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00:00:00,240 --> 00:00:05,790

In terms of an LMS, I like to explain to my students, this is like our social media,

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00:00:05,790 --> 00:00:10,170

a place where we can gather and share our course materials with one another.

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00:00:10,170 --> 00:00:16,530

I really like that that place to gather really like that, Nicole.

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00:00:16,530 --> 00:00:21,720

It's on record that I really like you. Just make sure that it's not podcast and you click that.

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00:00:21,720 --> 00:00:32,000

Like, What are my ideas? We'll put your front.

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00:00:32,000 --> 00:00:40,910

Hi, everyone, and welcome to the staff lounge, a place to unwind, reflect and connect with the faculty at Hunter College in Toronto, Canada.

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00:00:40,910 --> 00:00:47,270

In each episode, we'll be having casual chats, interviews and tips from our teaching and learning support team.

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I'm your host, Shiranatha Beddage. I'm a saxophonist, composer and faculty in The Bachelor of Music Program.

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Today's episode is all about learning management systems and the move to Blackboard Ultra.

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We thought it might be best to have a conversation about how faculty can best

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leverage the learning management systems features for their own classrooms.

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00:01:11,030 --> 00:01:18,140

For this discussion, we're speaking to Donna Sparks, a faculty support digital specialist in the Center for Innovative Learning,

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00:01:18,140 --> 00:01:25,600

and Nicole Chumach, a professor in the faculty of business who was seconded to the Center for Innovative Learning.

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Donna, can you tell us a little bit about what a learning management system is and

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00:01:30,460 --> 00:01:35,300

specifically the learning management system tools that we have here at Humber?

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Sure. I'm actually I I thought you might ask me that today.

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00:01:40,820 --> 00:01:50,680

And so I wanted to get an actual definition that you might actually find on Wikipedia.

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00:01:50,680 --> 00:02:04,100

Well, the place that shall not be named in higher ED. So that very unreliable resource, but a learning management system, an LMS is just a tool.

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It's a software you might arguably say it's the most important piece of software in our institution or in higher learning.

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But you also have to look at its history and what it was actually created to do,

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00:02:18,710 --> 00:02:23,570

and I think that's important to think of when we talk about learning management system.

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00:02:23,570 --> 00:02:33,590

It's a software application for the administration, documentation tracking, reporting and delivery of educational courses or training programs.

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So that's the definition, right?

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00:02:36,770 --> 00:02:45,320

But the learning management systems, I'm they're just really about managing the resources that we have and really historically,

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00:02:45,320 --> 00:02:50,720

it's been about supporting face to face learning. Has that ever changed?

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00:02:50,720 --> 00:02:55,550

And it's understanding now of what the tool can do over the last almost two years, right?

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00:02:55,550 --> 00:03:00,260

So that is what a learning management system is.

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00:03:00,260 --> 00:03:06,260

Your second question was specifically what what our new system is.

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I guess Blackboard Altra, the one that we are transitioning into at.

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No. Right. So I'm all of them again are just tools.

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00:03:15,800 --> 00:03:27,950

But there have been some particular needs for a long time and that were really highlighted, I'd say, spotlighted throughout the pandemic.

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And that's a need for some some elements like student centric, for sure.

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00:03:35,510 --> 00:03:42,020

And when we look at our learning learners, it's not just about giving them information and ensuring things are posted online,

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00:03:42,020 --> 00:03:45,800

it's ensuring all of our learners can access what we have online.

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00:03:45,800 --> 00:03:53,570

So I'm I'm thinking about the flexibility of being able to use any device.

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00:03:53,570 --> 00:03:58,130

More than 70 percent of our students were accessing their courses and have been

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00:03:58,130 --> 00:04:03,040

accessing their courses online through their mobile devices for a number of reasons.

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00:04:03,040 --> 00:04:11,200

Sometimes it's convenience, but sometimes it's due to their lack of access to the tools that they need.

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00:04:11,200 --> 00:04:15,080

And perhaps their house has one computer that everyone uses,

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00:04:15,080 --> 00:04:21,590

and they really relied on them at school and they are needing maybe privacy to be able to focus.

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00:04:21,590 --> 00:04:24,200

And so they have to go to their room and use their mobile device.

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00:04:24,200 --> 00:04:31,640

Whatever the reason is, some of them are working and die, and they need to do schoolwork on breaks, things like that.

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00:04:31,640 --> 00:04:37,370

They're accessing their learning online in various ways.

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00:04:37,370 --> 00:04:48,110

So the old learning system, old learning management system, Blackboard Original, it did it sort of, but not in any great way.

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00:04:48,110 --> 00:04:55,520

You know, it opened the old browser and you had to zoom in and it just wasn't as accessible as Blackboard Ultra is.

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00:04:55,520 --> 00:05:06,170

So Income's Blackboard Ultra, and it is offering a more flexible learning experience and just how it manages the material.

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00:05:06,170 --> 00:05:11,630

It offers more accessibility, and that's a huge part of it, too.

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00:05:11,630 --> 00:05:18,440

We want to be able to serve all of our students, and some have a variety of needs.

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00:05:18,440 --> 00:05:25,610

And the example is often given as screen readers, for instance, have a much better time with Ultra.

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00:05:25,610 --> 00:05:34,700

We also like to think about. I like to think about cognitive load and ease of use when we're talking about choosing and using our technology wisely.

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00:05:34,700 --> 00:05:45,740

And I, when students go into original courses, quite often instructors have modified the menu and the placement of materials,

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00:05:45,740 --> 00:05:51,800

and each student going into each course has to learn how to navigate that course.

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00:05:51,800 --> 00:05:56,810

And with Ultra, there's a static structure to the environment,

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00:05:56,810 --> 00:06:04,760

and there's one place in the center that instructors can use to manage the content and

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00:06:04,760 --> 00:06:08,720

and manage the learning that happens within the learning management system there.

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00:06:08,720 --> 00:06:12,830

So it creates a more consistent experience which reduces the cognitive load that the

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00:06:12,830 --> 00:06:17,390

student has on managing the environment so they can focus more on the content itself.

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00:06:17,390 --> 00:06:27,190

And that's, of course, for the courses that they do engage with online, as it's been more in the last almost two years, right?

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00:06:27,190 --> 00:06:33,250

Mm-Hmm. Yeah, and if I can decide you raise a really good point, Donna.

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00:06:33,250 --> 00:06:36,550

Namely, I call that consistency.

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00:06:36,550 --> 00:06:45,760

When I was preparing a certificate on how to teach on line, one of the areas of focus was that there's consistency for students.

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00:06:45,760 --> 00:06:50,750

So we have to remember that when students are coming into a course, they're in the old blackboard.

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00:06:50,750 --> 00:06:57,310

They're basically having to learn how to use each of those courses over and over and over again.

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00:06:57,310 --> 00:07:05,440

So I might use learning materials and other faculty might use another term where you couldn't find all of your course materials.

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00:07:05,440 --> 00:07:13,600

And I feel students were getting confused. And when confusion leads to frustration, then they may not want to enter the site.

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00:07:13,600 --> 00:07:20,920

So one thing I have to say about the new Ultra is as much as faculty love to create their own tabs.

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00:07:20,920 --> 00:07:28,750

It is creating that consistency, and I was one that created my own tabs, and I appreciate the consistency now in our programs,

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00:07:28,750 --> 00:07:35,530

we can say you can find all your resources here, whether you're in my class, you're Donna's class, whether you're insurance's class.

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00:07:35,530 --> 00:07:41,560

So I do like that consistency in terms of an alumnus, I like to explain to my students.

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00:07:41,560 --> 00:07:45,710

This is a place we gather. It's almost like Facebook. I'm not going to be your friend.

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00:07:45,710 --> 00:07:54,400

No Facebook here on social media. This is like our social media, a place where we can gather and share, of course, materials with one another.

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00:07:54,400 --> 00:07:59,340

So I kind of tell them it's the house where, of course, where you can find everything within the house.

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00:07:59,340 --> 00:08:07,680

I really like that that place to gather really like that, Nicole, it's on record that I really like you,

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00:08:07,680 --> 00:08:12,390

just make sure that it's not podcast or if you click on like, what are my ideas?

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00:08:12,390 --> 00:08:15,810

We'll put it all front as well. Just, well, let me hear that.

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00:08:15,810 --> 00:08:19,440

Yeah. Well, there's proof, right? Oh, I was just going to say, clip it out, give it to me.

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00:08:19,440 --> 00:08:25,260

I'll send it to you over Christmas. But your Christmas gift.

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00:08:25,260 --> 00:08:33,420

I do want to give you a compliment, though, Donna, because I actually got it from your idea about what it's like to move the new Ultra.

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00:08:33,420 --> 00:08:36,690

So whether you're starting a house from scratch or you're renovating,

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00:08:36,690 --> 00:08:41,640

I got the analogy from there, but I have told my students it is like a place we gather.

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00:08:41,640 --> 00:08:44,530

This is where you can find new materials and I like to keep.

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00:08:44,530 --> 00:08:50,500

Every other reason I like the most elements is I want to keep everything within the Humber community,

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00:08:50,500 --> 00:08:58,890

so I don't want students having to go out of Blackboard to try to find the course materials in a Google classroom.

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00:08:58,890 --> 00:09:05,700

I like everything how it was with the Humber. So again, it creates a consistency and reduces the frustration.

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00:09:05,700 --> 00:09:11,950

And I think that's probably the goal of learning management systems more and more as we move forward.

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00:09:11,950 --> 00:09:26,130

I think that it helps to compare and contrast to think about another way that our future thinkers dream of learning management system serving,

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00:09:26,130 --> 00:09:34,620

learning that versus teaching right. We think of it as storing all of the learning, learning materials and the assessments.

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00:09:34,620 --> 00:09:44,910

But if you think about the dreamers, they call them Belize, which is virtual learning environments as opposed to learning management systems.

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00:09:44,910 --> 00:09:51,450

So you can even see how the term AI really lends toward thinking of what you're talking about.

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00:09:51,450 --> 00:10:00,780

Nicole, you must be a future thinker because it's a community and a place where you want learners to come and you want learning to happen.

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00:10:00,780 --> 00:10:05,550

I think that Blackboard I'll try is getting there.

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00:10:05,550 --> 00:10:11,490

They're doing some things now that other learning management systems are doing as well.

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00:10:11,490 --> 00:10:22,140

There's a couple of features that have come into Blackboard Ultra that enables the student to stay within the same learning environment.

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00:10:22,140 --> 00:10:29,820

And so I you're now there's features that are there that need to be realized.

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00:10:29,820 --> 00:10:34,920

So one example is conversations.

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00:10:34,920 --> 00:10:44,130

For instance, it's a new tool. It's a new feature that you can turn on that allows discussion within the item itself.

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00:10:44,130 --> 00:10:52,770

So if you have an assessment that a student isn't clear on, you can turn on the conversation feature and they can ask the question there.

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00:10:52,770 --> 00:10:59,880

And it's in context and it's right where they need it to be without having to do what you did an original,

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00:10:59,880 --> 00:11:03,600

which is quite to the discussion board and go and post a question there.

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00:11:03,600 --> 00:11:09,510

Or what most students probably did is go to their email and email their instructor the question.

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00:11:09,510 --> 00:11:19,560

So again, it is a tool and it's a feature, but we always have to remember that it is a tool and that's not what makes it great.

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00:11:19,560 --> 00:11:27,210

What makes it great is how we use it and how we design the learning. I'm so I'm just going to say something that you may cut out of this.

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00:11:27,210 --> 00:11:34,410

Even when I was in my masters, I was doing it. There were all of these ideas about how great technology can be.

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00:11:34,410 --> 00:11:41,310

And so, yeah, my my master's is focused on technology mediated learning, which is everything we're doing right now.

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00:11:41,310 --> 00:11:44,850

However, it's only going to be as good as what's designed.

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00:11:44,850 --> 00:11:52,590

So where is the focus on developing our instructors of supporting them and helping them stretch?

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00:11:52,590 --> 00:12:00,420

And I feel that not enough investment is made that made toward that in learning institutions.

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00:12:00,420 --> 00:12:07,620

I think we we put a lot of time into creating expectations, but not necessarily enough in the development of our faculty,

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00:12:07,620 --> 00:12:15,060

which is why I was so interested in actually working in a center for teaching and learning our Center for innovative learning as it is.

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00:12:15,060 --> 00:12:21,510

But this is this is something to keep in mind, right? We can talk about all the features and how wonderful it is,

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00:12:21,510 --> 00:12:28,470

but it's only going to be as good as the people that can actually use those features and support students in those environments.

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00:12:28,470 --> 00:12:32,180

And I would add to just thinking about what what it is,

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00:12:32,180 --> 00:12:36,690

the goal of those choices as a teacher right out is it served the learning

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00:12:36,690 --> 00:12:40,440

experience for the students when you have many different options to choose from,

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00:12:40,440 --> 00:12:44,730

no matter what the learning management system is, right? That's right.

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00:12:44,730 --> 00:12:51,540

Nicole, I'm wondering, you know, beyond posting content and things that we probably all do as instructors,

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00:12:51,540 --> 00:12:58,150

are there other features that you use in particular in the elements that are particularly useful to you as a teacher and.

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00:12:58,150 --> 00:13:06,790

Your courses? Yeah, and it's interesting, I was just going to do a Segway and see what you endorsing thing is.

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00:13:06,790 --> 00:13:10,780

And I think we can relate to this in terms of every summer.

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00:13:10,780 --> 00:13:15,230

I'm like, I'm going to start using the Olympics this way. I'm going to start building.

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00:13:15,230 --> 00:13:19,480

I'm going to flip my classroom. And then, you know, life gets busy.

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00:13:19,480 --> 00:13:23,590

The semester starts all of a sudden like, it's already reading week now.

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00:13:23,590 --> 00:13:28,810

Where to find out Sam. I didn't do what I wanted to do. I'm going to work on this for the winter.

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00:13:28,810 --> 00:13:34,030

Every year I keep saying that and I get more comfortable with the elements as I

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00:13:34,030 --> 00:13:40,990

try new things like I honestly what I was using collaborate to do life sessions.

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00:13:40,990 --> 00:13:47,410

I thought it was the greatest tool when we first started. It used to actually whenever a student would come in for a help session.

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00:13:47,410 --> 00:13:49,690

It used to ring a doorbell.

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00:13:49,690 --> 00:13:57,220

So the first time it rang the doorbell actually thought my doorbell at the house and I was like, Oh no, I've got somebody in my session here.

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00:13:57,220 --> 00:14:03,640

So it allowed me to offer more help sessions for my students in that regards.

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00:14:03,640 --> 00:14:14,890

So anyways, fast forward to the pandemic. The pandemic really forced me to realize how beneficial the elements is to my teaching practice.

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00:14:14,890 --> 00:14:18,760

So and I think Donna said earlier, it's really a support.

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00:14:18,760 --> 00:14:24,640

So I have now built modules where I can now have students do the modules that had a class.

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00:14:24,640 --> 00:14:31,720

We can come to class and do some fun flipped class approaches so we can now discuss the topics.

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00:14:31,720 --> 00:14:36,850

So it's not so much me worried about. I have to get through this content. I have to make sure I show them this.

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00:14:36,850 --> 00:14:43,180

I can now have that backup video in the module that I've created in the LMS, where students can watch that,

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00:14:43,180 --> 00:14:50,080

I had a class come to class and we can actually do a case study about it or we can do a discussion.

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00:14:50,080 --> 00:14:55,030

I can now bring in a guest speaker and we can discuss that topic.

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00:14:55,030 --> 00:15:03,040

So I am very excited to get back to the classroom because I now know how to use the elements beyond just posting PowerPoint.

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00:15:03,040 --> 00:15:12,950

Beyond just doing a test, I can use it to really support my teaching practice and get my teaching practice to where I wanted it to be pre-pandemic.

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00:15:12,950 --> 00:15:17,750

That's encouraging to hear that actually, Nicole, because that's what I'm hoping,

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00:15:17,750 --> 00:15:22,820

you know, before when, when the pandemic right before the pandemic closed the schools,

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00:15:22,820 --> 00:15:29,960

I was in one of my my professional like it's on Facebook, but it's an instructional designers for education.

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00:15:29,960 --> 00:15:39,410

And and there was all this buzz about this, this virus that was affecting some of the schools and I and then I started reading about it and I'm like,

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00:15:39,410 --> 00:15:41,480

Well, that's likely going to happen to us.

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00:15:41,480 --> 00:15:48,620

And if it shuts us down for a couple of weeks, what a great opportunity to push forward the learning continuity kit I had been building for snow days.

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00:15:48,620 --> 00:15:55,370

That was the original name for it, right? The Snow Day kit. And so how to continue learning even if you can't be in-person?

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00:15:55,370 --> 00:16:02,360

And so I was really excited about the opportunity to stretch instructors because as adult learners,

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00:16:02,360 --> 00:16:05,750

we are we need immediate use for the things that we learn.

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00:16:05,750 --> 00:16:09,530

That's how we learn best. We know that we need it. There's pressure.

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00:16:09,530 --> 00:16:13,970

We've got to learn this quickly and it just opens up our ability to learn.

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00:16:13,970 --> 00:16:20,130

And so I wanted to take advantage of that and and really see what we could achieve with that.

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00:16:20,130 --> 00:16:29,090

Now what happens is we know that through our own human development, when we are in a position that we stretch, we don't go back to being who we were.

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00:16:29,090 --> 00:16:32,510

We've grown into being a different person.

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00:16:32,510 --> 00:16:36,500

We've grown more. And I'm really hoping that that happens.

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00:16:36,500 --> 00:16:43,040

I hear sometimes people talking about going back to the way it was.

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00:16:43,040 --> 00:16:49,400

And I think that even the people that think they might just do that will find that they won't.

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00:16:49,400 --> 00:16:56,450

I think that they're going to find opportunities to say, Why am I doing this test on Scantron here?

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00:16:56,450 --> 00:17:05,390

Why don't I do it online? Or why would I do this kind of work in the classroom when I could put that online and

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00:17:05,390 --> 00:17:09,810

do this kind of work in the classroom now that they've had a taste of what's possible?

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00:17:09,810 --> 00:17:16,160

So I'm really hoping to see more of that, Nicole, and to be encouraging people to think that way.

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00:17:16,160 --> 00:17:20,390

What can they take with them? And it's kind of a hybrid approach.

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00:17:20,390 --> 00:17:26,000

I know there's a lot of talk around hybrid high flex and all of that. It's almost a personalization.

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00:17:26,000 --> 00:17:34,370

Your own personal hybrid plan. So how you can you can take what you've learned and adapt it into the classroom.

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00:17:34,370 --> 00:17:41,420

So I don't want to go back to the way we were. No, because now I feel we can really teach like, not that the other way wasn't teaching.

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00:17:41,420 --> 00:17:47,750

Like, don't get me wrong, like, I know I was up there teaching, but now the our max was always just there for me.

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00:17:47,750 --> 00:17:51,630

OK, go here. This is what you're going to do. Put your PowerPoint in.

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00:17:51,630 --> 00:17:59,210

Here's your assignment. It was just kind of there, and I wasn't really taking advantage of what it's doing to help me.

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00:17:59,210 --> 00:18:05,030

So even like, you know, I've just filtered myself on Zoom here, so I look really nice.

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00:18:05,030 --> 00:18:11,370

Like, I know how to use all the tools in Zoom now, but you know, really nice.

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00:18:11,370 --> 00:18:15,500

Well, OK, maybe it's the filter. Yeah, I know.

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00:18:15,500 --> 00:18:21,830

So Don, I'll show you how to use the filter after fans. I appreciate. But it was always just there.

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00:18:21,830 --> 00:18:29,810

I wasn't taking advantage of it. And, you know, without sounding too terrible like I.

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00:18:29,810 --> 00:18:39,120

I'm not happy that the pandemic happened for various reasons, but it did force me to do what I wanted to do as an instructor and as a teacher.

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00:18:39,120 --> 00:18:43,220

It helped me to realize how to provide a more inclusive learning environment.

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00:18:43,220 --> 00:18:51,830

So students who may want extra time to go over the material can now go over the material before class and then come to class to discuss like,

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00:18:51,830 --> 00:18:57,410

I just feel I was never taking advantage of the learning management system or a blackboard.

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00:18:57,410 --> 00:19:03,170

And now I feel I'm excited because I can do so many different things in my teaching practice.

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00:19:03,170 --> 00:19:11,240

Coming back to campus, you also have now the opportunity to extend your class outside of the classroom, right?

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00:19:11,240 --> 00:19:12,890

And that's what's important, too,

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00:19:12,890 --> 00:19:22,880

because you always had students that couldn't make it and you have various ways now that you can provide assessment that you can provide teaching.

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00:19:22,880 --> 00:19:28,820

I do wonder about something which is for the last long while through the

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00:19:28,820 --> 00:19:34,820

pandemic when we mandated recording of the sessions for accessibility reasons.

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00:19:34,820 --> 00:19:43,160

That's not going to be possible now, necessarily. So I'm I'm that has been that's been at the back of my mind.

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00:19:43,160 --> 00:19:48,470

Yeah, go ahead. Sorry, it's interesting you say that because I wondered about that too.

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00:19:48,470 --> 00:19:59,240

But I've actually thought about now and I've created smaller, like videos of like lessons that I would be teaching life so students won't be left out.

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00:19:59,240 --> 00:20:05,120

But now I can use those smaller videos and say, OK, even if a student in class,

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00:20:05,120 --> 00:20:09,230

we're doing a topic and they didn't understand the topic, they want more information.

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00:20:09,230 --> 00:20:16,030

I now have that shorter clip on. I on Blackboard, I can say, Oh, go to my little one.

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00:20:16,030 --> 00:20:22,960

The clip is in there, you know? So even though it's not a life class video that I may be showing,

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00:20:22,960 --> 00:20:29,470

I've created so many smaller videos and I have all these videos created that I can still share with my students through Panopto and that

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00:20:29,470 --> 00:20:41,170

so can I just say something now then about ultra that I'm hoping people take advantage of because you could do this in original too,

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00:20:41,170 --> 00:20:45,850

which was embed your videos. Mm-Hmm. And I, you know,

193

00:20:45,850 --> 00:20:53,410

there's something new that's been happening over the last maybe six months is we've had

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00:20:53,410 --> 00:21:00,190

to really limit the size of courses with everybody going online since the pandemic.

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00:21:00,190 --> 00:21:06,580

You can imagine the massive cost of storage for all of these courses.

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00:21:06,580 --> 00:21:14,890

So the limited use of the learning management system in the past, just to manage the learning materials,

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00:21:14,890 --> 00:21:19,780

moving to augmenting the teaching experience and recording all of that,

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00:21:19,780 --> 00:21:26,800

it's been a massive cost and we have a number of external tools, so this is something important to think about.

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00:21:26,800 --> 00:21:32,560

Like Nicole was talking about keeping the students within the learning environment.

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00:21:32,560 --> 00:21:39,940

There's a couple of things I'd say about that. I do like that as much as an immersive experience I do.

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00:21:39,940 --> 00:21:57,040

But we have tools that will help you still keep track of all of your videos and and you can you can embed I video that you have stored in OneDrive,

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00:21:57,040 --> 00:22:02,200
for instance. You can embed your PowerPoints, which is really I would.

203

00:22:02,200 --> 00:22:07,570
I love the feature that you can get a link to a shared PowerPoint and OneDrive.

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00:22:07,570 --> 00:22:14,560
You can embed it so students can just move through your slides, don't have to download them,

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00:22:14,560 --> 00:22:21,640
and you can go and change your slides in OneDrive if you want, and they see the changes immediately.

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00:22:21,640 --> 00:22:27,700
They don't have to download anything, and that has been a problem in the past because not everyone can actually view on the devices that they've had.

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00:22:27,700 --> 00:22:33,190
So there's a number of features that I'm I'm really liking like that.

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00:22:33,190 --> 00:22:38,230
The other thing, though, about moving to external environments.

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00:22:38,230 --> 00:22:47,190
There's I read a lot about the desire for a learning environment just to have people in that virtual environment and to be immersed in it.

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00:22:47,190 --> 00:22:55,120
I kind of think like a journey and a game. If you're playing a game, you're immersed in the environment and I, you know,

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00:22:55,120 --> 00:22:59,230
you can find what you need in different parts in the environment that you're in.

212

00:22:59,230 --> 00:23:06,820
However, I also think as a higher learning institution and a college and a polytechnic, we're really looking at real world skills.

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00:23:06,820 --> 00:23:08,800

And in the real world,

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00:23:08,800 --> 00:23:16,690

students are going to be using multiple tools and we need to focus on those tools and help them learn those tools in real, integrated ways.

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00:23:16,690 --> 00:23:23,860

And that's where I think Microsoft Office and cloud storage and those types of tools,

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00:23:23,860 --> 00:23:29,230

even video streaming like Panopto and pulling your video into Panopto and embedding

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00:23:29,230 --> 00:23:33,490

video and sharing and understanding how to search that sharing privileges.

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00:23:33,490 --> 00:23:35,410

All of those are real world skills.

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00:23:35,410 --> 00:23:43,870

This is why, for those of you that may not have heard that we are moving away from Blackboard Collaborate Ultra in the New Year.

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00:23:43,870 --> 00:23:50,410

I am one of the best things about moving to teams is that we are building real world skills for the students.

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00:23:50,410 --> 00:23:57,130

No institution work institution. No industry that I know of outside of higher learning uses Collaborate Ultra.

222

00:23:57,130 --> 00:24:01,750

They use teams, predominantly teams, Zoom as well. Yes, but predominantly teams.

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00:24:01,750 --> 00:24:09,220

So I'm yeah, there's there's something to be said for some things moving outside of the learning management system and

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00:24:09,220 --> 00:24:14,890

using those tools and showing students how to move between them and increase their fluency in that way.

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00:24:14,890 --> 00:24:21,490

Yeah, it's interesting. You mention that because, yeah, I mean, yeah, you're very interesting.

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00:24:21,490 --> 00:24:27,330

And plus I love. Collaborate Ultra, but do I know you?

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00:24:27,330 --> 00:24:32,160

I really do. I almost love it as much as Celine Dion. So that's on record.

228

00:24:32,160 --> 00:24:41,280

That's saying something. Wow, that is saying something. OK. Not as much as my dog here, but I have to say that in class,

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00:24:41,280 --> 00:24:46,830

I like to show students job descriptions when we start the course so I can make the connection.

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00:24:46,830 --> 00:24:50,790

This is why you need this course to help you get this job in your career.

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00:24:50,790 --> 00:24:54,690

Almost every single job description has Microsoft Office.

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00:24:54,690 --> 00:25:01,350

You need to be proficient. So that being said, my students need to know how to use teams moving forward.

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00:25:01,350 --> 00:25:05,580

That's what they're going to be using. They could even now be having virtual interviews.

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00:25:05,580 --> 00:25:09,870

So the more exposure they get to it, the more comfortable they're going to be.

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00:25:09,870 --> 00:25:13,680

Using teams so as much as I do love collaborate,

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00:25:13,680 --> 00:25:21,780

I do really see the value of teams in terms of getting them career ready because that's really what we're doing.

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00:25:21,780 --> 00:25:29,640

So I do like and I know we like to keep everything the alums, but I know I can still link teams to cause all of us.

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00:25:29,640 --> 00:25:33,520

I know it's not integrated, but I can still link, but it will be integrated.

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00:25:33,520 --> 00:25:41,160

And so this is one of the things I was on a road map session yesterday with Blackboard.

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00:25:41,160 --> 00:25:46,320

There are exciting, you know? Well, you know, the geek in me was pretty much enjoying it.

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00:25:46,320 --> 00:25:50,860

I have to say I was. Look, I've got notes I've got to tell.

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00:25:50,860 --> 00:25:57,020

And actually, you could have really spoke volumes if you had that roadmap behind you right now on your own,

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00:25:57,020 --> 00:26:03,510

not just to have just just a prototype where are gone on vacation, where your garden and blackboard?

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00:26:03,510 --> 00:26:12,750

Yeah, yeah. So I know this is all supposed to be about Blackboard, and we've taken it off and made it about teams being awesome.

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00:26:12,750 --> 00:26:24,450

But the teams integration was there in a certain way and then in a way that it's connected and LTI integration.

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00:26:24,450 --> 00:26:32,430

And yesterday, in the roadmap session, they were touting this and saying how this was something they were doing, and I was in the chat saying, Well,

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00:26:32,430 --> 00:26:38,730

actually, that integration is broken as of last week, and I and I probably messaged them four times,

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00:26:38,730 --> 00:26:43,620

please put in a ticket and I was I did put in a ticket. We were told they were aware of it.

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00:26:43,620 --> 00:26:49,800

They gave us no timeline. So I was really pushing back on that because for us to move to teams, we need integration.

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00:26:49,800 --> 00:26:53,400

We need for students to be able to in the learning management system,

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00:26:53,400 --> 00:26:58,320

have a link that brings them there are on their calendar that they can easily access that session.

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00:26:58,320 --> 00:27:01,200

Well, that that's the part that's not working right now. You can create a session.

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00:27:01,200 --> 00:27:05,010

It looks like you're successful, but it's gone nowhere and nothing was created.

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00:27:05,010 --> 00:27:09,690

So it's a problem. There's a workaround, but what I'd like to see is the integration,

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00:27:09,690 --> 00:27:13,980

and I know it's possible because I've seen it on one of their videos or screen

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00:27:13,980 --> 00:27:19,020

captures somewhere as Blackboard Collaborate Ultra is integrated into the system.

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00:27:19,020 --> 00:27:26,130

We want that tool turned off, and it's possible to have teams linked right in the system that there's a course room there and everything.

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00:27:26,130 --> 00:27:35,850

That's what I'd like to see, and I know these things are possible, and they're coming along with lots of other great things that are coming.

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00:27:35,850 --> 00:27:41,220

Accommodations hold on. Accommodations across the board already exists, but it's limited.

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00:27:41,220 --> 00:27:46,110

We're going to be able to customize that. There's going to be improvements to inline grading.

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00:27:46,110 --> 00:27:49,590

There's going to be hidden groups so that if you do want to end the call,

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00:27:49,590 --> 00:27:53,010

you're going to like this because you like to group your students in ways they don't know.

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00:27:53,010 --> 00:27:56,970

You've grouped them for a test, then you like to give them all kinds of test pools and stuff.

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00:27:56,970 --> 00:28:04,470

You've talked about about that before, and I see I do listen the hidden groups, you're going to like it.

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00:28:04,470 --> 00:28:09,150

They won't know they're in groups. We'll be able to add pronouns.

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00:28:09,150 --> 00:28:17,880

I mean, when we talk about accessibility, gender identity has been a big discussion over the last year,

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00:28:17,880 --> 00:28:25,050

and I think that's a very nice addition that they're adding name pronunciation.

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00:28:25,050 --> 00:28:30,780

We have an international community and our one of the great things about the learning management system is it's

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00:28:30,780 --> 00:28:37,740

been that place to connect 24-7 across the world and our international students has usually appreciated it.

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00:28:37,740 --> 00:28:43,230

I it updates all of the times that are on there to reflect the time zone that they're in.

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00:28:43,230 --> 00:28:48,970

I really like that is amazing. That is great. But it's wonderful now.

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00:28:48,970 --> 00:28:55,530

Can't say that, you know, there's not ways to fool it with proxy and all of that, but let's not go down that road feature.

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00:28:55,530 --> 00:29:02,460

The functionality is there, but there's also going to be a name pronunciation field that a student can actually

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00:29:02,460 --> 00:29:07,650

put in how their name is pronounced and phonetically phonetically put that in.

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00:29:07,650 --> 00:29:09,880

And progress tracking is another one.

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00:29:09,880 --> 00:29:17,670

So when you talk about learner engagement, some instructors would like to have students track their learning through a course.

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00:29:17,670 --> 00:29:24,200

Now, this can be really helpful for fully online courses because some of our instructors are teaching fully online courses.

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00:29:24,200 --> 00:29:32,690

But it could be also for additional testing and assignments that you might give students who are working towards some sort of certification.

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00:29:32,690 --> 00:29:41,030

You know, test quizzes, just chapter quizzes that they can repeat and they can go through and check off how far they are along.

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00:29:41,030 --> 00:29:50,340

So that's coming back in and that's that's a motivator as well. And there are other things, but I brag, No, I like I like what I heard.

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00:29:50,340 --> 00:30:00,140

I'd like to see more. I'm I would really like to see more, but there are more features coming in that that's that instructors will like.

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00:30:00,140 --> 00:30:04,880

So I'm happy with what I'm seeing so far and what their desires are.

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00:30:04,880 --> 00:30:12,170

I just want them to develop on my schedule. So I'm looking to build some business and honestly, my way.

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00:30:12,170 --> 00:30:17,310

I turned off my mike because I don't want you to think my dog was snoring as you were speaking.

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00:30:17,310 --> 00:30:22,950

But, you know, thanks for getting her to sleep. Yeah, I appreciate you.

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00:30:22,950 --> 00:30:32,600

Bye. But no, and I did want to reiterate, I don't like change out of all faculty members here.

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00:30:32,600 --> 00:30:36,920

I honestly don't like change them in the same house I was born in for forty three years.

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00:30:36,920 --> 00:30:43,650

You better definitely at it. So, yeah, so same house for forty three years.

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00:30:43,650 --> 00:30:49,010

I actually don't like change with change. There's going to come some growing pains.

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00:30:49,010 --> 00:30:56,930

So we ask you to be very patient, but I can tell you, I did experience a growing pain with Ultra.

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00:30:56,930 --> 00:31:03,290

I was following a video and how to embed our PowerPoint, and I was like, I have to be doing something wrong.

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00:31:03,290 --> 00:31:05,600

So I called the wonderful help desk.

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00:31:05,600 --> 00:31:12,320

The students are absolutely amazing that are helping, and the students said, No, you're doing everything correctly.

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00:31:12,320 --> 00:31:17,900

And I said, Can you let Donna know that please? And they said, We need to fight this.

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00:31:17,900 --> 00:31:25,130

And they gave me a workaround and they said, Listen, we flagged up. We want to improve the experience, but I think it upset.

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00:31:25,130 --> 00:31:28,610

I just wanted to make sure I was doing. But if you call, you get help.

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00:31:28,610 --> 00:31:33,020

They're flagging that they're trying to make the user experience a positive one.

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00:31:33,020 --> 00:31:41,720

But with change, there are some growing pains, so it's going to happen regardless of any alums we would move to, right?

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00:31:41,720 --> 00:31:45,500

So, yeah, so yeah. Yeah, yeah, no, it is true.

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00:31:45,500 --> 00:31:50,630

I mean, they they they all have a great deal of features and I'm really,

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00:31:50,630 --> 00:31:56,990

really happy to see the number of features that are coming for us and that are already here and that are on the horizon.

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00:31:56,990 --> 00:32:00,620

You know, a year and a half ago when we moved online because of the pandemic,

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00:32:00,620 --> 00:32:05,240

one of my colleagues said it feels like we've just been transported into the future in my head.

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00:32:05,240 --> 00:32:08,900

I thought, Well, it feels like we've been transported into the present, really,

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00:32:08,900 --> 00:32:15,680

because because, you know, it's it's those the tools that we that we have access to now,

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00:32:15,680 --> 00:32:22,640

just a matter of discovering them and mastering them and deciding what is going to be the best choice, you know, for our for learning environment.

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00:32:22,640 --> 00:32:28,280

It's good to know that our LMS provides us with a huge host of possibilities, you know,

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00:32:28,280 --> 00:32:35,660

for inclusivity, for access and and for a deeper, more meaningful student learning experience.

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00:32:35,660 --> 00:32:42,140

Can I just say a couple of features that are coming? One that Nicole is going to be very excited, but she showed me this in original.

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00:32:42,140 --> 00:32:46,880

She taught me something. So this particular one great.

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00:32:46,880 --> 00:32:53,910

My question is not in Ultra, which is one of your favorite features, but is doing it right before the session.

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00:32:53,910 --> 00:33:03,050

Mm hmm. Yeah, it is such a fantastic feature that's coming just so that, you know, I'm very excited about that.

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00:33:03,050 --> 00:33:06,890

Well, six months though, you're looking at six months. OK, that's OK.

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00:33:06,890 --> 00:33:12,800

All right. I'll deal with that too. Great question. Yeah, it's pretty great.

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00:33:12,800 --> 00:33:16,340

There's yeah, there's another number of other features, too.

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00:33:16,340 --> 00:33:22,520

I will say, though, everything you use always keep the students in mind and what their experience is as well,

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00:33:22,520 --> 00:33:34,040

because I think sometimes it's necessary for instructors to for our faculty to choose to do things because it works best for them.

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00:33:34,040 --> 00:33:39,230

But there are times that that does not work well for the learner.

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00:33:39,230 --> 00:33:43,550

And if anything, over the past throughout the pandemic,

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00:33:43,550 --> 00:33:53,510

we've really seen that boy has that ever been made clear is is the gap that is there between the features

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00:33:53,510 --> 00:34:00,170

that are possible and actually how we're we're designing our learning and how it is not copy paste.

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00:34:00,170 --> 00:34:09,050

You can't copy paste what's in the classroom. Face to face is different than online, and you need to design for online if your classes online.

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00:34:09,050 --> 00:34:16,760

Now we're fully going back. I think in the new year, if everything goes according to plan for the most part.

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00:34:16,760 --> 00:34:24,110

But I think it still stands that if you're going to be designing learning for people, that.

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00:34:24,110 --> 00:34:28,730

Aren't going to be in the classroom. You need to think of it from the learning learners perspective.

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00:34:28,730 --> 00:34:37,310

Maybe take a course through the Center for Innovative Learning and become a learner online so that you can experience things as a student.

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00:34:37,310 --> 00:34:41,120

I think that's a good idea. Mm hmm. Do you have any courses you're doing?

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00:34:41,120 --> 00:34:48,680

I can take mine. Mine actually has a I'm close to Nicole Judge Mark on it.

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00:34:48,680 --> 00:34:54,570

So lots of them.

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00:34:54,570 --> 00:35:02,480

Yeah. Are you running courses for for faculty this semester, Nicole or next semester?

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00:35:02,480 --> 00:35:12,000

Yeah, we are doing actually the teaching digital certification. However, it does need to be upgraded because the first digital world?

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00:35:12,000 --> 00:35:16,280

Right? Yeah. And it was still in the first blackboard course, the initial.

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00:35:16,280 --> 00:35:27,050

So it needs resolving. I will admit that because it needs to move to ultra and then it actually needs to be moved into all struck.

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00:35:27,050 --> 00:35:32,990

So but now I'm still hoping I've been actually posting sessions with two programs

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00:35:32,990 --> 00:35:38,300

in the faculty of business where I've been helping them move towards Ultra.

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00:35:38,300 --> 00:35:47,270

So that's been a positive experience because there's lots of interest, and I would say it's a lot of positives coming out of those sessions.

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00:35:47,270 --> 00:35:53,000

So we kind of did every Monday, we've been doing one and then picking up and doing a different topic.

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00:35:53,000 --> 00:35:57,590

So. So yeah, so just trying to get everyone ready for January.

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00:35:57,590 --> 00:36:08,880

But honestly, when I started, I Donna told you the story before we were being recorded, but I thought I had the new ultra light in the spring.

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00:36:08,880 --> 00:36:15,320

I mean, that's the thing with this is even it looks exactly like the old one.

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00:36:15,320 --> 00:36:21,710

Yeah. And then they had to, you know, burst my bubble and tell me, you just have the ultra dash where you don't actually have any all three courses.

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00:36:21,710 --> 00:36:25,970

I was like, Oh, great. Yeah, I kind of was resistant.

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00:36:25,970 --> 00:36:32,900

As you know, I don't like change, and I started working in it and I'm like, Oh my gosh, it's it's honestly very user friendly.

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00:36:32,900 --> 00:36:38,120

I like the looks of it. I like what you can do. I feel it's not as clunky.

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00:36:38,120 --> 00:36:43,140

Yes. Mm hmm. For new instructors. I think that this some.

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00:36:43,140 --> 00:36:49,490

Well, I think it's cliché to say a game changer, but I do think it's a time saver for new instructors.

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00:36:49,490 --> 00:36:54,560

Blackboard Ultra is far easier to learn than Blackboard Original.

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00:36:54,560 --> 00:37:05,750

Now, part of the reason Chou is Blackboard Original was an amalgamation of numerous learning management systems that it had acquired over the years.

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00:37:05,750 --> 00:37:14,570

And one of the things about Blackboard, I will say they have a vibrant community of feedback, and they do always want to be adding new functionality.

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00:37:14,570 --> 00:37:26,420

So therefore we had this very complex, capable, clunky, cumbersome, oftentimes tool, and it was not intuitive in any way.

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00:37:26,420 --> 00:37:33,620

You wouldn't just automatically know where to go to get things, especially when you start a course and there's no menu items on the left hand side.

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00:37:33,620 --> 00:37:40,360

So there's nothing to tell you that when you go into Ultra, it's just the tools are there.

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00:37:40,360 --> 00:37:45,770

I, it's you click a button and it says, create content. It's it's just intuitive.

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00:37:45,770 --> 00:37:51,620

The documents, there's one document in original you could create numerous content types.

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00:37:51,620 --> 00:38:01,730

There's one content type that you create in Ultra that makes it so streamlined, much more simplified, much easier to use.

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00:38:01,730 --> 00:38:06,290

I've heard that, too, from the people that have been in the pilot much more straightforward that way.

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00:38:06,290 --> 00:38:11,660

Mm-Hmm. That's very promising and reassuring. No,

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00:38:11,660 --> 00:38:16,730
it's like we would be sitting in some sessions with the old blackboard explaining

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00:38:16,730 --> 00:38:21,530
what's an item versus a file based on the content folder versus this?

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00:38:21,530 --> 00:38:31,070
Whereas now it's it's a lot more streamlined, and I feel it's going to be better, especially for new faculty starting, but even for us, moving.

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00:38:31,070 --> 00:38:37,790
You don't have as many. And when I say choices, I mean, in a good way, like I would always do, I do an item.

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00:38:37,790 --> 00:38:41,240
Sometimes I'm second guessing myself so right. Yeah, right?

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00:38:41,240 --> 00:38:44,210
And you talked to me earlier, Donna, you were talking about cognitive load.

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00:38:44,210 --> 00:38:49,430
And this is one of those things where I think by by reducing the the navigational choices,

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00:38:49,430 --> 00:38:53,480
you do decrease the cognitive load on the person who's creating the thing that's great,

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00:38:53,480 --> 00:38:57,470
which is which is going to have a knock on effect, a positive to the students as well.

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00:38:57,470 --> 00:38:59,780
Mm hmm. Yeah, I think so.

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00:38:59,780 --> 00:39:08,510
If there was one thing, I I one thing, I think that for me, I would like to see in the learning management system for the students perspective.

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00:39:08,510 --> 00:39:14,480

I know you're both expecting a joke here, but it's not, you know, I think it's got to be I would like.

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00:39:14,480 --> 00:39:23,000

No, I would like internal annotation and note taking for the student that when they're in different parts of the material and the content,

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00:39:23,000 --> 00:39:31,010

they have ideas. Notes and then they would be able to put sticky notes or some kind of comments that they themselves see it would.

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00:39:31,010 --> 00:39:36,980

I think it would be a wonderful feature. To have conversations is not that I know.

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00:39:36,980 --> 00:39:40,730

So something private for them. I mean, yeah, something private for them now.

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00:39:40,730 --> 00:39:44,360

It could also be something that you could have an assignment put in there.

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00:39:44,360 --> 00:39:49,020

You've got a document and they can annotate. I think there's a lot of value for that.

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00:39:49,020 --> 00:39:56,510

That's what hypothesis is all about the two, a hypothesis, an external tool that I think that Flay is using right now.

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00:39:56,510 --> 00:40:02,840

But I'm I would like to see that more inside of the learning management system itself.

378

00:40:02,840 --> 00:40:06,620

That's one of the things, Nicole, where you say it's a community and it's a house.

379

00:40:06,620 --> 00:40:14,480

Another feature I would like to see is a chat that's right in the learning management system where you can when you go in,

380

00:40:14,480 --> 00:40:19,040

you can see who's online and you can say whether or not you want to be seen online.

381

00:40:19,040 --> 00:40:22,520

I think that would draw learners in outside of their groups.

382

00:40:22,520 --> 00:40:27,290

They go into them, into their course and they see, Oh, sure, out there is on there now.

383

00:40:27,290 --> 00:40:32,660

Hey, sure, aren't there. I'm here looking at this assignment. How are you doing with it?

384

00:40:32,660 --> 00:40:34,520

Like anything like that, right?

385

00:40:34,520 --> 00:40:41,760

Creates a community, and it really draws people into more of an immersive learner to learner interaction kind of environment.

386

00:40:41,760 --> 00:40:46,280

So those are kinds of things I'd like to see coming into the learning management system.

387

00:40:46,280 --> 00:40:50,480

Yeah, no, that would be a great tool to have.

388

00:40:50,480 --> 00:40:54,410

But they're working instead on reaction emoticons.

389

00:40:54,410 --> 00:41:03,860

So you can do what I like that I do like the emoticons like I'm big on not inserting them into your content, but at the bottom of a piece of content.

390

00:41:03,860 --> 00:41:09,560

It looks like you can actually say whether or not you liked it by smiling, frowning or something.

391

00:41:09,560 --> 00:41:11,900

Speaker three Yeah,

392

00:41:11,900 --> 00:41:20,960

like it's an odd like of all the things I would rather they fix my bugs and put the functionality in rather than working on that or these other.

393

00:41:20,960 --> 00:41:28,460

Of course, I think my ideas are far more brilliant than their developers. But you know, well, I, you know, I didn't want to say it.

394

00:41:28,460 --> 00:41:31,730

Not that well, definitely. You wouldn't want to say that never stopped you.

395

00:41:31,730 --> 00:41:39,680

Your ideas are both quite brilliant and you've been doing a brilliant job with helping the faculty to manage this change.

396

00:41:39,680 --> 00:41:45,470

I would say and continuing to do that and I want to thank you both for. For doing that, I feel like we could.

397

00:41:45,470 --> 00:41:50,210

We could talk all day about about where, where we are and where we're going with all this.

398

00:41:50,210 --> 00:41:57,630

And it's a fascinating discussion. So I just want to thank you very much both for your time today.

399

00:41:57,630 --> 00:42:00,870

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400

00:42:00,870 --> 00:42:07,140

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401

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402

00:42:12,600 --> 00:42:16,830

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403

00:42:16,830 --> 00:42:22,170

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00:42:22,170 --> 00:42:30,125

Thanks again for listening, and we'll see you next time. On the staff lounge then.