



# **Converting From an Onsite to a Virtual Online Class**

*It's a gradual process ...*

# Situation

- Due to the National Emergency to Accommodate COVID-19, **ACC** must move all courses to an online format, as quickly as possible
- **Continuing Education** (CE) offers *many* vocational courses with varying mixtures of content for adult learners:
  - **Lecture** - Reading, viewing, listening, etc. Instructor-to-Student knowledge transfer
  - **Practice** - Student hands-on *practical application* of course content to develop skill (alone and/or in teams)  
**SKILL** is the *application* of **KNOWLEDGE**
  - Some courses are mostly **lecture** content (through textbooks, web pages, handouts, presentations, demonstrations, etc.), while others contain mostly **practice** activities (labs, practicals, etc.)

# How To Go Online?

- Some **Lecture** content can be moved online relatively easily, although its format and organization may need to change
- Some **Practice** content *may* be done online, but much of it must remain in an ACC lab setting (e.g. medical equipment and hospital rooms, PC labs, etc.)



# Online Tools

- Initially, CE will direct *all courses* to be in the **Blackboard** LMS using the **Collaborate** Ultra web conferencing and collaboration tool
  - ACC already has licensing and support structures in place for Blackboard & Collaborate - There are many instructors and instructional designers using them today, so expertise is handy
  - Minimum usage will be for:
    - Syllabus
    - Assignments
    - Gradebook
    - Live Collaboration
- As you become more comfortable in the online teaching environment, you can change portions of your course to use other tools that best fit your course needs

# How To Go Online?

Suggested Course Development Life Cycle:

## **Three Phases:**

- **Quick Start** – Get it Up & Running
  - Set Up **Blackboard** with supporting materials (syllabus, gradebook, etc.)
  - Use **Collaborate** to deliver LIVE **Lecture** sessions (lessons, demos, etc.)
  - If needed, do **Practice** work onsite in labs, etc.
- **Experiment** – Try new tools & methods one-at-a-time – find what works
  - Run your 1<sup>st</sup> course with gradebooks, posted content, live sessions
- **Improve** – Over time, develop & deploy more **Lecture** and/or **Practice** materials towards a hybrid model – Learn more about moderating sessions

# Quick Start Course Conversion Path

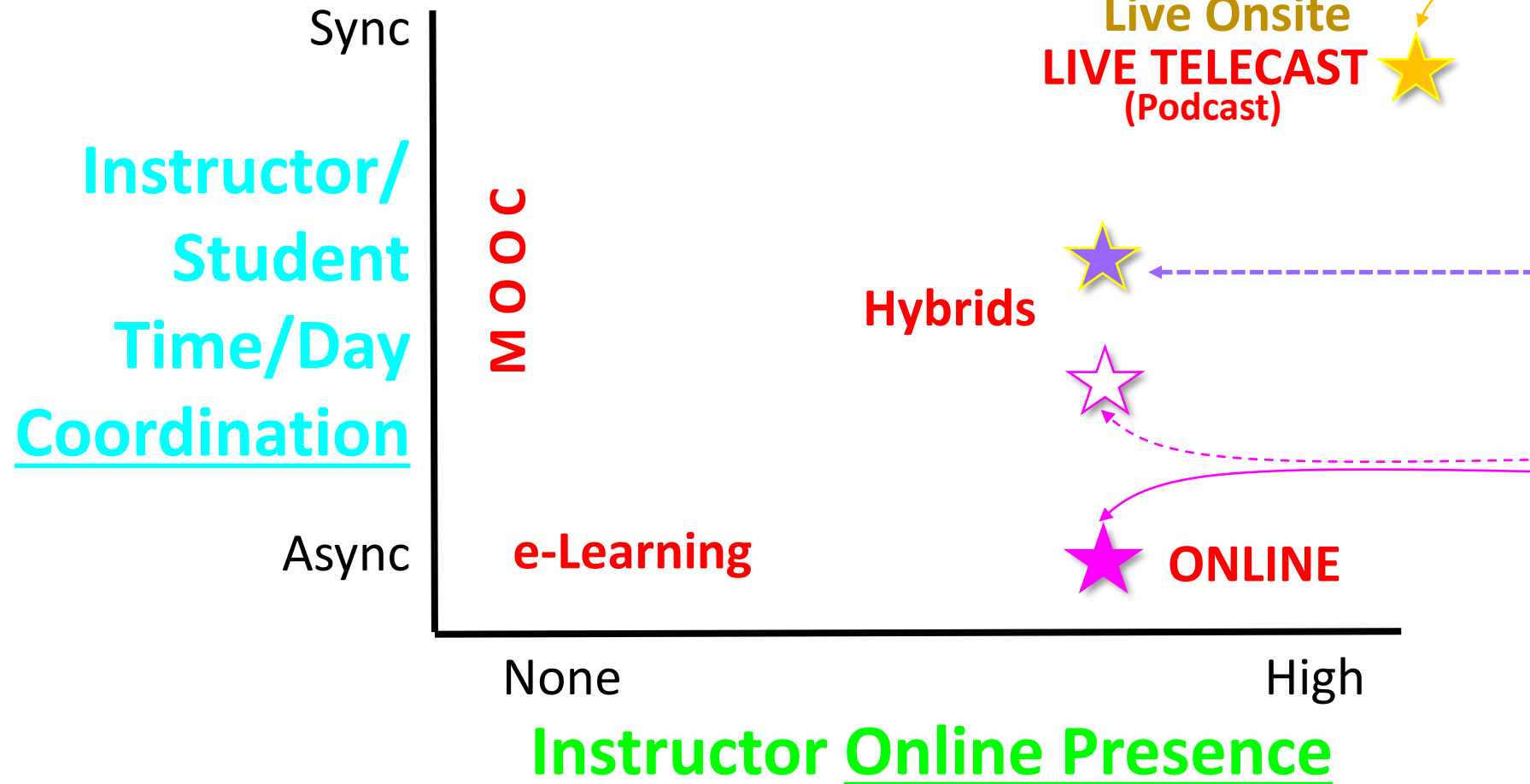
- For your course, **decide** *how much* is:
  - **Read** - textbooks, presentations, web pages, handouts, etc.
  - **Show** - demos, instructor hands-on, show-and-tell, etc.
  - **Do** - exercises, assignments, projects, problems, etc.
- **Segment** all your course content in the **three groups** of materials above
- **Create a design structure** for your course around the above components
- The **Read** stuff can be *readily loaded* to a Learning Management System (LMS) like Blackboard relatively quickly
- The **Show** stuff can be set up as a *live demo online* using a collaborative tool like Collaborate Ultra
- The **Do** stuff can be *assigned*, using any appropriate tool - but some may require an onsite visit to an ACC campus for a lab, special equipment, or tutor

} Lecture  
Practice

# Sharing Content LIVE in Collaborate Ultra

- **Read** or **Show** stuff can be shared by **Collaborate** Moderators/Presenters
  - Simple files are easy (documents, spreadsheets, photos, etc.)
  - Sharing a YouTube video with your audience can be done by sharing the tab you show the video in (works best if you use two different browsers)
  - Sharing apps can be done similarly
  - YouTube: [How to present in blackboard collaborate: A quick overview](https://www.youtube.com/watch?v=ixCwZ5996yo)  
<https://www.youtube.com/watch?v=ixCwZ5996yo>
- Samples:
  - [\*\*Herding Cats\*\*](https://www.youtube.com/watch?v=qWIPdEqSAI) (old Superbowl commercial):  
<https://www.youtube.com/watch?v=qWIPdEqSAI>
  - [\*\*How Valuable is an iPad?\*\*](http://www.youtube.com/watch?v=pT0G65imZos) (European TV Commercial):  
<http://www.youtube.com/watch?v=pT0G65imZos>

# What Types of Online Courses Are There?



**ONSITE:** BMGT 1021  
Introduction to  
Managing Projects

What many think of  
as an "ONLINE"  
course

**DEMO:** BMGT 1021  
Introduction to  
Managing Projects  
*\*ONLINE\**

**DEMO:** BMGT 1009  
Applied Proj Mgmt  
*\*ONLINE\**



# DEMOS

## Simple Design:     [BMGT 1021 Introduction to Project Management](#) (2 days)

- *Basic* Nav Pane Menu List:

- Announcements
- Syllabus
- Instructor Bio
- **LESSON FOLDERS**
- Shared Documents
- My Grades
- Blackboard Help

- **LESSON FOLDERS:**

- Lesson 01 (Unit, Part, Chapter,...)
- Objectives
- Readings
- Exercises
- **LIVE SESSION**
- Quiz
- ...
- Lesson 02
- Lesson 03
- ...

**\*START HERE!**

**\*END HERE!**

# DEMOS

**Complex Design:** [BMGT 1009 Applied Project Management](#) (8 weeks)

- *Segmented* Nav Pane Menu:

- **COURSE HOME**

- Announcements
- Syllabus
- Instructor Bio
- Course Navigation

- **COURSE CONTENT**

- **LESSON FOLDERS**
- Shared Documents
- Articles and Links

- **STUDENT TOOLS**

- Discussion Forums
- Student Tools
- Blackboard Help
- My Grades

- **LESSON FOLDERS:**

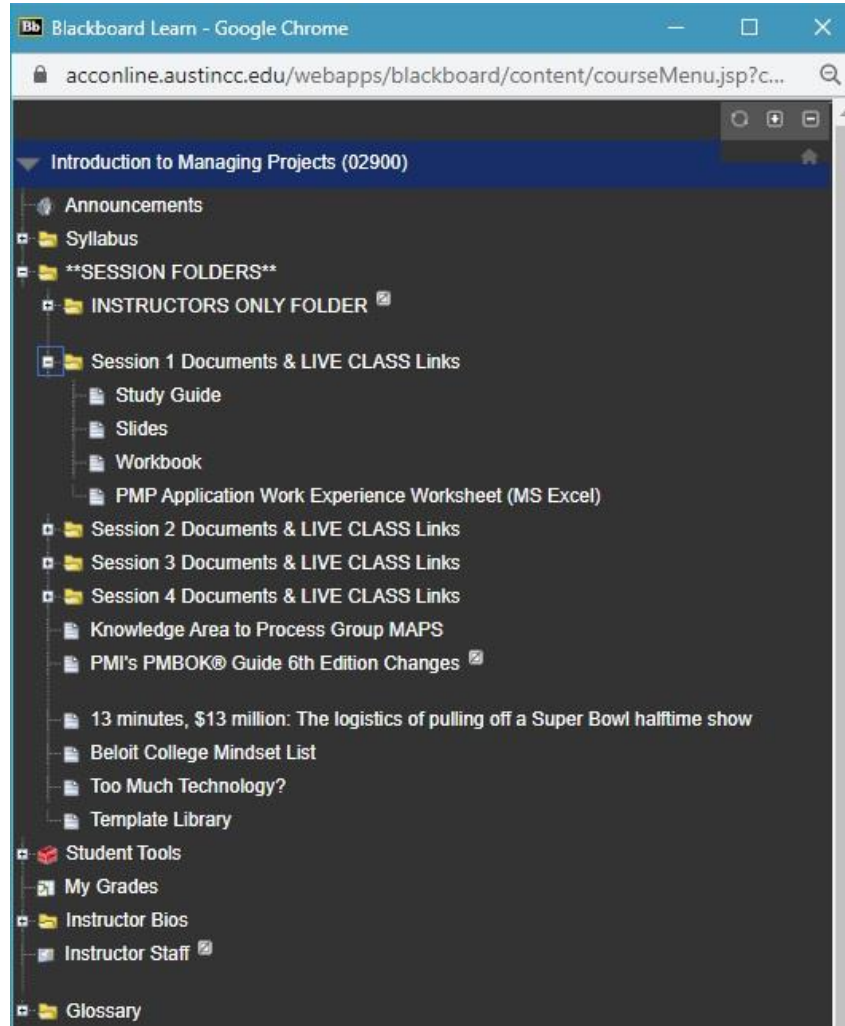
- Lesson 01 (Unit, Part, Chapter,...)
  - Objectives
  - Readings
  - Highlights
  - **LIVE SESSION**
  - Exercises
  - Quiz
  - ...
- Lesson 02
- Lesson 03
- ...

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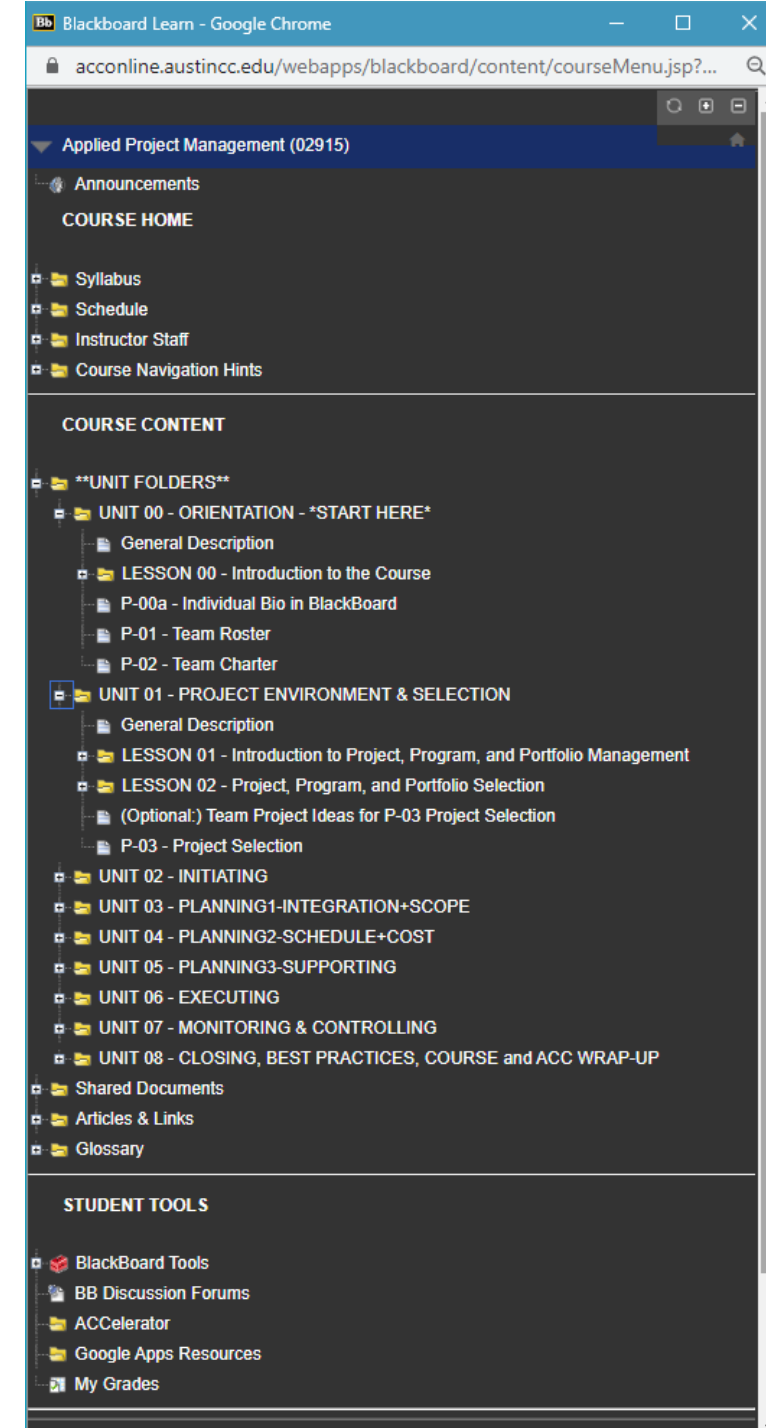
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# Quick Start - BB Content Designs

- Simple:

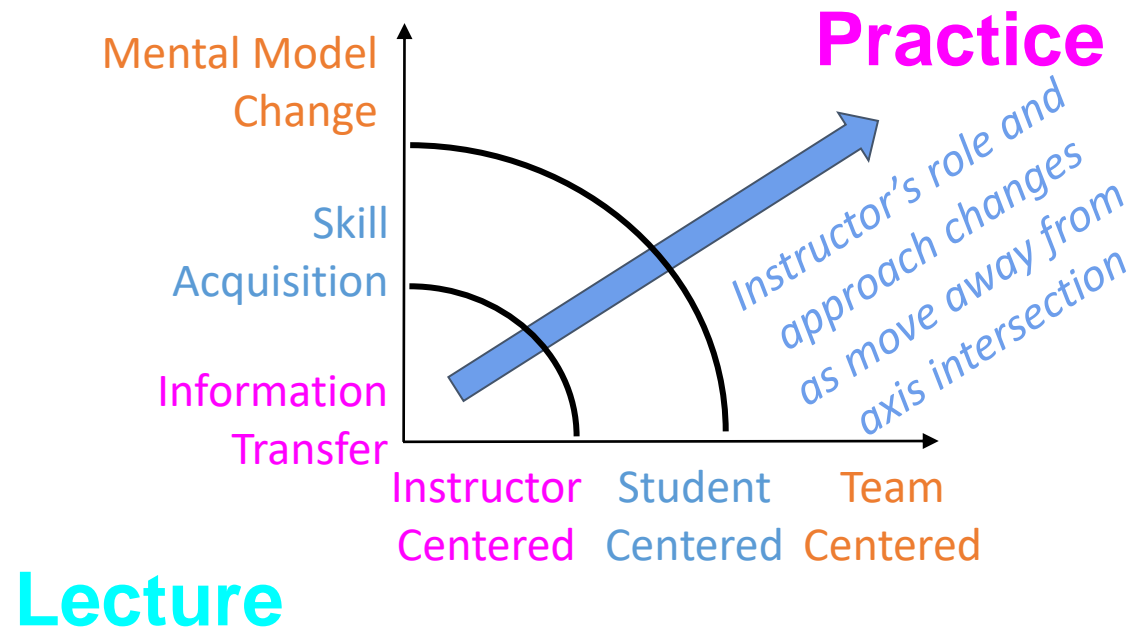


- Complex:



# Instructor Help - Virtual Learning Background

- Learning Objectives Desired:
  - Information Transfer
  - Skill Acquisition
  - Mental Model Change
- Instructional Models:
  - Instructor Centered
  - Student Centered
  - Team Centered



Apply ***Bloom's Taxonomy*** to models and materials ...

# Instructor Help - Bloom's Taxonomy

Defines how students *learn* across the three categories of:

- **Knowledge** (cognitive domain; mental skills)
- **Skills** (psychomotor domain; manual or physical skills)
- **Attitude** (affective domain; growth in feelings of emotional areas)

In the **Knowledge** area, there is a hierarchy of learning represented by the diagram on the next slide, where the lowest level is simply *recitation*, and the highest level is a thorough and deep *understanding*

# Bloom's Digital Taxonomy

Key Terms

Creating

Verbs

**Designing, constructing, planning, producing, inventing, devising, making,** programming, filming, animating, blogging, video blogging, mixing, re-mixing, wiki-ing, publishing, videocasting, podcasting, directing, broadcasting

Evaluating

Verbs

**Checking, hypothesising, critiquing, Experimenting, judging, testing, Detecting, Monitoring,** blog commenting, reviewing, posting, moderating, collaborating, networking, refactoring, testing.

Analysing

Verbs

**Comparing, organising, deconstructing Attributing, outlining, finding, structuring, integrating,** mashing, linking, validating, reverse engineering, cracking, media clipping

Applying

Verbs

**Implementing, carrying out, using, executing,** running, loading, playing, operating, hacking, uploading, sharing, editing

Understanding

Verbs

**Interpreting, Summarising, inferring, paraphrasing, classifying, comparing, explaining, exemplifying,** advanced searches, Boolean searches, blog journaling, twittering, categorising, tagging, commenting, annotating, subscribing.

Remembering

Verbs

**Recognising, Listing, Describing, Identifying, Retrieving, Naming, Locating, Finding,** bullet pointing, highlighting, bookmarking, social networking, social bookmarking, favouriting/local bookmarking, searching, googling.

## HOTS Higher Order Thinking Skills

## LOTS Lower Order Thinking Skills

### COMMUNICATION SPECTRUM

*Collaborating*

*Moderating*

*Negotiating*

*Debating*

*Commenting*

*Net meeting*

*Skyping*

*video conferencing*

*Reviewing*

*Questioning*

*Replying*

*Posting & Blogging*

*Networking*

*Contributing*

*Chatting*

*e-mailing*

*Twittering/Microblogging*

*Instant messaging*

*Texting*

# Instructor Help – Further Resources

- **Higher Education Chronicles – [Moving Online Now](#)**  
(PDF - you have to register to view the articles, but it is free)
- **Vanessa Dennen - [Teaching Online During COVID-19](#)**  
(multi-page website of great tips from an online pro)
- **Blackboard - [Blackboard Collaborate User Tour Video](#)**  
(quick tour of all the important features & controls in the user interface)
- **Nurse Killam - [How to Present LIVE in Blackboard](#)**  
(quick overview of how to present in Blackboard Collaborate)
- **Blackboard - [10 Steps for Students to Use Blackboard](#)**  
(Helpful link to get students used to the Blackboard environment)
- **Bob Futrell – [BB Introduction to BMGT 1009 Applied Project Mgmt](#)**  
(Detailed tour for students of how to enter and navigate Bob's **BMGT 1009 Applied Project Management** *COMPLEX* course example)



# Thanks!

Bob Futrell

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[www.austincc.edu/rfutrell](http://www.austincc.edu/rfutrell)

Contact Bob directly for [Blackboard viewing access](#) to explore the demoed courses more closely