

RESTORATIVE DENTISTRY DEPARTMENT

BLACKBOARD-NAVIGATING YOUR ONLINE COURSES

TRAINING PRESENTATION FOR RESTORATIVE DENTISTRY STUDENTS

prepared and presented by
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Students Blackboard Online Training Objectives:

Upon completion of this professional development workshop, the faculty member will be able to:

- a. Review basic principles of course navigation
- b. Discover the potentials of Blackboard, Blackboard Collaborate, and Zoom modalities
- c. Understand the RESD online course syllabuses, including:
 - Faculty info and office hours
 - CUNY, NYCCT, RD policies
 - Grading
 - Online course schedule; Academic calendar
 - Assessments, projects and due dates
- d. Learn about effective learning strategies to enable students to engage successfully with the course material and meet required performance objectives and accreditation standards



BLACKBOARD ONLINE STUDENTS TRAINING TOPICS:

1. Netiquette - Online Etiquette
2. Differences between synchronously and asynchronously courses
3. How to contact your instructor
4. Navigating your course menu
5. Assessments, tests and exams
6. Discussion Board
7. Blackboard Collaborate Ultra
8. Zoom
9. Resources



NETIQUETTE Online Etiquette

Students will be expected to act in a professional manner throughout their courses. This includes successfully negotiating and managing their coursework and participation, and engaging with other course members such that the nature of their interactions follow appropriate guidelines for “netiquette”. New to online courses and netiquette, or just need a refresher? Google the term or have a look at the following recommendations for some guidelines:

DON'T TYPE IN ALL CAPS!

In online communication, typing in all caps equates to yelling or anger. Caps may be used for emphasis if it is a single word.

Choose your words carefully

Online communication doesn't contain the verbal and interpersonal cues we rely on to discern meaning when talking to someone in person. Without these cues, sarcasm, irony, or humor may not come across to your reader. For example, you may intend something as a joke. However, your reader may not understand that, so it's best to avoid unclear language.

Write completely and scholarly

Your writing in an online course should be professional. Use proper punctuation, spelling, and grammar. Avoid abbreviations and acronyms. U for you, LOL, and TTYL are fine for a text to a friend, but not appropriate for online classes. Emails should contain an opening (Dear Professor...) and a closing (Thank you for your time...). Proofread your writing before hitting submit or send. This applies to any communication in an online class, including but not limited to email and discussion boards.

Be clear

Emails to your instructor should be direct and to the point. They should always include the course you are writing about, the assignment or course work you are writing about, and a statement of the problem. Emails and discussion board posts that wander off-topic and don't include the relevant information or details are less likely to get the response you want or need.

Read before you write

Read through email and discussion boards carefully before responding. If there are more than one email or discussion board posts, read enough of them to get a good idea of the breadth of the conversation. Doing so demonstrates that you're paying attention and reduces the chances you're going to duplicate someone else's contribution.

Avoid too much information

Learning online is a professional activity. With the exception of course activities asking you to share personal experiences, it's best to leave out personal information and only include that which represents your educational, professional or work goals in your writing and discussions.

Take a deep breath

Communicating in an online course can seem impersonal or anonymous. Remember that there are other people involved. Avoid responding to posts in the heat of the moment. Give yourself some time to process what you've read, then respond. You'll find that your responses are more respectful that way, even if you're disagreeing with someone.

Differences between different types of courses

Traditional courses – in-class course, students must attend and participate in the classrooms or laboratories

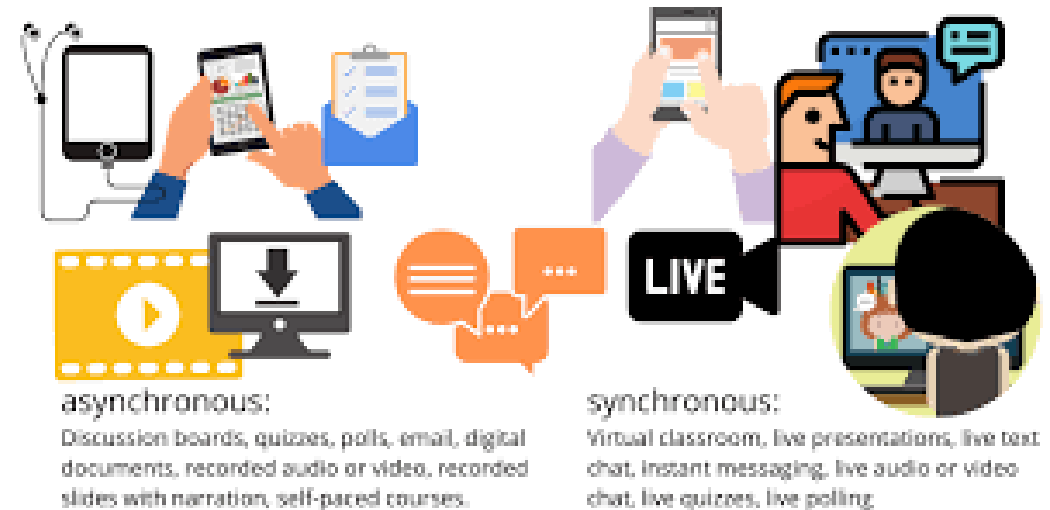
Hybrid courses – are partially in-class combined with online sessions; students must attend and participate in both

Online courses – courses are presented and held online only, including assessments, tests, exams, projects, etc.

Differences between synchronously and asynchronously courses

Synchronous courses are live **online courses** that are conducted in real-time. The instructor and students are together in the same session, which will begin and typically end at a fixed time. **ALL STUDENTS MUST BE PRESENT ONLINE AND PARTICIPATE**

In **asynchronous courses**, instructors and students participate in learning activities on **independent schedules**; in typical asynchronous courses, readings are indicated in the class schedule, links to external resources and recorded lectures are provided, and students post to discussion boards, submit assignments, etc.



RESD ONLINE Blackboard - Lecture or Laboratory Navigation Menu

* May be some differences in courses

a. Main Navigation Menu

Announcements

Faculty Info, Office Hours

***Collaborate Ultra**

Course Documents

Lecture Materials or Laboratory Materials

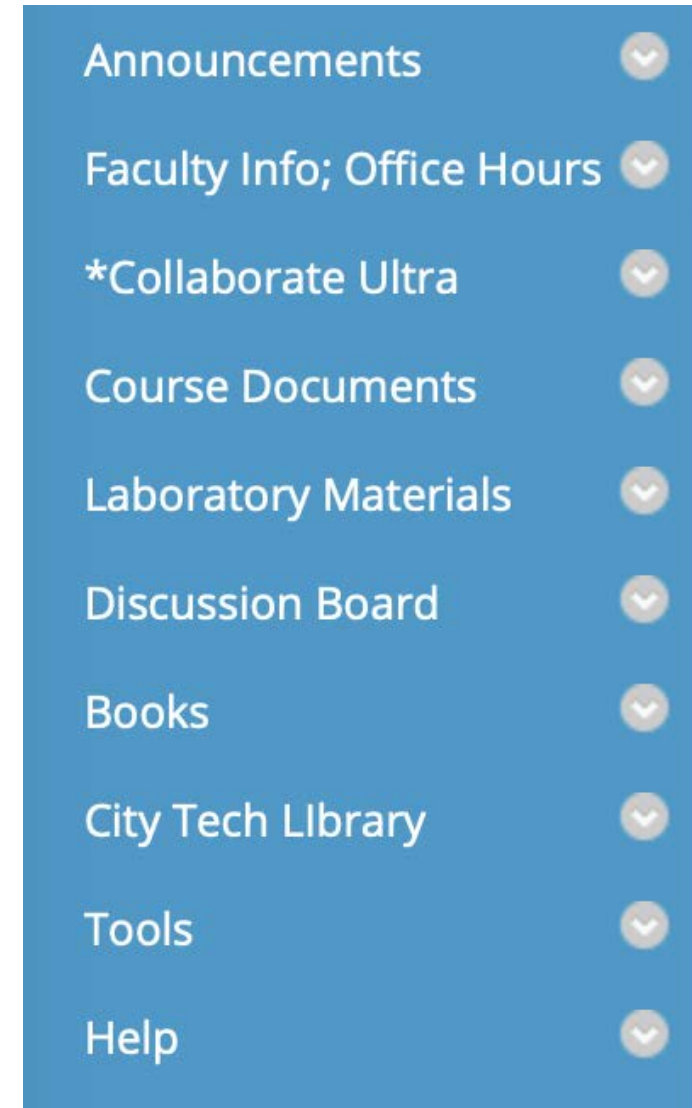
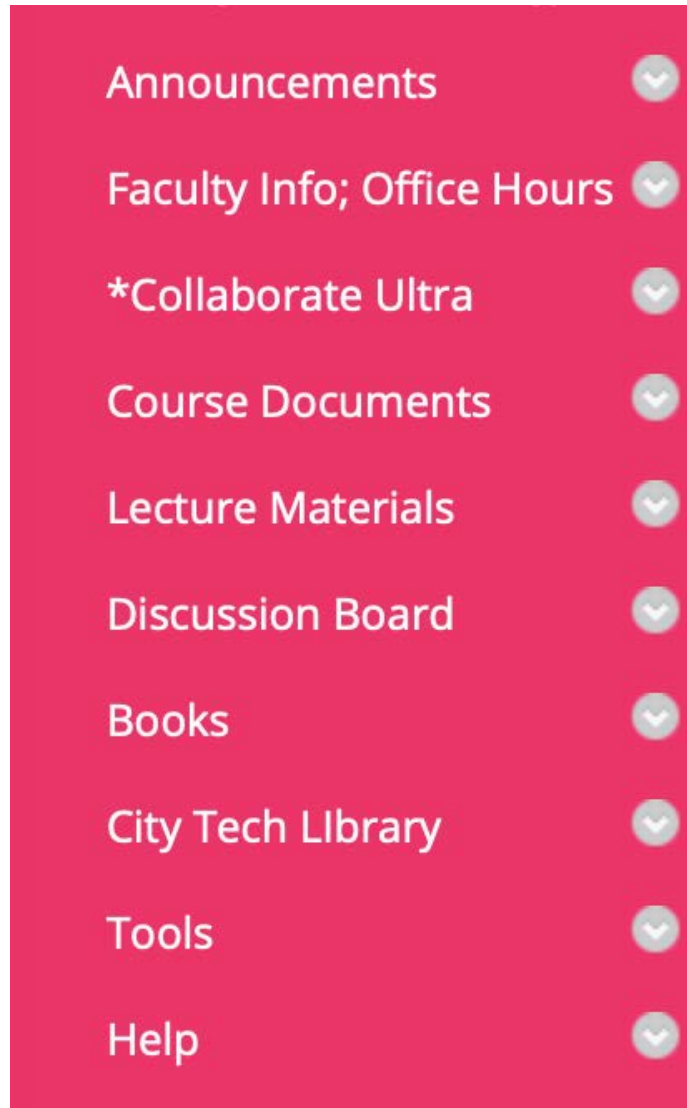
Discussion Board

Books

City Tech Library

Tools

Help



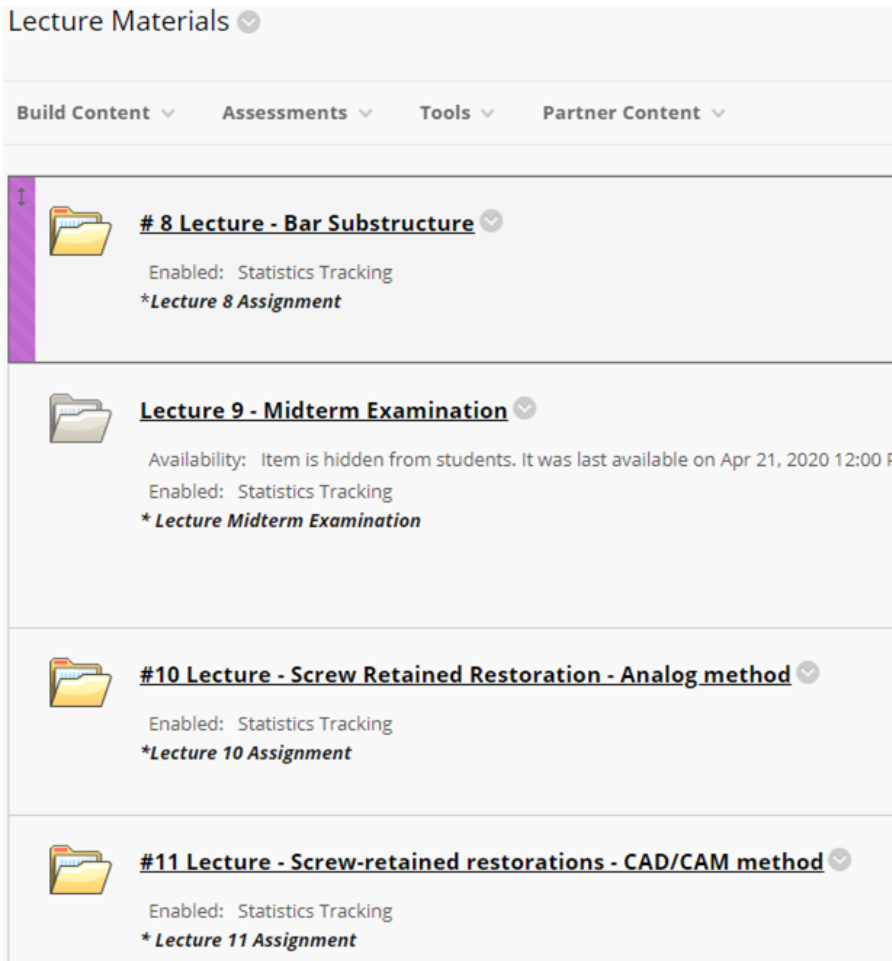
RESD ONLINE Blackboard - Lecture or Laboratory Navigation Menu

MAIN NAVIGATION MENU:

- **Announcements** - Create weekly Announcements containing lectures and laboratories topics, examinations and assignments due dates and provide students with links to Collaborate Ultra sessions (or inform students that links to individual lessons will be created directly in Blackboard Collaborate)
- **Faculty Info; Office Hours** - Post all faculty teaching the RESD course sections, their contact information, office phone number, email, office hours, location (office, zoom, Blackboard Collaborate), web link, etc.
- ***Collaborate Ultra** - should be used for holding and recording Lecture or Laboratory sessions
- **Course Documents** - should contain any course documents, such as: syllabus, course and academic calendars, links to educational websites, tutorials (Citations basics, APA citations, Research Paper Tips), etc.
- **Lecture Materials or Laboratory Materials** - should contain educational and instructional materials grouped by topics and in accordance with the class schedule stated in the syllabus (for example: Lecture #1 – Preparatory work – models; Laboratory #1 – Fabricating master cast):
 - Lecture/Laboratory PowerPoint Presentations (can be narrated)
 - Articles, blogs and other published materials, which illustrate or support the topic of lecture/laboratory session
 - Recorded Meetings: Collaborate Ultra and Zoom session can be recorded and a link to the recordings should be included into the Lecture/Laboratory Documents content area
 - Videos: instructional or demonstrations
 - Lecture/Laboratory Assignment should follow each lecture/laboratory session and present the grading for it (for example: Lecture #1 Assignment – Preparatory work -10%)
 - multiple choice, multiple answers
 - essays, journals
 - short answers, lab reports
 - Exams, exam reviews (in applicable)
- **Discussion Board** - create forums and group students in teams to complete different course projects. It can be included as assignment and graded. Examples can be added.
- **Books** - should contain the Air Force Pamphlet volumes I and II, any other textbooks, The Glossary of Prosthodontic Terms
- **City Tech Library** - contains Research Guide
- **Tools** - contains links to different instructional and educational sites
- **Help** - contains links to troubleshoot problems with Blackboard

EXAMPLE OF LECTURE OR LABORATORY MATERIALS – Blackboard Content

Lecture Materials - should contain educational and instructional materials grouped by topics and in accordance with the class schedule stated in the syllabus (for example: Lecture # 8 – Bar Substructure)



The screenshot shows the Blackboard interface for 'Lecture Materials'. At the top, there are navigation tabs: 'Build Content', 'Assessments', 'Tools', and 'Partner Content'. Below these, a list of lecture folders is displayed. Each folder has a yellow folder icon, a title, and a dropdown arrow. The first folder is '# 8 Lecture - Bar Substructure', which is enabled for statistics tracking and includes a '*Lecture 8 Assignment'. The second folder is 'Lecture 9 - Midterm Examination', which is hidden from students and includes a '*Lecture Midterm Examination'. The third folder is '#10 Lecture - Screw Retained Restoration - Analog method', which is enabled for statistics tracking and includes a '*Lecture 10 Assignment'. The fourth folder is '#11 Lecture - Screw-retained restorations - CAD/CAM method', which is enabled for statistics tracking and includes a '*Lecture 11 Assignment'.

Lecture Materials

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

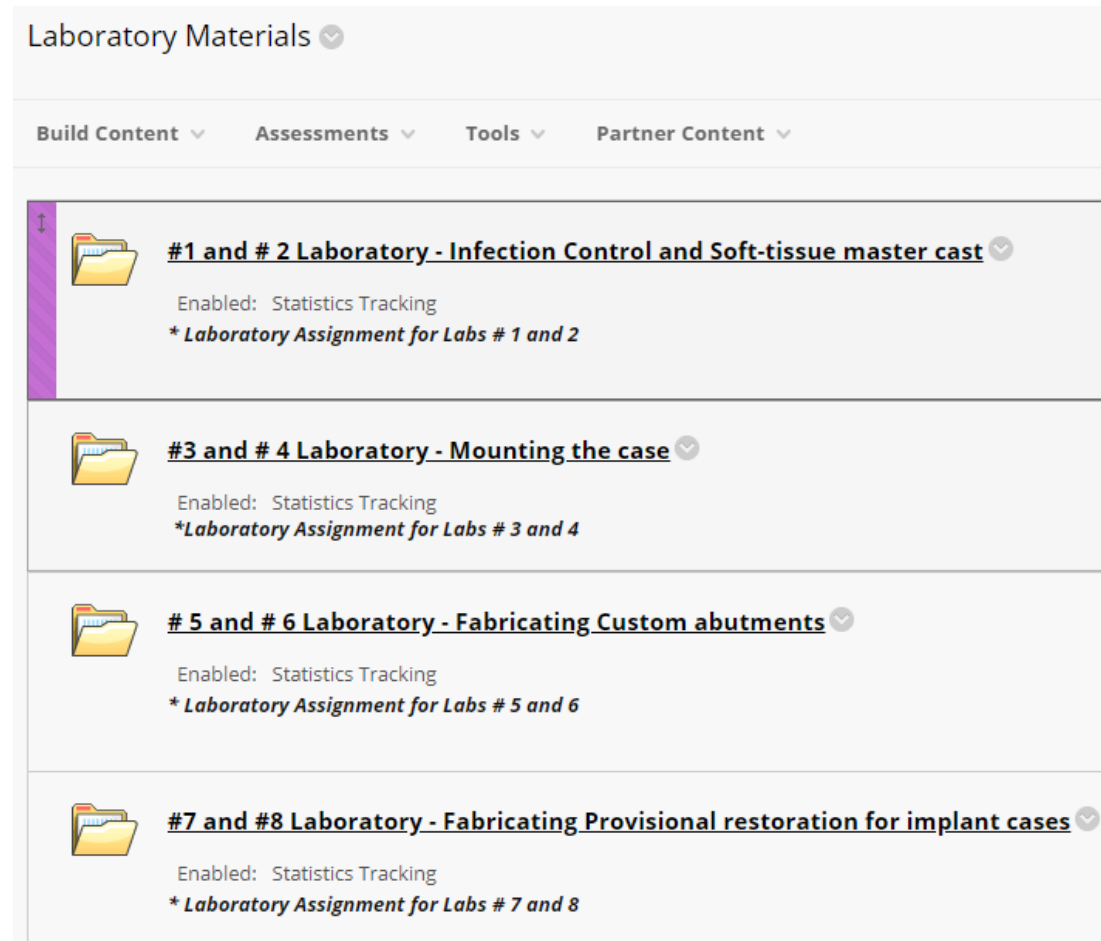
8 Lecture - Bar Substructure ▾
Enabled: Statistics Tracking
*Lecture 8 Assignment

Lecture 9 - Midterm Examination ▾
Availability: Item is hidden from students. It was last available on Apr 21, 2020 12:00 P
Enabled: Statistics Tracking
*Lecture Midterm Examination

#10 Lecture - Screw Retained Restoration - Analog method ▾
Enabled: Statistics Tracking
*Lecture 10 Assignment

#11 Lecture - Screw-retained restorations - CAD/CAM method ▾
Enabled: Statistics Tracking
*Lecture 11 Assignment

Laboratory Materials – should contain educational and instructional materials grouped by topics and in accordance with the class schedule stated in the syllabus (for example: #1&2 Lab-Infection Control and Master Cast)



The screenshot shows the Blackboard interface for 'Laboratory Materials'. At the top, there are navigation tabs: 'Build Content', 'Assessments', 'Tools', and 'Partner Content'. Below these, a list of laboratory folders is displayed. Each folder has a yellow folder icon, a title, and a dropdown arrow. The first folder is '#1 and # 2 Laboratory - Infection Control and Soft-tissue master cast', which is enabled for statistics tracking and includes a '*Laboratory Assignment for Labs # 1 and 2'. The second folder is '#3 and # 4 Laboratory - Mounting the case', which is enabled for statistics tracking and includes a '*Laboratory Assignment for Labs # 3 and 4'. The third folder is '# 5 and # 6 Laboratory - Fabricating Custom abutments', which is enabled for statistics tracking and includes a '*Laboratory Assignment for Labs # 5 and 6'. The fourth folder is '#7 and #8 Laboratory - Fabricating Provisional restoration for implant cases', which is enabled for statistics tracking and includes a '*Laboratory Assignment for Labs # 7 and 8'.

Laboratory Materials

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

#1 and # 2 Laboratory - Infection Control and Soft-tissue master cast ▾
Enabled: Statistics Tracking
*Laboratory Assignment for Labs # 1 and 2

#3 and # 4 Laboratory - Mounting the case ▾
Enabled: Statistics Tracking
*Laboratory Assignment for Labs # 3 and 4

5 and # 6 Laboratory - Fabricating Custom abutments ▾
Enabled: Statistics Tracking
*Laboratory Assignment for Labs # 5 and 6

#7 and #8 Laboratory - Fabricating Provisional restoration for implant cases ▾
Enabled: Statistics Tracking
*Laboratory Assignment for Labs # 7 and 8

EXAMPLE OF LECTURE MATERIALS – Blackboard Content

- Each Lecture section should contain:

The screenshot shows a Blackboard course page for "# 8 Lecture - Bar Substructure". At the top, there are navigation tabs: "Build Content", "Assessments", "Tools", and "Partner Content". The main content area lists several items:

- RESD 2416 - Presentation 8 - Bar Substructure**: Enabled: Statistics Tracking. This item is linked to "Power Pont Presentation Lecture topic".
- Removable Implant Solutions for the Edentulous Patient David A. Little, DDS**: Enabled: Statistics Tracking. This item is linked to "Reading Materials".
- RESD 2416 4/7/2020 meeting**: Enabled: Statistics Tracking. This item contains a video player with a progress bar at 0:00 / 46:53 and a "Download video file: collab-recording.m4" link. This item is linked to "Recorded Lecture session".
- RESD 2416 - Fabricating verification jig**: Enabled: Statistics Tracking. This video presents the fabrication of verification jig. Reference: YouTube-TheCuriousDentist. This item is linked to "Instructional videos".
- RESD 2416 - CAD/CAM bar design - 3 Shape**: Enabled: Statistics Tracking. This video presents the 3 Shape bar design. Reference: YouTube 3 shape Dental System - Implant bar design. This item is linked to "Instructional videos".
- Lecture 8 - Assignment - Bar Substructure- 5%**: Please answer the following questions - due date : 03/24/2020 @ 11:59 pm (shot answers using bullet points). This item is linked to "Lecture Assessment and grade".

Power Pont Presentation
Lecture topic

Reading Materials

Recorded Lecture session

Instructional videos

Lecture Assessment and
grade

EXAMPLE OF LABORATORY MATERIALS – Blackboard Content

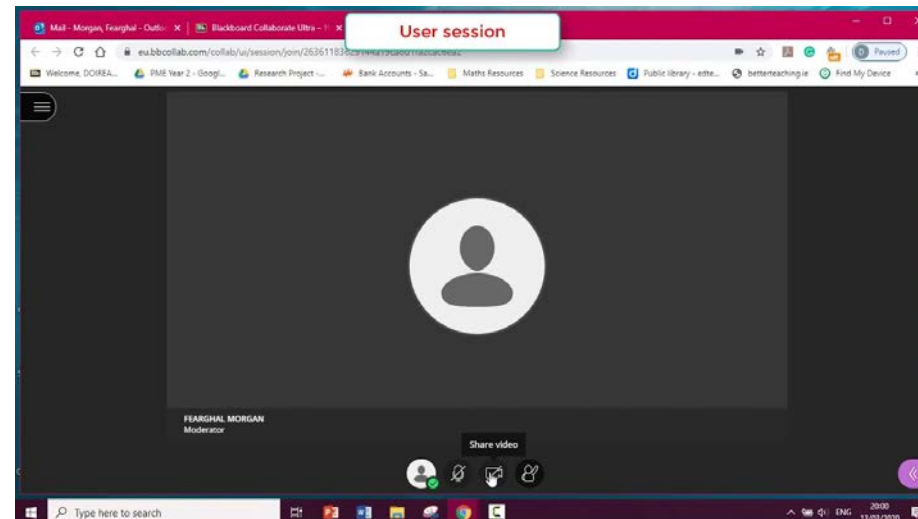
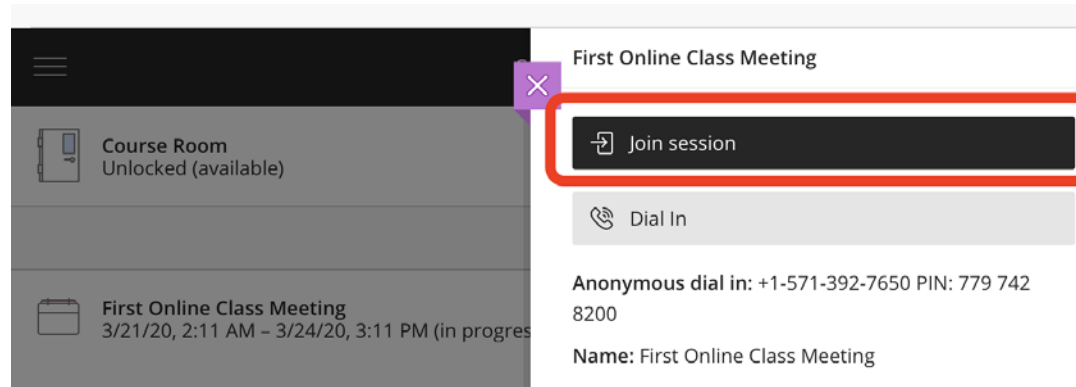
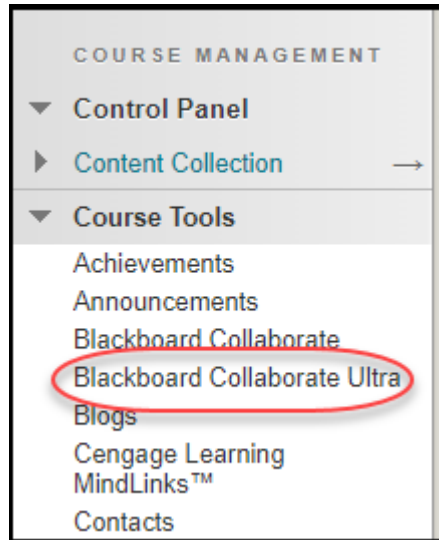
Each Laboratory section should contain:

The screenshot shows a Blackboard content list with the following items and their corresponding labels:

- RESD 2416 - Presentation - Lab #1 & # 2 Infection Control and Soft tissue Master cast** (Enabled: Statistics Tracking) → Power Point Presentation with Laboratory topic
- Infection Control Reading Materials** (Enabled: Statistics Tracking)
Attached Files: CDC-Covit19.pdf (175.253 KB), CDC Infection Control Dental Settings.pdf (1.216 MB), CDC Infection Control Guidance.pdf (773.406 KB) → Reading Materials
- RESD 2416 - Meeting 4/2/2020** (Enabled: Statistics Tracking)
Video player showing 0:00 / 46:53
Download video file: collab-recording.mp4 → Recorded Lab session
- RESD 2416 - Fabricating Soft-tissue Master cast** (Enabled: Statistics Tracking)
Insertion of impression coping and analogs:
Application of soft-tissue material around the impression copings and analogs:
Mix and pour the stone into the impression
Reference: YouTube - Dewey Chapa → Instructional videos
- RESD 2416 - Infection Control in Dental Laboratory** (Reference: YouTube - United Family Medicine) → Instructional videos
- Lab Assignment for Labs #1 and 2 - Fabricating Soft-tissue Master cast- 10%**
Please answer the following essay question: (bullet point, no more than 1 or 1 1/2 pages)
Explain the process of fabricating the soft tissue master cast → Lab Assessment & grade

BLACKBOARD COLLABORATE ULTRA

- How to join Collaborate Ultra



CITY TECH WEBSUPPORT 1 – LINKS FOR STUDENTS BLACKBOARD TRAINING

- <https://youtu.be/0lE5ib3cvul>
- <http://websupport1.citytech.cuny.edu/studentbb.html>

ZOOM FOR STUDENTS

How to Access a Zoom Meeting or Class Session - Getting to Zoom for the First Time:

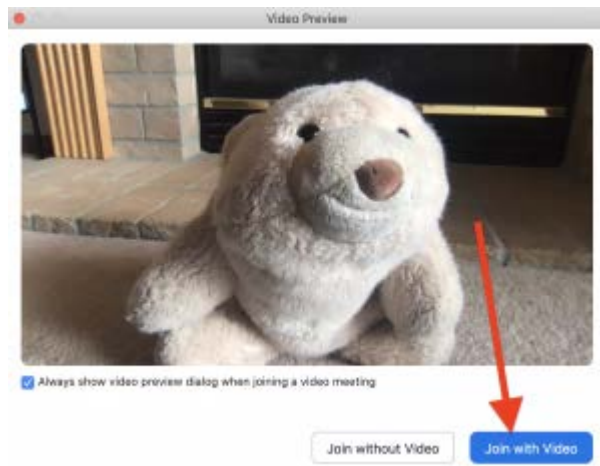
- Click on the link provided to you by your professor to join the Zoom meeting
- Once you click on the link, Zoom will ask you if you would like to download the Zoom application or to use your web browser. You should click “download and Run Zoom” to download the application:



- After Zoom downloads, follow the directions on your computer to install the application

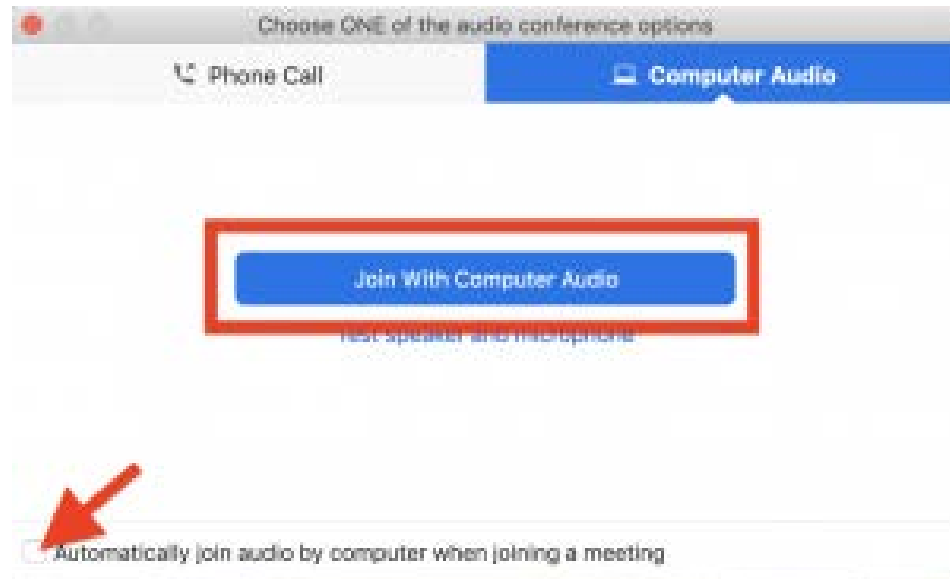
NOTE: You will only need to install the Zoom application once

- Once the app is installed, you will be asked to if you want to join the meeting with video. Choose “**Join with Video.**”



ZOOM FOR STUDENTS

- Next, you'll be asked if you want to join with audio. Click on the big blue button that says, “**Join with Computer Audio.**”

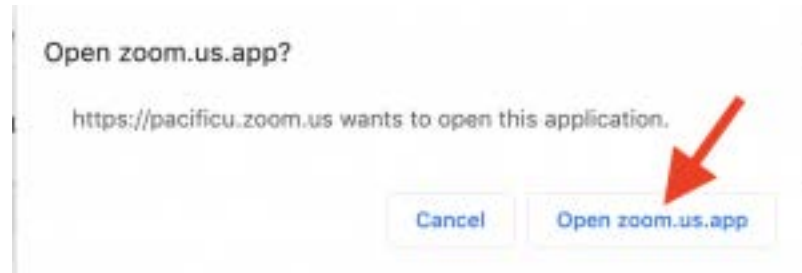


- **Tip:** If you don't want to be prompted for this the next time you join, check “Automatically join audio by computer when joining a meeting.”

ZOOM FOR STUDENTS

Getting to Zoom the Second Time

- The next time you follow a link to Zoom, you may be prompted to “Open zoom.us app.” Click on “Open zoom.us app.”



- You'll have to follow the steps again to join your video and audio, and then you'll be taken to the meeting.
- Zoom Control Panel

