Webinar Campus Pack Tips & Tricks

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As you go through here I want you to remember that we want to try to make this easy. I create what is called an introduction to the course. Come on back over to our course organization, I have my introduction to the course right here. What I do with the introduction to the course, I put everything that they need to have. For instance, in intermediate accounting, the ultimate outcome, the mission statement, the purpose of the course, I lay that out in what I want them to accomplish in my class. It is different than in the textbook, I change the learning objectives in textbooks every chapter. Their objectives are close to mine but not the same. This is from intro 312 that I have, as you come down here I have a video that says Success with Blackboard so they can figure out how I do this. I call it cow TV. Does anybody record videos for lectures? Real easy stuff to do and it doesn’t have to be fancy. I told my students that if they really want to know how this thing works, play the video. It is specifically set up and I show them everything about the course, how it is organized and what they need to be considering. As you come down you will see resources. If you are having computer trouble you go to CCIT, they will check out your information. The other problem we run into all the time is they register in the wrong course, they don’t register properly. I do not give them an access code, I don’t give them anything, I give them a link. They click on this link right here for registering for Blackboard and that is it. They can’t sneak around the system because at one point I put it in the syllabus and I said they had to go through Blackboard. They would just go straight to Wylie and wouldn’t sync properly with Blackboard. It used to be that you couldn’t use a non Clemson email account, it didn’t sync, and I know I have some that did that and it seems to be working and I just tell them. It is automatic and it is never an issue and Wylie does great syncing. You will notice that I will not manually fix you grades, you will have to change your account and lose your existing grade. I have had students go back and do two weeks of work because they didn’t believe me.

Some other things you can do here and I went ahead and set this in now. As I have discovered, Wylie has YouTube videos so I put a hyperlink in here. I use Dropbox and we will talk about how to use Dropbox to sync things in a second. As you can see I put all the stuff right here so they can see it and actually go. I even say come here to the Academic Success Center and get help. This is how I address some of this first part. Students quit emailing me questions about how they get registered for Wylie because they get tired of hearing me say go to Blackboard and click. That is literally what they have to do.

The other part you will see right here, Wylie Plus puts out a Live Chat help and guide. When we are talking about issues they have I tell them to go right here, go to Wylie Plus chat and get your answers there. Just like our Blackboard course and our online system, it is 24/7.

That takes care of the first part and I did skip one part that I wanted to follow up with you, what is my ultimate outcome with you guys today? It is that you guys are going to have an overview of how this Blackboard course can be worked, how you can identify new tools to incorporate and absolutely when you leave, the grade book. This did not happen overnight and my Blackboard course that I created last spring is entirely different from the one I am showing you today because I keep adding new stuff. You just copy your old course and start adding to it. It really does pay off. Let’s take a look at the next part of our setup here, we’ve taken care of this course introduction. Single place for everything, how we can organize it, everything is set up for them so go to, take a look at example A. I’m not sure if I’ve got this in here but I’m going to go to my actual class where I use this in my intermediate account. This is a forum, I just started using them this semester. Here is why I picked up using forums: number one, if 5% of my students start emailing me, I have 250 students, every week then I am just overwhelmed. How many students email you the first week of class? About 50% of them right? They all have questions that they need answered so I created this Q & A form. It is really easy to create a Q&A form. I say if you have a question, go to this forum and post it. Please post your questions there. When they post it you will see threads. I tell my MBA students, they are pretty funny. We had this thread going about this one topic and I went to check the next day and we had 30 threads on that topic. I was telling them you answer the thread, you don’t create a new thread. It is a learning process, as you can see there are questions about exam, tests. Industry is moving towards this as well, they don’t use forums but they use Microsoft 365, all kinds of packages come out. Instead of them using email in their firm, in essence they are using message boards. It is great because it is like instant texting. One of my attendees in Nebraska said they switched to this. They can typically get 2-3 people to have input on an issue. It is not only helping me but it is teaching students to communicate on the next way that we are communicating.

Lets go back up, the second part of using forums, we are creating a discussion board. I come down here and I am a fan of Bob Dean. He talks about this article, Does Learning Really Change Anything? I am going to go to this thread and I made my students read this article, watch a video, make a little comment about it, post it to the thread and then I am going to collect it all. Then they had to read two other students’ comments and comment on it. So now what have I done? A student reads an article, I am holding them accountable for looking at this, I am going to give them a grade. What have they done that I can’t do without this system? Interact with other students. All of a sudden, instead of that pile of papers sitting on my desk, it is out there in the clouds and they can use it. My MBA students, the last 1/3 of the class they run the course content. It has always been a problem of how can they get the content out there so everyone can see it? They are out there posting it in the forum. I’ve already told them that the forum is where the test questions come from. It is out there and it is easy to get to. You really can’t survive without Melissa, Yahong, Jan, but you call them up and they say oh yea you can do this, and it works out great. As you can see here it is really easy. They give a host, an article and it works out great.

The question, is there a privacy issue here, I tell them upfront that everybody is going to read this. Be relaxed, be comfortable, and for that reason I haven’t let them grade themselves. Some people will get a grading structure and let the students grade each other. I’ve avoided that because I want it open. I would spell check but we aren’t going to cover something out of the ordinary. You grade them through Blackboard. When they post it here I read it and give them a grade, I can give them comments and it goes straight to the Blackboard grade book and nobody ever sees it. They are just seeing the work. This is all opinion, this isn’t hard core facts that I am making them spit back. You will see here I have does learning really matter, current development. In my intermediate class I had them looking at current developments. They get to see all of these new things that come out when we talk about inventory. I can get them to look at new articles that come out about Fraud or methods. This brought up a bigger question: do students resist technology in the classroom? What happens when you get to the work force? Everything you do is scrutinized. When Melissa asked if I minded this being recorded I said no because my whole life is on Google.

There are tons of things you can do, I’m just doing forums but there are blogs, it is really unlimited what you can do with this type of setup. My MBA students have jumped all over it, they have jumped on this thing and they love it. I promise you students will resist this. Lets go through here, like I said I have to give you an overview. I’m going to jump to through some stuff and we will probably come back again this spring to do this class if we get enough demand. It would be a two hour workshop and really go into more detail.

Lets go to DropBox, hyperlinks, real simple. Clemson has a system and I can change this PowerPoint slide right now, save it, and say reload your PowerPoint slide and the new stuff is in there, it is instantaneous. You set a hyperlink really easily. I cannot stress enough how important this part is. If you are going to use Blackboard and you are going to upload everything, you might as well go out back and get someone to beat you up because it is just awful. Hyperlinks work well. If you copy your course over and you think ahead of time where your content is going to be, you copy the course and those hyperlinks follow with them. When I did my intermediate class all of my hyperlinks followed with it and it works well. Clemson gives you Box, which gives you 10 GB of free space. You can get free space from referrals, I’ve got about, you can get about 18 GB or 20 GB in one semester so there is no issue on storing things.

Lets take a look at testing. Who does online testing? Ok me and me. Do you do paper tests or no tests? You see you get a combination, I know Russ you are trying to move to computer based. We can do a variety of things and the nice thing about using online testing systems, right here is my test module. I’ve always used online tests because for a long time I taught in the computer labs because I could see their screens. I had a couple of students that I caught cheating on the exam. Of course they said they didn’t and I told them that was fine and we could resolve it with a zero or I can take the video of you cheating on this test that I produced and we will go to the provost and talk to him because they use screen capture. I just record their computer screen and I never lost that argument. I had one student that insisted that he didn’t cheat and I show them the video and asked them to explain it. We caught the student cheating on the video and they graciously decided not to go to the provost. And took the zero. Why did I bring that up? We can do the same thing now even though you are not in the computer lab. Here with the 312, Wylie uses Respondus, you have a block that you put in. Respondus is just like any test bank that you use where you generate a test, you can put in questions. I go ahead in here and I put in the Respondus browser, the guide, how they set it up, I cover the course content on the test. I then give them a practice test, I tell them to go practice it because come test time they only have 75 minutes to do it. They need to worry about the test when it comes and not Respondus working. They made it really easy, I now give them points, 3 or 4 points for successfully completing this task and there is no question, they know exactly where to go.

That brings us to Respondus, what is it? Respondus is a lock down browser, they come in to their computer. Instead of going to Blackboard or going anywhere, they turn on Respondus Lockdown Browser. It shuts down the computer with the exception of going to Blackboard. Once in Blackboard they simply go to the test, they start it, they cannot surf anywhere, they can’t use any excel, they cannot use anything, they just have to stay in that test. It isn’t as creative as creating a test directly in Wylie, which I prefer to do but I don’t have a good system for locking that down so I use in my intermediate with Wylie the Respondus Lockdown Browser.

There is another that Melissa, myself, and some other faculty are testing out, it is called RP Remote Proctor Software. What they do is when the student signs in, the student signs into RP Now, they hold up an id, they have a camera and it is screen capturing, they show the entire room, they are then recorded. The nice part is that you set the rules what they can and cannot do. When they come back in a couple of days, I get a report of suspicious activity, violations, and clean bills of health. I can look through and they shorten the video so all I have to do is click to the red flags and I can see what the student did. How do you handle this: the student is doing fine and 2/3 of the way through the test all of a sudden the camera is up here and not here and you see them doing this a lot but he is off film. I’m pretty sure I know what was going on at that point. That’s how we can securely test in the classroom. I use Respondus in the classroom because I make them turn around and face the back wall so I can see their screen, to see if anything is going on. There is about 5% of the population that can beat any computerized security that you throw at them and they are here on campus, trust me. Either way that you do it, it works out really well. I couldn’t do it in here but in the other room I could, I’m looking at their screen.

The cool thing about Respondus is they are pretty much locked into that, the RP Now Remote Proctoring, I can let them use Excel, Word, I can let them do all kinds of stuff and it is just like they have been doing their homework. In the classroom I would still turn them around and look at their screens. If somebody says when I was taking the test Russ was cheating, I’ll go watch the video and I will see what has happened. They say no cell phones because you can’t tell the difference between that and a calculator and I have about 7 other students that I have to send another email to. I’ve looked close enough that I don’t think they were cheating with them but next time you are losing points.

Lets take a look at the second part. As we go through we want to think about the integration of our homework with online systems. Now with accountability, I have done everything from you have graded assignments before you step in my class everyday to where I am this semester, I’m doing at the end of each chapter and they are held accountable. They have to complete these assignments for points and they go directly into Blackboard. If I am in class and I like to reward them for showing up, I give them bonus points. I will have an in class assignment, I will open it when class starts and I will close it right after the last class I teach of it. When they leave class they have the answers so literally we will work on it together. If they don’t quite understand it, I give them the answers and they can still work on it again. I have created a way of having accountability in class, it is easy, its all in this one location, I can do quizzes, exercise problems, all of that and I use all of it. I set the due dates and I’ve done a variety of things. I’m going to go here to my actual live class that I have. In this one, here is chapter 9. This is my Wylie intermediate accounting class, you will see on the left side every chapter is listed, every due date and how many points it is worth. All the student does is go to Blackboard and here is what’s due, here is what it is worth. In chapter 9, I’m going to go through and give them all kinds of help to figure out how to do it, some templates. They see here, here is my in class for bonus points, this is what they do in class to earn bonus points, it goes directly into Blackboard, I don’t have to worry about the grades. Move down a little bit more and let’s pick up this end of chapter it is worth 15 points. It takes me to, oh I know why (“session error: session in progress” is on screen), it is mad because I am in here, let me go close that. You can only be in it in one place. The other part is in this module I was still putting due dates in my description, I’ve quit doing that because it is a lot of work. I did have something due every class but now everything is due with that chapter module. All of their end of chapter quizzes, forums, everything is due when that chapter is due, it makes life easy. Here you will see their end of chapter work, I’ve got algorithmic problems that they complete. They can view it after, they can have unlimited attempts or I can limit the attempts, I can restrict what they do. That makes it really nice and I don’t have a big stack of papers that I’m hauling around. The big benefit is that the students come in, they do the work at 3am on Sunday night and they come in the next day and get their answers. They actually figure out does this work and do I understand it. Online homework really works well because the big thing is that they have 24/7 access, they get feedback and in some of these they will actually have a link. You can come down here, you can show solutions, you can link to the text and they will take you to the textbook, where the answers are. Some of the questions in Wylie, I’m working with them, we are digital faculty, we are faculty mentors that Wylie works with. One of the projects I’m working on, we produce more videos about how to solve problems. They could actually click on a link here to see where it is in the text but they want to actually watch someone do it and there will be a link to that. That is really coming through and we are seeing it a lot more with textbooks. Come back here and go back to Blackboard. You will get used to it, it is a little bit slower but let it go back to Blackboard and then go from Blackboard. Go all the way down. I have a read section, Wiley has a lot of resources that you can use. In this case, I have additional information. If you look at what they give you on each of the chapters, the students can see the outline. They can then go do things. I’m not familiar with the Quantum so I’m not going to click on that because it will take me way into another login screen. Multimedia resources, it will give you automatic videos. A lot of students like flashcards, cross word puzzles, I give them all of these options. I will intentionally choose some of these as bonus points. My course is laid out in 1,000 points so I will choose bonus points. I will say that if you like flashcards I will give you a couple of points for doing them. If you don’t like flashcards, it is only a couple of points, do something else. My better students who don’t like flashcards don’t get mad at me and my better students who do like flashcards think wow he lets us do it for extra credit. It is kind of a tricky middle ground. Here you will see other primers, they have Excel, they have learning style surveys, they have business topics. Then of course as you go through, you can use any of these in class. Then of course any videos that they have. This is one where they do a walk through of three exercises. I use those in class to help improve the learning. Again if you do it as a bonus system, you don’t get students mad at you. Last year I had a lot of students saying that they liked the material but they didn’t like having to watch the video because they understood the material so I let them choose. I haven’t gotten into Quantum yet but it is an interactive, how are you doing and it will jump you into some of that.

We are going to cover the very last stretch here and this deals with grading. I switched to a 1,000 point system for a simple reason, does anybody know what that reason is? It is easy to calculate, I have done 2,500 point classes, I have done 700 point classes and no matter how many times I did it I got tired of trying to calculate what 90% of 800 points was. I’ve gone to 1,000 points. It makes your life easy in Wylie and any system so I have gone to 1,000. Even last week in my MBA class they were asking how to get an A in my class, well you have to get 900 points. A few more questions were raised and finally one guy said look guys, it is 900 points, it isn’t that complicated. Earn them however you can. One: I make it simple. Two: As I look through here, how many of us spend weeks upon weeks throughout the school year, downloading information from Excel, uploading and retyping it into Blackboard. All of that uploading and reloading, it became my responsibility to track that down. That drove me nuts because as soon as I got everything graded, uploaded, and I added additional points, then I have to go back and do it all again. When I turned in my grades it was my responsibility to make sure my Excel sheet agreed with Blackboard and Blackboard with whatever the system was that we did grades. I said I was done with that, Blackboard tracks my grades and the student is responsible for their grades. If it is wrong and they don’t tell me, I’m sorry. How it works is that I track their student grades and I do that by chapter, by module, I break my semester into three tests, as you will see here the point system that I have laid out, bonus points are easy to do. Let’s go to my grade book here. We are going to go all the way down to my live grade book. I have hidden everybody’s name, that is a comfort to know when you pull this thing up. I’m going to blow this thing up so you can kind of see a layout. The first thing you are going to notice in my first test that I give I create a column, GTD (grade to date), test 1, chapters 1-4, actually 3, 9, and 10. What this is, this is their grade. Notice that it has 322 points in my name I put the points I count towards the test so it is 284. The student knows in this module I have 284 points that I will count your percentage based on but you could have earned 322 points if you did everything and if you aced the test and everything like that. They can see where they stand and take their points and divide by 284 to see where they stand in the course. You come up to total points and right here and you will see that the total points in this class has built up to 774 including the assignments. By the end of the semester I’m up to a 1,000 point class and we have about 1,150 points. I build in about a 10%-15% curve for incidentals or whatever. Here grade to date test one, as they do their assignments you will see their assignments show up and the grades they can check. Come down to the second test on chapters 11, 12, and 13, I will explain version B later, but here is the second test, a 200 point test out of 19 points. Then this grade to date is possible 341 and it is worth 308 points in my big picture. They can see exactly where they stand. I tell students right now in every class, I look at grade to date section 1, grade to date section 2, and grade to date for the last section of the class to see where they are going. Are you moving up, are you staying stable or are you plummeting like a rock in the water and that helps me determine their grade.

The version B here, these tests were given through Respondus, version B is to deal with students with disability allowances, extra time, doing an extra date. I just set up a version B and I use a password so they can’t go into the wrong version and I will give them extended time on the test. It works out really easily, this one gets time and a half. I love when a student goes, the test won’t let me in, and we go through the password and say but you are in version B, you have to be in the right test. By using a passcode, no student accidentally gets into the wrong test. When it gets time to the end of the semester, my students will come in. As I build tests, it comes in and you will see all the information. They will take my final exam and go on Blackboard and they will know their score. It is their job to let me know if it is right or wrong. That is our grading. Actually I put an announcement out just this week on Sunday and then in the announcement you will see I put right here, I put grades updated. I said here is grade to date test 1, grade to date test 2, and I said when you look at grade to date 663 available, 592 count towards your percentage. They can see right where they stand. This worked out really well.

The last part I would like to show you. There is a lot of other stuff you can do. I’ve been dealing with technology for a long time; follow the kiss rule: keep it simple, add in one tool at a time. The tools that I have here have been added in over three semesters and I’ve been doing technology in the classroom since 1997. A lot of things that would be brand new to you, I’ve been doing for a long time so I just put them in there. Some of the fun stuff, I had a bios and contact. I gave them a few points, put your picture, put your bio so if people want to contact you, they know who you are. I come on down here and I have gap codification because that helps us out. I need to update this one here but I’ve put a module in for cool tools. In my MBA class they have to collaborate using Google Drive, and Hangout so I give them links to cool tools there. Then we are going to end up with this one, virtual office hours, I can’t open it right now but we are actually running this class through Adobe Connect. It looks just like this. When you are sitting in your office and you are working, when it is convenient for you, you open up Adobe Connect. I always put a note in it saying if I don’t get right with you right away call me on my phone. I’ve tutored students in Mexico, I’ve had students attend my class from Nevada. We just log in and get our audio set up and it is great. Where are the academics going? I know Russ does a lot of video recording for various types of events. I think this is where we are going, where I can log on 24/7, if I want to hear my professor speak I will play one of their videos. If I want to see where my grades stand I will go to my grade book under my grades and I can see exactly where I stand. That allows us to do anything we want in class. I spend a lot of time in class discussing current events, working exercises into problems. When I give them a task, I will say here is all of the stuff that needs to be done. If the student wizzes through it and gets done I try to get them to help other students but otherwise they are free to go. The rest of the students can stick around as long as we need to work with each other, that seems to be working out really well. There is actually a page for this, a contact page. I didn’t do it as a forum. Here is the neat part, I sat down with Yahong and Melissa. I learned in y’alls class about contact page, I set it up and I don’t know how to re set it up because I copied it from that course to every single course that I have. It is called contact. I don’t put a lot of pressure, if they want to put a picture out there they can but if they don’t I’m not going to doc them. I don’t want a student claiming that they are scared of their boyfriend and can’t post a picture so I just don’t worry about them. Most people post them.

The grade book has been frustrating on that end, it’s not just Wylie, I do a lot with McGraw-Hill and it is the same thing. I actually reorder my grades because I like to see the most recent grades first and I go through content layout. A couple of things you can do with the grade book: one, absolutely add this tab here, my grades because I literally in the fourth week of a five week online class I had a student tell me they didn’t know how they stood in my class because they hadn’t received any grades. I said what do you mean and she said she couldn’t see any grades, I can’t figure out how to get them. You can actually add a little tab for my grades. Right here you would go to a tool, it will pop up and there are all kinds of tools and there are tons of bells and whistles. What I have to do here when I go to grade book I will come down to it. Just because I like a certain organization I will come in here and one, the grade to date is a calculated total column, I’ve gone away from percentage. I’ve had a very hard time dealing and I’ve heard that Blackboard does fine with percentages. Jan is the one to talk about using percentages. From a personal standpoint, percentages were worse than a 700 grading scale. We get it from both sides but percentage works, I just when I learned Moodle percentages were a disaster.

On the left side here, this left side adds up to 1,000 points but if you go to all of my assignments and tests it is like 1,171. I take the 1,000 points and I say how much is testing, 70%, so 700 is tests. 300 points I’m going to divide them out among 8 chapters, 6 chapters, 12 chapters and I just do it that way. I work backwards into that so you will see here, each chapter is worth 36 points and that is how I divvy up the other 300 points. Percentage works so if you want to work with percentage, talk to Jan.

If I’m giving bonus points this 774 becomes how we calculate my percentage. If I’m just doing a 900 point system then I tell my students that if they hit 900 points they are golden. The last thing here you see, I can organize my column so that’s what I do, I went in and reorganized the column so I can comprehend it. The last thing I will do this semester is reorder my column so I see grade to date 1, grade to date 2, grade to date 3 and the total final and I start making final decisions. What I have to do right here when I manage the column, I literally go in and I move them. I will grab that assignment and I will move it, otherwise it goes all the way to the very end. As you see everything I do in the class whether it is a forum, whether it is a quiz, whether it is in class, it gets kicked to Blackboard. I don’t keep an Excel grade sheet. The only thing I do with Excel now is download the test so I can get a statistical analysis to see if I am going to do a curve. That’s really it. Then at the end of the semester when using Blackboard make sure that you download all of your grades in their entirety because they purge the system two or three weeks after the end of the semester. Be very very careful that you download this information into an Excel spreadsheet right after you post your final grades. I do that anyways because I am an accountant but anyway that way you have your grades.