OVERVIEW

The project “LMS Transition @ PolyU” will manage the introduction of Blackboard (Bb) 9.1 as the centralised, officially supported Learning Management System (LMS) for PolyU. During the period of transition to the new system (Feb 2011 to August 2012) the project will coordinate the change management process across the university. This will include developing appropriate policies, processes, communication and marketing strategies, technical infrastructure and professional development (Online and Face-to-Face) for all staff and students.

Acknowledged are the potential synergies of exploring the integration of existing PolyU systems that support Teaching and Learning such as the; SPECIAL ePortfolio, The Library, Grade reporting through AS; potentially SFQs to eSFQ’s, OBE support, accreditation and tracking and CPA alignments and that these will be developed as sub-projects of the main LMS Transition Plan.

“The move to Blackboard (Bb) represents a change in technology usage but the focus and significance of the transition is about changing pedagogy. The transition is not simply organising the migration of courses from one system to another but intended to encourage a cultural change in making eLearning part of mainstream teaching and learning, resulting in an increase in both the quality and quantity of blended learning”

ORGANISATION

- EDC will play a key role in supporting the University and VP(AD) in developing a pedagogically led vision for the transition to the new LMS.
- A Blended Learning Advisory Committee (BLAC) has been established to act as a key sounding board regarding educational technology issues broadly and the LMS Transition specifically @ PolyU.
- A Project Board has been established to ensure transparency of the project and potential inter-relationships / strategic alignment.
- A ‘Community of Practice” change management model will be adopted.
- Recommended is a minimum of 2 ‘Early Adopters’* from each Department with a key person being identified as the LMS Transition departmental contact
  *NOTE – Departments can negotiate to have more staff be part of the ‘Early Adopter’ cohort
- A Bb user group at PolyU will be formed representative of interested staff (technical support staff “LMS Enablers” and teaching staff, “LMS Early Adopters”)
- Communication will be regularly sent to the PolyU community
MARKETING and COMMUNICATION
- A LMS Transition Project website will be established to ensure transparency of the plan
- A ‘Name the LMS’ competition will be organised
- A monthly eNews will be sent out to all PolyU staff
- During the student Common Orientation Programme specific sessions will be offered for students
- Roadshows will be conducted early in the project to all Faculties and Schools to promote awareness of the change and potential adaptations of the BB system to PolyU’s Learning and Teaching context
- All faculties, schools and support units have representation to the project through the Blended Learning Advisory Committee and Early Adopters.

PROFESSIONAL DEVELOPMENT & SUPPORT
- **F2F WORKSHOPS** will be provided as; **Open to All Introductory Sessions**; **Advanced workshops** on specific features and their pedagogical application; ‘Early Adopter training and Departmental specific workshops
- **ONLINE resources** will be developed to assist staff with ‘Just-In-Time’ access to professional development
- Early Adopters will be supported in Summer and Sem 1, 2011
- a Bb ‘Sandpit’ environment will be established to allow academic staff to access the system and explore its functionality
- **Learning Design Templates** will be developed to assist staff in some efficiencies re common tasks and guidelines re best practice
- Specific Training and Resources will be developed for CLO’s / support staff
- Student support will be offered through the Common Orientation Program
- Existing ITS support systems will be adapted to include technical as well as pedagogical support (in collaboration with EDC)

TECHNICAL ASPECTS
- The structure of Bb 9.1 courses is VERY different to WebCT 4
- An imperfect version of the course can be expected after migration
- An online planning resources referred to as ‘Migration Registration’ will be sent to all staff to plan the migration process as well as the timing of the training.
- Teacher input will be required for checking, resolving broken links, missing graphics and formatting errors ... etc OR Recreating their course using the Learning Design Templates
- The BB default interface will be adapted to the PolyU Teaching and Learning context
# KEY DATES

<table>
<thead>
<tr>
<th>Period</th>
<th>Phase</th>
<th>LMS Transition Focus</th>
<th>Key dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan – June</td>
<td>Preparation/</td>
<td>LMS Transition Website established&lt;br&gt;Competition to <em>name</em> PolyU’s version of BB&lt;br&gt;Roadshows - all Faculty and Schools&lt;br&gt;Call for ‘Early Adopters’&lt;br&gt;Migration Registration sent to all PolyU staff&lt;br&gt;Bb courses for Summer and Semester 1 migrated/created&lt;br&gt;Training for Academic and Technical support staff</td>
<td>April 2011&lt;br&gt;May 2011&lt;br&gt;April – May 2011&lt;br&gt;April 2011&lt;br&gt;June 2011&lt;br&gt;June 2011&lt;br&gt;May, July 2011</td>
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<tr>
<td>2011</td>
<td>planning/</td>
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<tr>
<td>June – Aug</td>
<td>1</td>
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<tr>
<td>2011</td>
<td>Summer Term</td>
<td>Early adopters teach an estimated 20-30 Bb courses in Summer Term Pilot.&lt;br&gt;Early Adopters / DLTC to identify other staff from their context who plan to use BB in Sem 1&lt;br&gt;Adaptation of BB to PolyU’s context finalised&lt;br&gt;Training for CLO’s and departmental support staff offered again&lt;br&gt;Training for Early Adopters using BB in Sem 1</td>
<td>June / July / August 2011&lt;br&gt;July 2011 / August 2011&lt;br&gt;August 2011&lt;br&gt;July / August 2011&lt;br&gt;July / August 2011</td>
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<td>13/6 – 19/8/11</td>
<td>2010/11</td>
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<tr>
<td>2011</td>
<td>Small-scale use</td>
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<tr>
<td>2011</td>
<td>of the BB</td>
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<tr>
<td>2011</td>
<td>system</td>
<td></td>
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<tr>
<td>Sept - Dec</td>
<td>3</td>
<td>Early adopters teach an estimated 180-250 Bb courses in Semester 1.&lt;br&gt;Departmentally Based Workshop series – (the number and structure to be negotiated with each department, a minimum of two is recommended)&lt;br&gt;Courses for Semester 2 confirmed, migrated/ created&lt;br&gt;Training for CLO’s and departmental support staff</td>
<td>Sept 2011 – Jan 2012&lt;br&gt;Sept 2011 – Jan 2012&lt;br&gt;Dec 2011&lt;br&gt;Dec 2011</td>
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<tr>
<td>2011</td>
<td>Semester 1</td>
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<td>2011/12</td>
<td>2011/12</td>
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<tr>
<td>2011</td>
<td>Wider-scale</td>
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<tr>
<td>2011</td>
<td>use</td>
<td></td>
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<tr>
<td>2011</td>
<td>(Parallel running of WebCT &amp; Bb)</td>
<td></td>
<td></td>
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<tr>
<td>Jan – Aug</td>
<td>4</td>
<td>Later adopters teach 1000+ Bb courses in Semester 2&lt;br&gt;Open for ALL Workshops and Advanced workshops offered on specific BB features / pedagogical approaches&lt;br&gt;Bb courses for Summer Term 2011/12 and S1 2012/13 confirmed, migrated/created.&lt;br&gt;Most Summer courses run in Bb</td>
<td>Jan 2012 – June 2012&lt;br&gt;May 2012</td>
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<td>2012</td>
<td>Semester 2</td>
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<td>2011/12</td>
<td>2011/12</td>
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<td>2012</td>
<td>+ Summer</td>
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<td>2011/12</td>
<td>Wider-scale</td>
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<td>2012</td>
<td>use</td>
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<td>2012</td>
<td>(Parallel running)</td>
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<tr>
<td>WebCT no</td>
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<td>longer</td>
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<td>available</td>
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<td>Aug 2012</td>
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<td>Sept</td>
<td>5</td>
<td>Courses for S2 2012/13 confirmed, migrated/ created.&lt;br&gt;All S1 and S2 courses run only in Bb. This academic year is the last chance for migration of old WebCT courses.&lt;br&gt;(WebCT archive available)</td>
<td>Semester 1 2012/13&lt;br&gt;Semester 2 2012/13&lt;br&gt;Summer Term 2012/13</td>
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<tr>
<td>2012 – Aug</td>
<td>Full adoption</td>
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<td>2013</td>
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An Overview of the **Pedagogical Benefits** of BlackBoard 9.1

*PolyU’s Strategic Plan identifies a goal of:*

“To promote the wider use of blended learning (i.e. a combination of e-learning and face-to-face teaching/learning) to enhance quality”. (p.9)

*The move to Blackboard (Bb) represents an opportunity to re-think current practices in using the LMS.*

and our goal is to improve both the quality and quantity of blended learning”

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**How is WebCT **DIFFERENT** from BlackBoard 9.1?**

- New interface incorporates “drag and drop” features for ease of use
- Streamlined workflow ensures there are fewer clicks to execute commons tasks.
- New Home page including integrations with the Library, ePortfolio
- Web 2.0 tools provide collaborative and active learning experiences (Mashups)
- Integrated plagiarism tool
- Online Community Spaces
- eSFQ’s

**How does Blackboard help me manage my course **CONTENT**?**

- Learning Design Template to save staff time on common tasks and provide a starting structure
- Drag and drop multiple files to add content rapidly to your courses Drag and drop to upload files
- Single Edit Button
- Easily Embed rich media (videos, images, and slideshows)
- Content collection, re-use and sharing Permissions

**How does Blackboard help me **COMMUNICATE** with my students?**

- Easily email all students in a class, programme, department
- Gradable discussion contributions
- ALSO – options to set up community pages for a Faculty, Department or Programme
- My Scholar function to share resources across Programmes
- Students can create their own Group Pages for collaboration
- Blogs, Journals, Wikis available

**How does Blackboard help me **ASSESS** my students?**

- 17 types of quizzes (WebCT had 5)
- Refined workflow for aspects of the Grade Centre, improves the assessment process.
- Grade Centre integration with PolyU Academic Secretariat is being explored to save Academic Staff in entering grade information
- Use of Learning Paths and Adaptive Release
- OBE tracking
75 Reasons to Use Blackboard

**Content**
1. To put unlimited additional resources in the hands of students
2. To post course syllabus for easy access
3. To add content and learning objects
4. To link to library resources and databases
5. To post daily news, quotes, words, trivia, etc.
6. To publish classroom notes or study guides
7. To provide supplementary reading material
8. To create a virtual art gallery
9. To post movie clips
10. To post audio lectures
11. To provide links to useful websites
12. To allow students to read or listen to material repeatedly for understanding
13. To provide students who must miss class with easy access to materials
14. To include a glossary of course terminology

**Communication**
15. To enhance student-to-student communication
16. To enhance faculty-to-student contact
17. To distribute email messages to students
18. To encourage out of class discussion via discussion boards or chat rooms
19. To provide online homework help (virtual office hours)
20. To encourage collaborative learning
21. To connect students with community leaders and outside experts
22. To get 100% participation in class discussions
23. To reach “shy” students and allow them to express their thoughts
24. To provide opportunities for learning communities
25. To share community events
26. To set up groups for classes (large or small)
27. To send specific emails to a subset (group) of students
28. To facilitate group projects by allowing students to discuss particular topics and exchange files
29. To remind students of important deadlines
30. To share student ideas and projects
31. To develop a mentoring system
32. To collect student quotes
33. To help students find study partners
34. To assist in creating connections and inclusion
35. To communicate expectations and objectives
36. To provide advance organization for in-class discussion
Assessment
37. To allow students to monitor their own progress
38. To post assignments and allow students to submit work digitally
39. To assess student progress with just-in-time methods
40. To record, display, calculate, and analyze student scores
41. To publish student writing
42. To conduct student surveys for quick feedback
43. To provide self-help or self-improvement quizzes
44. To create drill and practice exercises
45. To post extra credit work
46. To post answers
47. To give students immediate feedback on quizzes and assignments
48. To keep students apprised of “how they are doing”
49. To facilitate test review
50. To measure student access to course materials and tools
51. To develop formative and summative assessments
52. To provide interactive activities
53. To gauge student understanding and interests
54. To eliminate time consuming exam grading
55. To encourage reflective thinking
56. To organize student papers electronically
57. To promote peer editing for review and suggestions
58. To gather suggestions from students for course improvements

Other
59. To time control access to information by students
60. To copy things from one place to another (within the same course or between courses)
61. To provide continuous access to a student roster
62. To reduce printing and copying costs
63. To provide more time for classroom instruction and activities
64. To encourage students to read their textbook
65. To help students come to class prepared
66. To put an end to the “lost papers” excuse
67. To engage students with different learning styles
68. To provide consistency in course structure
69. To improve retention of course material
70. To engage students outside of class
71. To allow students to review lecture before or after class
72. To meet student expectations
73. To integrate technology into curriculum
74. To provide 24x7 access to course materials—anytime, anywhere
75. To make teaching and learning fun!

(REFERENCE – See over page)
For a more detailed overview of Blackboard please refer to the PolyU LMS Transition Website – [http://newlms.polyu.edu.hk/](http://newlms.polyu.edu.hk/)

**KEY RESOURCES**

Top 10 Reasons to use Blackboard 9  
[http://www.gonzaga.edu/campus-resources/offices+and+services+a-z/Training/BB-Top-10.asp](http://www.gonzaga.edu/campus-resources/offices+and+services+a-z/Training/BB-Top-10.asp)

75 Reasons to use Blackboard  
[http://www.uth.tmc.edu/med/administration/edu_programs/Assets/documents/educator-resources/75Reasons.doc](http://www.uth.tmc.edu/med/administration/edu_programs/Assets/documents/educator-resources/75Reasons.doc)

Understanding the Change from CE4 – Information for Instructors  
[https://behind.blackboard.com/s/faculty/refcenter/docs/](https://behind.blackboard.com/s/faculty/refcenter/docs/)

(7 page .pdf more suitable for teaching staff | – Look under Release Notes on the right hand menu)

Understanding the Change from CE4 to Blackboard Learn  
[http://www.usc.es/campusvirtual/learn/docs/CE4_to_Learn_9_Understanding.pdf](http://www.usc.es/campusvirtual/learn/docs/CE4_to_Learn_9_Understanding.pdf)

(93 page .pdf more suitable for technical staff)

Bb OnDemand Learning Center  

California State University’s BB Online Support Site*  

*NOTE – PolyU will be developing its own BB Online support site with extensive just-in-time resources customised to our learning and teaching context.

If you have any queries, feedback or concerns please feel free to contact any of the following;

**KEY CONTACTS**

¿ Questions about the **Project Management and Coordination** of the transition…

**Peter Duffy** – LMS Transition Project Manager  
Ph: 27666316  
Email: etpeterd@inet.polyu.edu.hk

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¿ Questions about the **Pedagogical Vision** for the LMS transition and Professional Development and Training…

**Ian Brown** / **Jenny Evans** – EDC Team Leaders  
Ph: 27666287 / Ph: 27666318  
Email: etian@inet.polyu.edu.hk / Email: etjeni03@inet.polyu.edu.hk

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¿ Questions about **Technical Issues and Support**…

**ITS eLearning Technical Support Team** / **David Chui** – ITS Team Leader  
Ph: 27664948 / Ph: 27667840  
Email: itbb@inet.polyu.edu.hk / Email: itdavid@inet.polyu.edu.hk
An Overview of the Migration Process

“Migration” refers to the act of moving your previous WEBCT 4 course into the new Learning Management System, Blackboard 9.1. The two systems are VERY different and you will be given support in the migration process. BUT.. it will also involve some of your time.

The following diagram represents the key dates and process for migration for courses being offered in SEMESTER 1, 2011. An online migration registration form will soon be sent to all PolyU staff. This helps us plan the process of moving over 4000 current WebCT courses within a timeframe that aligns with the academic calendar and helps us manage the support requirements.

The following captures the levels of support being offered to PolyU staff. NOTE – In addition to these levels of support, extensive training and online professional development resources will be made available.
The following identifies a matching of current WebCT features to the NEW features in Blackboard 9.1

<table>
<thead>
<tr>
<th>WebCT CE 4 features</th>
<th>Blackboard Learn 9.1 features</th>
<th>NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcements</td>
<td>Announcements</td>
<td></td>
</tr>
<tr>
<td>Calendar</td>
<td>Calendar</td>
<td></td>
</tr>
<tr>
<td>Chat and Whiteboards</td>
<td>Collaboration Tools (Virtual Classroom)</td>
<td>!</td>
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<tr>
<td>Discussions</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>Content Modules</td>
<td>Learning Modules</td>
<td>!</td>
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<tr>
<td>Glossary</td>
<td>Glossary</td>
<td></td>
</tr>
<tr>
<td>Manage Files</td>
<td>Course Files</td>
<td>!</td>
</tr>
<tr>
<td>Manage Students</td>
<td>Grade Centre</td>
<td>!</td>
</tr>
<tr>
<td>Question Database</td>
<td>Question Finder</td>
<td>!</td>
</tr>
<tr>
<td>Quizzes/Surveys</td>
<td>Tests/Surveys</td>
<td>!</td>
</tr>
<tr>
<td>Selective Release</td>
<td>Adaptive Release</td>
<td></td>
</tr>
<tr>
<td>Student Presentations</td>
<td>Groups</td>
<td>!</td>
</tr>
</tbody>
</table>

! - Indicates a different and often improved function


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Course migration will move and match data from your WebCT 4 course content / tools to the new Blackboard but there are things that cannot be migrated:

- User data (data linked to a specific user)
- External materials (links to other systems)
- Some Graphic Design customization of the WebCT Homepage

### What do YOU need to do after your course is migrated?

1. Review each of the items in the course area
2. Check if all the files are still in the right place
3. Check if any links are broken
4. Check if quizzes, forum questions or assignments are migrated
5. Check if selective release dates are still valid
6. Check if all course modules can be viewed by student properly

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**KEY CONTACT**

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