Blackboard Collaborate Ultra Intermediate

16 January, 2020

10:30-12:30

FG816

Pre-session materials / warmup

- Collaborate video: https://www.youtube.com/watch?v=1W4sGpVmJaY
- Step-by-step guide: https://images.edm.polyu.edu.hk/resource/beefree/5b8ce21a598aab0001db7d32/Template/steps%20to%20create%20a%20virtual%20class.pdf
- Best practices: https://www.uncannyowl.com/delivering-training-virtual-classrooms/

What are the *best* best practices from the Uncanny Owl article?

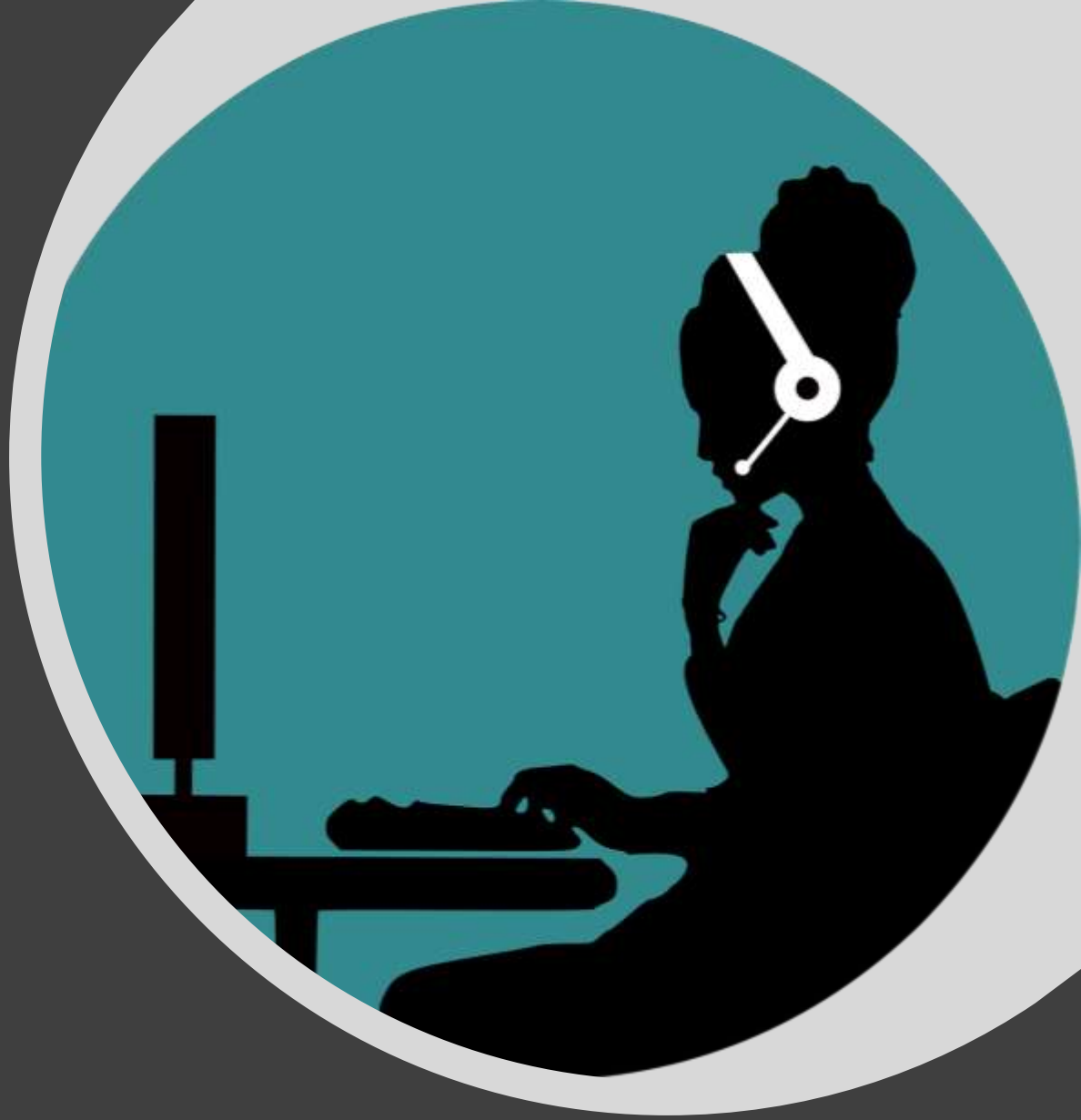
Some best practices

- Get to know the tool in advance, prepare participants, and keep it simple at first (e.g. no audio and video - no screen sharing)
- Engage students through the various functions available (chat, poll, presenting, breakout rooms, etc) and monitor their connection status
- Prepare a good PPT in advance
- *Having a co-host – the EDC does this but not feasible for us*

"The good news is that many activities you use in the classroom should still work online with some adaptation. Keep thinking about what the learners will see and hear, and how you want them to interact with you (or the materials) individually or in groups."

Today's session will discuss:

- virtual classroom best practices
- how to set up a Collaborate Ultra room
- the main features of Collaborate Ultra
- how we might meaningfully use Collaborate Ultra in Sem 2 to familiarize students with the tool (in case of emergency)
- (if time) how a section of Student Notes might be adapted/used
- what we want to do/learn next?



Creating a room (pre-joining)

3 ways of accessing Collaborate Ultra:

1. *Left-hand menu of any BB course: Course Management > Course tools > BB Collaborate Ultra*
2. *BB left-hand menu > add tool link > BB Collaborate Ultra (to create easy access for students)*
3. *Step-by-step guide (slide 2)*

➢ Course room always available – independent student use possible if default role is set to moderator

➢ Create a room specific dates & times; can be set to repeat for regular classes

Session settings

- set participant roles (participant=student/presenter/moderator=teacher)
- allow download recording
- audio/video on off (*recommended off first session/many participants)*
- private chat (can be restricted or monitored)

In-room features

Session menu:

- record session
- BB help
- leave session

Bottom panel (audio/video controls):

- **My settings** (add profile picture, show status, agree/disagree, mood)
- **Audio** (automatically on/off)
- **Video** (approve before turns on)
- **Raise hand**

Collaborate panel

- **Chat** *(good way to answer qs)*
- **Attendees** *(monitor connection status/change roles)*
- **Share content** *(whiteboard; application /window – must use Chrome & avoid if bandwidth is an issue; files - PPT, pdf, image)*
- **Secondary content** *(polling - can't be prepared in advance; timer – good for timed presentations or breakout room discussions)*
- **Breakout rooms** *(teacher can move from room to room – recording follows teacher – materials shared in main room not visible – Ss can raise hand to call teacher)*
- **My settings** *(profile, check audio/video, change notifications for moderator, change session settings)*

Using the Collaborate Ultra functions

Recommendations for participants when joining:

- Use Chrome
- Close all non-essential windows/tabs
- Allow audio and video when joining – even if you're not planning to use it
- Go to 'My settings' to add profile picture
- Mute audio/video when not active

Some basic example activities

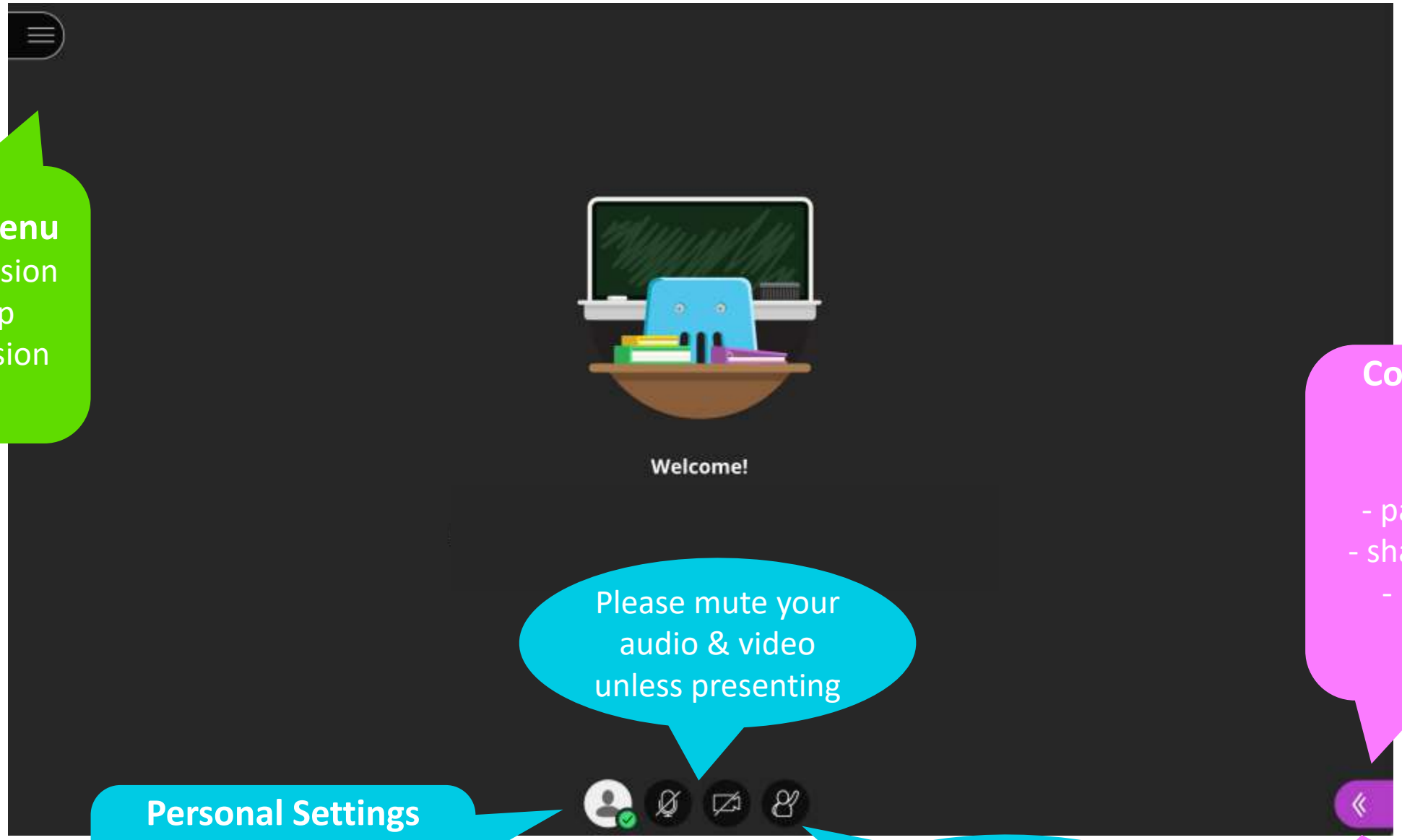
- Greetings – use **My status** and **settings**
- Ready to start? – use **Agree** or **Disagree**
- Share **image**: ask question – type answer in the **chat**
- **Poll:** ask poll question – type extra details on **w/b** or in **chat**
- Group discussion in **breakout rooms** – set **timer** and divide groups; report back in **chat/whiteboard/nominate speaker**

Recordings of Collaborate Ultra Sessions

- available in Collaborate menu in Blackboard
- links can be shared
- video can be downloaded if allowed in settings beforehand
- downloaded videos don’t include the chat

Hands-on session

- Create your own room in a BB sandbox – test things out
- In groups of 4, 1 person share link to their room, others join – take turns acting as moderator and testing the functions (especially breakout room)



Session Menu
- record session
- BB help
- leave session

Collaborate Panel
-chat
- participants
- share content
- breakout rooms
- polls

Please mute your audio & video unless presenting

Personal Settings
- your status
- audio & video on/off
- raise hand

To ask a question, just raise your hand…

…then type your question in the chat

Adapting ELC Student Notes

Group discussion:

How might EUS Unit 3 be adapted for online synchronous learning?

(start with Activity 1)

One possible solution…

Activity 1 –

(Start by sharing pdf of Unit 3 in main room)

1. Ss brainstorm causes, effects and solutions for China's ageing population in breakout groups (*Ss have to upload Unit in breakout room themselves or look individually)*

2. Whole class – gather ideas *(groups take turns typing in pdf)*

Activity 2 –

3. Whole class – match ideas to the essay and see which ideas were missed *(Ss underline in pdf, add new ideas in chat)*

Activity 3a, 3b and 4

4. Discuss in breakout groups.

5. Feedback with answer in whole group *(Ss can type in pdf - 3a - or in chat – 4 - or raise a hand to give an oral answer – 3b. PPT slides with answer key is helpful.)*

Pre-lesson activity: watching this video on problem-solution essays: https://youtu.be/r3_lIwMvpJ4

Post-lesson activities: writing an introduction and writing definitions.

What else do we want to know/learn?

Further Resources

Basic video: https://www.youtube.com/watch?v=1W4sGpVmJaY

Breakout rooms:

https://www.youtube.com/watch?v=D4dudLGevhw&feature=youtu.be

Help for students/teachers: https://help.blackboard.com/zh-hans/Collaborate/Ultra

Short online course: https://learn.polyu.edu.hk/webapps/blackboard/content/listContentEditable.jsp?content_id=_3866184_1&course_id=_80637_1&content_id=_3866184_1