COR 101 Slides   COR 101 Student Symposium

2022

A First Year's Students Guide to Using Blackboard

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A First Year's Students guide to using Blackboard

Student Facilitator: Anthony Discenza

Instructor: Marissa Whitaker

Topic: Navigating Blackboard

❖ This lesson covers how to use Blackboard, SUNY Cortland's main hub for students

Topics Covered:

❖ Different Tabs on MyRedDragon

❖ Introduction to Degree Works

❖ Using Blackboard

Purpose of this Lesson

- ❖ Early on in our Cor101 class, many of our students began to inquire about how to find grades, where assignments were posted, how to find their advisors, and how to pay parking tickets

- ❖ This lesson was taught 3 weeks into the semester after multiple students had asked similar questions about the website itself

- ❖ Being that I have had my own troubles using this website in the past, Marissa Whitaker and I felt that this lesson would benefit all students

Lesson Preparation

❖ For this lesson, I needed to refresh myself with Blackboard and the many features it contains. To do this I:

  ❖ Spent 45 minutes to an hour exploring Blackboard

  ❖ Explored commonly used links in the Student tab of MyRedDragon

  ❖ Created detailed notes to guide me during the lesson

  ❖ Familiarized myself with Degree Works

Why is this Lesson Important

- ❖ MyRedDragon along with Blackboard are very confusing websites for those who are not familiar with them

- ❖ It is common for first year students to become lost when trying to use Blackboard and so by modeling how to use to use the websites, it may reduce time lost for students

- ❖ There are important tabs that will be used throughout the 4 years that these students are in Cortland. By aiding students with familiarizing themselves with these tabs, they may reduce frustration and stress

Part 2: The Lesson

Learning Objective

❖ My Leanring Objective was as follows:

"Students will be able to navigate through Blackboard and gain a basic understanding of MyRedDragon"

❖ I wanted students to be able to find course work and grades for their classes

❖ I also wanted students to be able to find commonly used tabs on MyRedDragon such as:
  - ❖ Degree Works
  - ❖ Student Accounts
  - ❖ Residence Life and Housing
  - ❖ Student Health Sources

Ferlazzo, L. (2017). Student engagement: key to personalized learning. Educational Leadership, 74(6), 28–.
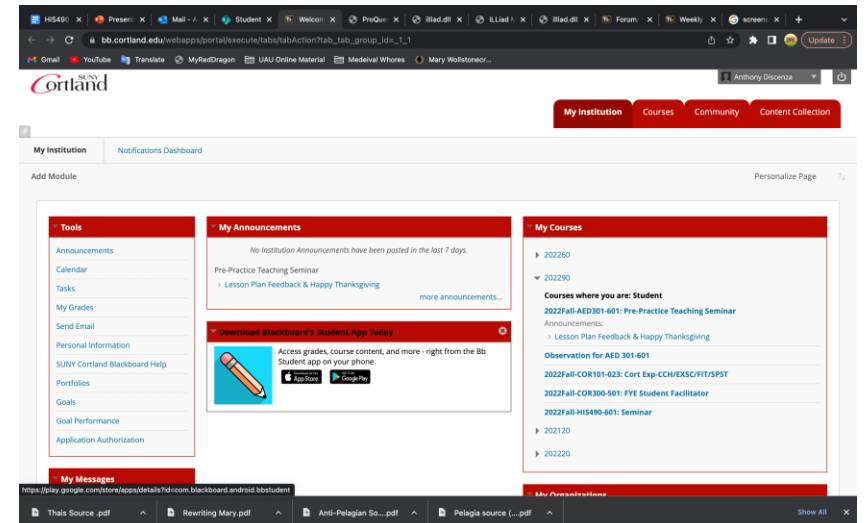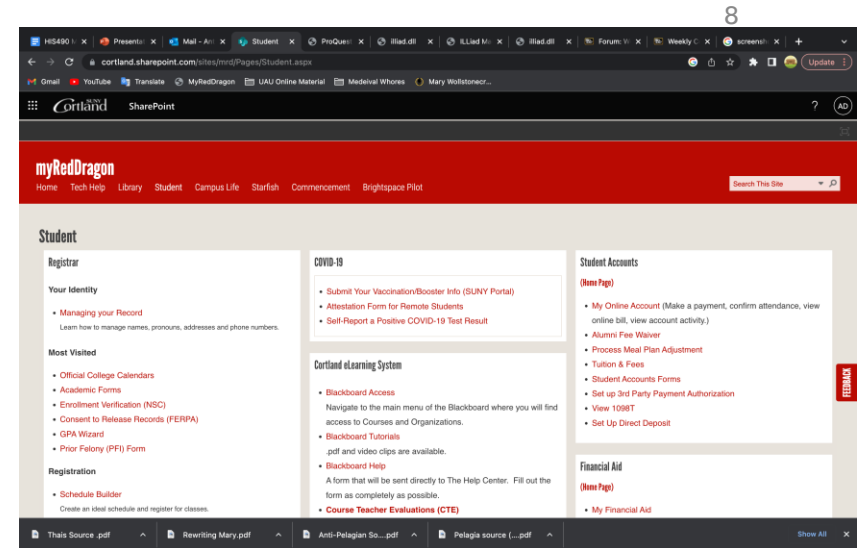
Modeling the Lesson

I thought that it would be best that I use the projector in the classroom to show students how I use Blackboard

I used my own Blackboard account along with my personal MyRedDragon account

This method of using "Modeling" is a common educational practice used by teachers to teach skills in a discipline

For this lesson, I adapted the practice to demonstrate step-by-step methods for using Blackboard

Díaz, Arlene and Leah Shopkow. "A Tale of Two Thresholds." Practice and Evidence of Scholarship of Teaching and Learning in Higher Education 12, no. 2 (April 2017): 229- 48.

Feedback

❖ I made sure to implement question segments in the class so that students could ask for clarification

  ❖ This led to class discussion and many clarifications

❖ The week after this lesson, I followed up with students to see if they had an easier time navigating through the websites

  ❖ The feedback was very positive, but there had been some follow up questions that were clarified for students

Jackson, R., & Zmuda, A. (2014). 4 keys to student engagement. Educational Leadership, 72(1), 18–.

Lesson Reflection

❖ Overall, I believe that my lesson went very smoothly and was extremely insightful for my students. These claims were reinforced by student feedback

❖ I feel that using Modeling to demonstrate how to navigate the websites was a very useful practice because students were able to visually see how to use the websites

❖ I felt that this was a very insightful experience for myself because it allowed me to practice teaching methods and skills for when I am a future teacher

Works Cited

- Díaz, Arlene and Leah Shopkow. "A Tale of Two Thresholds." Practice and Evidence of Scholarship of Teaching and Learning in Higher Education 12, no. 2 (April 2017): 229- 48.

- Ferlazzo, L. (2017). Student engagement: key to personalized learning. *Educational Leadership*, *74*(6), 28–.

- Jackson, R., & Zmuda, A. (2014). 4 keys to student engagement. Educational Leadership, 72(1), 18–.