

Exemplary Uses of Blackboard

This rubric is designed to help faculty be more effective in their uses of Blackboard.

Please note that not every course needs to be ‘exemplary’ in every way listed here. The idea is that, after you decide what features of Blackboard make the most sense for your class, you can use this document as a guide to using those features in the most effective way possible.

We see this document very much as a work in progress and invite your thoughts on the descriptions presented here.

Please send any comments or suggestions to Greg Reihman grr3 at lehigh.edu

1. Role of Blackboard

Ineffective/Less Effective	Effective	Exemplary
-Faculty are unclear about what role Bb will play in their course or how it will help student learning.	-Faculty know roughly what role they want Bb to play and how it will help student learning.	-Faculty can articulate to others what role Bb will play and how it will help student learning.
-Faculty use features of Bb erratically and in ways that do not fit logically with the design of the course.	-Faculty use some features of Bb that fit logically with the design of the course.	-All of the features of Bb that are used fit logically with the design of the course.
-Course syllabus contains no mention of role of Bb in course.	-Course syllabus mentions that Bb will be used but doesn't say how.	-Course syllabus discusses exactly how and why Bb will be used, and shows how Bb is integrated with other course activities and assessments.
-Students are unclear about whether Bb will be part of the course.	-Students know that they will be using Bb but they do not know why.	-Students understand why they are using Bb, whether their use of Bb will be part of their grade, and how they will be graded.

2. Blackboard Course Design and Customization

Ineffective/Less Effective	Effective	Exemplary
-Bb course is disorganized and difficult to navigate; students find many empty folders, unused features	-Bb course is organized and navigable, but students still have to search around to find features and content.	-Bb course is well-organized and easy to navigate; students can easily find features and content.
-Faculty leave all features active, sporadically use various features.	-Faculty regularly use those features appropriate to course goals.	-Faculty regularly use appropriate features and disable unused features
-Blackboard menu, style, and design are left uncustomized.	-Blackboard menu, style, and design show some customization.	-Blackboard menu, style, and design are fully customized.
-Course materials are not customized to take advantage of the Bb environment.	-Course materials are customized to take advantage of the Bb environment.	-Course materials are customized and extended to take advantage of the Bb environment.

3. Integration with “Live” Classroom

Ineffective/Less Effective	Effective	Exemplary
-Classroom instruction and Bb usage are independent.	-Classroom instruction occasionally integrates with Bb.	-Classroom instruction consistently integrates with Bb.
-Students do not see connection between time spent in Bb and time spent in class.	-Students dimly perceive connection between time spent in Bb and time spent in class.	-Students fully grasp the connection between time spent in Bb and time spent in class.
-Students grudgingly use Bb when it is required.	-Students use Bb appropriately, but minimally.	-Students actively (enthusiastically?) use Bb.

4. Communication

Ineffective/Less Effective	Effective	Exemplary
-Communications tools (announcements, email, etc) are unused or used erratically.	-One communication tool is used consistently.	-Multiple communications tools are used appropriately and consistently.
-Students do not know if and when to visit Bb.	-Students visit Bb intermittently.	-Students know when to visit Bb and visit at appropriate time.
-Communications are faculty-to-student only.	-Communications are faculty-to-student only.	-Communications are faculty-to-student, student-to-faculty, and student-to-student.

5. Discussion and Collaboration

Ineffective/Less Effective	Effective	Exemplary
-Discussion board is unused or used for isolated posts.	-Discussion board is occasionally used; students post sporadically; interaction is limited.	-Discussion board is fully integrated into the course, students post regularly, and engage in quality discussion.
-Faculty give students no guidance or feedback on how best to participate in a discussion or collaborate on a team.	-Faculty give students some guidance and feedback on how best to participate in a discussion or collaborate on a team.	-Faculty give students regular, clear guidance and feedback on how best to participate in a discussion or collaborate on a team.
-Discussions or collaborations are independent of in-class activities.	-Discussions or collaborations occasionally overlap with in-class activities.	Discussions or collaborations regularly overlap with in-class activities.

6. Assessment

Ineffective/Less Effective	Effective	Exemplary
-Formative assessment features (i.e., those used to build knowledge or skills and not simply to test them) are not used.	-Course has a few formative assessment tools that allow students to gauge their understanding.	-Course has many formative assessment tools that regularly allow students to gauge their understanding.
-Assessments are not aligned with course goals or course activities.	-Assessments are partially aligned with course goals or course activities.	-Assessments are aligned with course goals or course activities.
-Bb assessment features are not used; all assessments are conducted in class.	-Bb assessment features are occasionally used.	-Many assessments are conducted in Bb, freeing class time for other activities.
-Students cannot see grades in gradebook.	-Students can see some grades in gradebook.	-Students can see all grades in gradebook.