Mashup</td>
<td>Users can search for content from YouTube, Flickr and SlideShare</td>
<td>- Yes. Great way to easily link students to relevant content from these popular sites.</td>
<td>- Potentially. Students could create projects/assignments and upload them to the site - then link to the course.</td>
<td>- Yes. You could use content from the sites to generate discussion and collaboration.</td>
<td>- None.</td>
<td>- RUAAEC - When creating collaborative tools, instructors need to consider assessment design to include all levels.</td>
</tr>
<tr>
<td>Test/Survey</td>
<td>Can be used to assess learning, formative or summative</td>
<td>- Not really. Depending on questions Survey tool may disseminate information.</td>
<td>- Yes. This tool is designed to assess learning. There are both self-assessment options.</td>
<td>- Yes. This tool is designed to assess learning. There are both self-assessment options.</td>
<td>- None.</td>
<td>- RUAEC - When creating collaborative tools, instructors need to consider assessment design to include all levels.</td>
</tr>
<tr>
<td>Assignment</td>
<td>Students may upload individual or group Assignments</td>
<td>- Not really. However, instructors can attach files to Assignments.</td>
<td>- Yes. Instructors can set due dates, assign points, collect assignments and provide feedback.</td>
<td>- Yes. Instructor can set Group Assignments.</td>
<td>- Yes. Instructor can set Group Assignments.</td>
<td>- RUAAEC - When creating collaborative tools, instructors need to consider design.</td>
</tr>
<tr>
<td>SafeAssignment</td>
<td>Assignments which are then checked for plagiarism</td>
<td>- Not really. However, instructors can attach files to SafeAssignments.</td>
<td>- Yes. Instructors can set due dates, assign points, collect assignments, provide feedback and originality reports.</td>
<td>- Yes. Only limited interaction between student and instructor.</td>
<td>- Yes. Only limited interaction between student and instructor.</td>
<td>- RUAAEC - When creating collaborative tools, instructors need to consider design.</td>
</tr>
</tbody>
</table>

---

**Pick the Right Blackboard Tool for the Job!**

- Know what tool you want to use? Follow its row across to see it strengths and weaknesses.
- Know what you want to achieve? Pick a column and follow it to see what tool is best for the job.

---

**Legend:**

- **Great Fit:** Can work with some learning design
- **Not the best tool for the job:**